

BACHELOR OF BUSINESS ADMINISTRATION THESIS

**Factors affecting university choice
of high school students in Vietnam
during the Covid-19 pandemic**

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GRM491_G4



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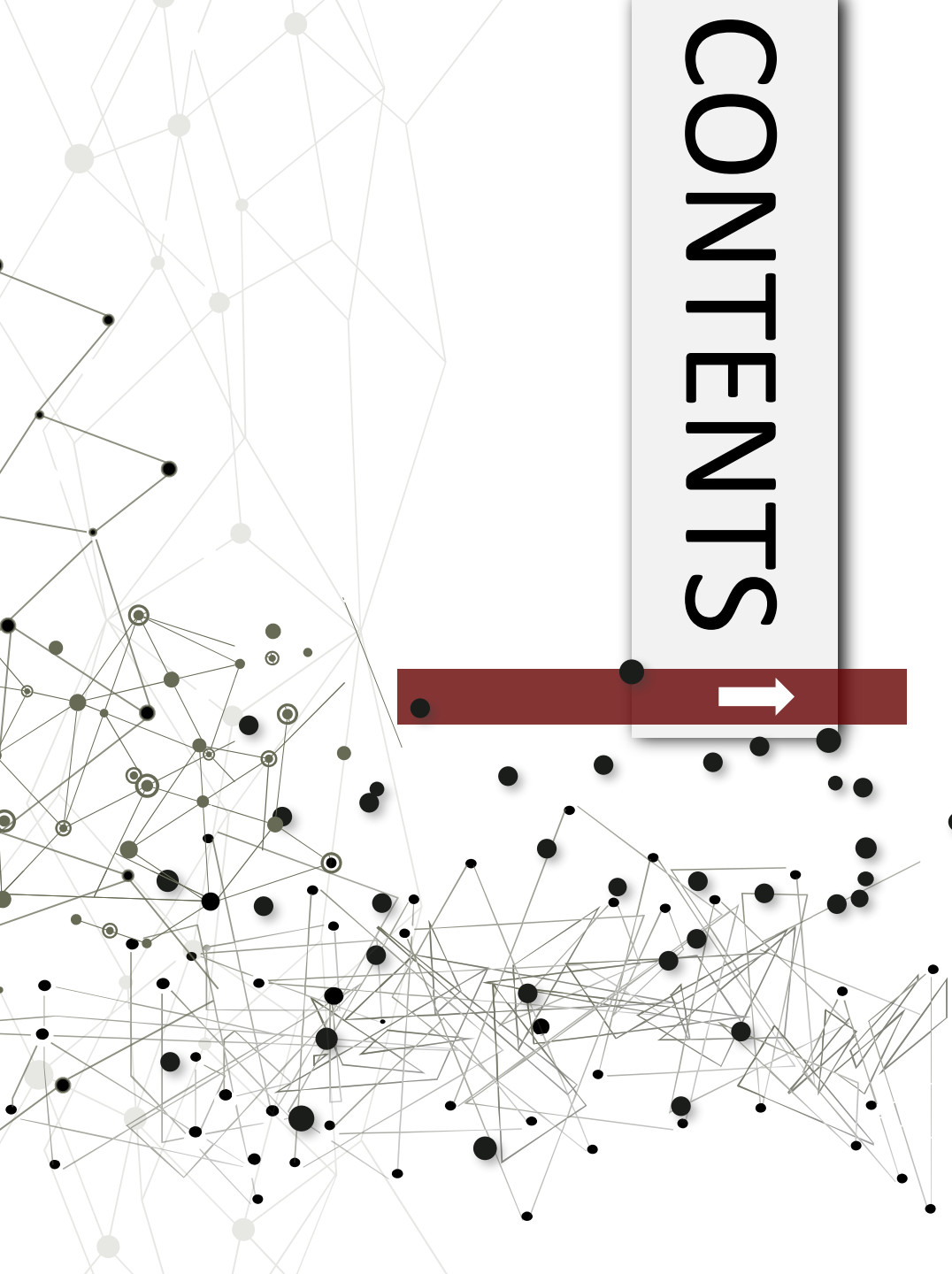
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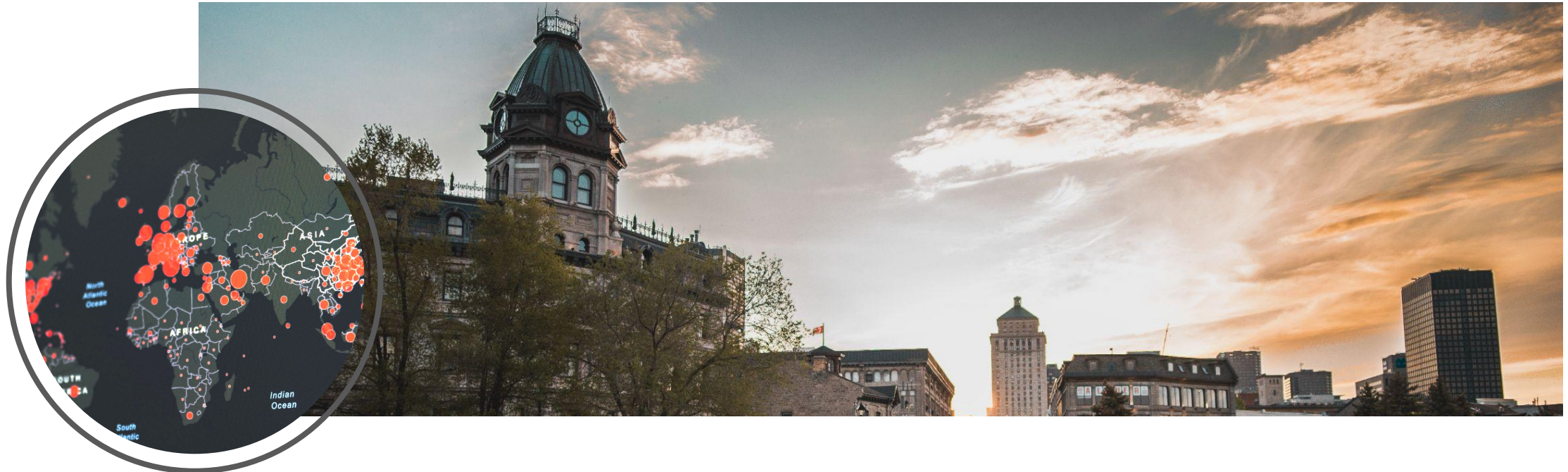
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CHAPTER 1 INTRODUCTION

- 1.1. Research background and reasons to choose the topic
- 1.2. Research questions and research objectives
- 1.3. Research method
- 1.4. Research contributions
- 1.5. Outline of the research



1.1 RESEARCH BACKGROUND AND REASON TO CHOOSE THE TOPIC

PRACTICAL PROBLEM



- By the end of 2020, Vietnam has 172 public, 65 international university and this number is still increasing. This means that every year universities have to compete with each other with effective marketing strategies.
- Many high school students in Vietnam still have not decided on the major or training institution to which they will take the entrance exam.
- Consider the Covid-19 pandemic which has been substantially impacting the education of students all over the world.



1.1 RESEARCH BACKGROUND AND REASON TO CHOOSE THE TOPIC

THEORETICAL PROBLEM

From the perspective of students who are customers of universities, research on this topic is still limited, especially in Vietnam

This study determines the factors affecting the decision to choose a university of high school students, and at the same time evaluate the impact of the changed environment due to the Covid-19 pandemic on such relationship.



1.2 RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

RESEARCH QUESTIONS

Question 1: What factors affect high school students' decision to choose a university in Vietnam?

Sub-question 1: Whether or not students' characteristics affect their decision to choose a university?

Sub-question 2: Whether or not significant people affect students' decision to choose a university?

Sub-question 3: Whether or not universities' characteristics and communication effort affect students' decision to choose a university?

Question 2: What is the extent to which the Covid-19 pandemic moderates the relationship between such factors and students' university choice?

Question 3: What recommendations could be suggested for universities to improve and develop the marketing strategies?



1.2 RESEARCH QUESTIONS AND RESEARCH OBJECTIVES

RESEARCH OBJECTIVE

1

Exploring the internal (student characteristics) and external factors (significant people, and university characteristics and communication effort) that influence high school students' choice of university in Vietnam during the Covid-19 pandemic.

2

Determining the effect of the Covid-19 pandemic on the direction and strength of such relationships.

3

Proposing suggestions for colleges to improve marketing strategies.



1.3 RESEARCH METHOD



Data collection method: online survey on Facebook

Time: October 29 to November 9, 2021.

Research subject: students studying in high school

Scope: age from 15 to 18 years old, Vietnam

Valid sample: 597

Analyzing method: preliminary assessment of the scale by Cronbach's Alpha and EFA, testing the Linear Correlation, testing hypotheses using Multivariate Regression method.

1.4 RESEARCH CONTRIBUTIONS



THEORETICAL CONTRIBUTIONS

1. Integrated existing studies in the literature, constituting an extensive review of both foreign and domestic models.
2. Marketing perspective is applied. Students' choice of university is viewed from a marketing perspective.
3. Consider the moderating role of the Covid-19 pandemic
4. Generalizes to Vietnamese students.



1.4 RESEARCH CONTRIBUTIONS

PRACTICAL CONTRIBUTIONS



1. Provide information to universities about factors affecting high school students' decision to choose a university.
2. Give an objective perspective on the change of these factors during the covid 19 pandemic
3. Serve the university's admissions plans to come up with attractive marketing strategies.

1.5 OUTLINE OF THE RESEARCH

CHAPTER 1 Introduction

CHAPTER 2 Literature Review

CHAPTER 3 Theoretical Foundations and Hypotheses Development

CHAPTER 4 Methodology

CHAPTER 5 Results

CHAPTER 6 Discussion and Conclusion



CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Vietnamese Education System

2.2 Review of Related Literature

2.3 The Application of Marketing Approaches



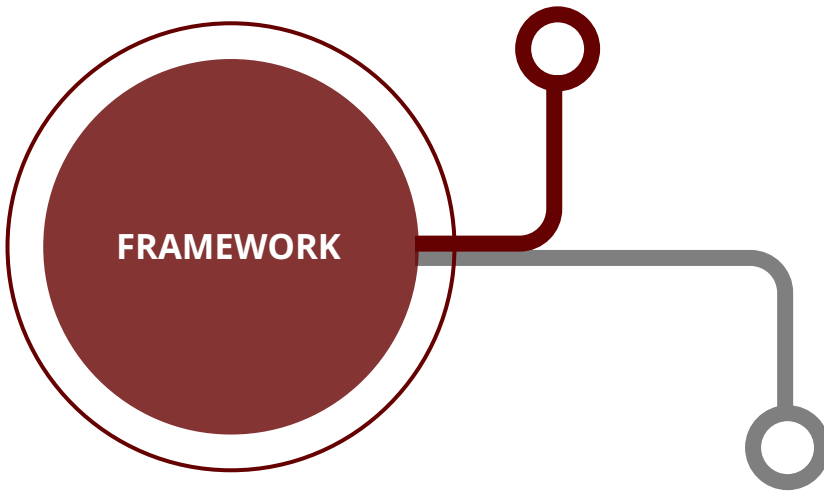


2.1 OVERVIEW OF VIETNAMESE EDUCATION SYSTEM

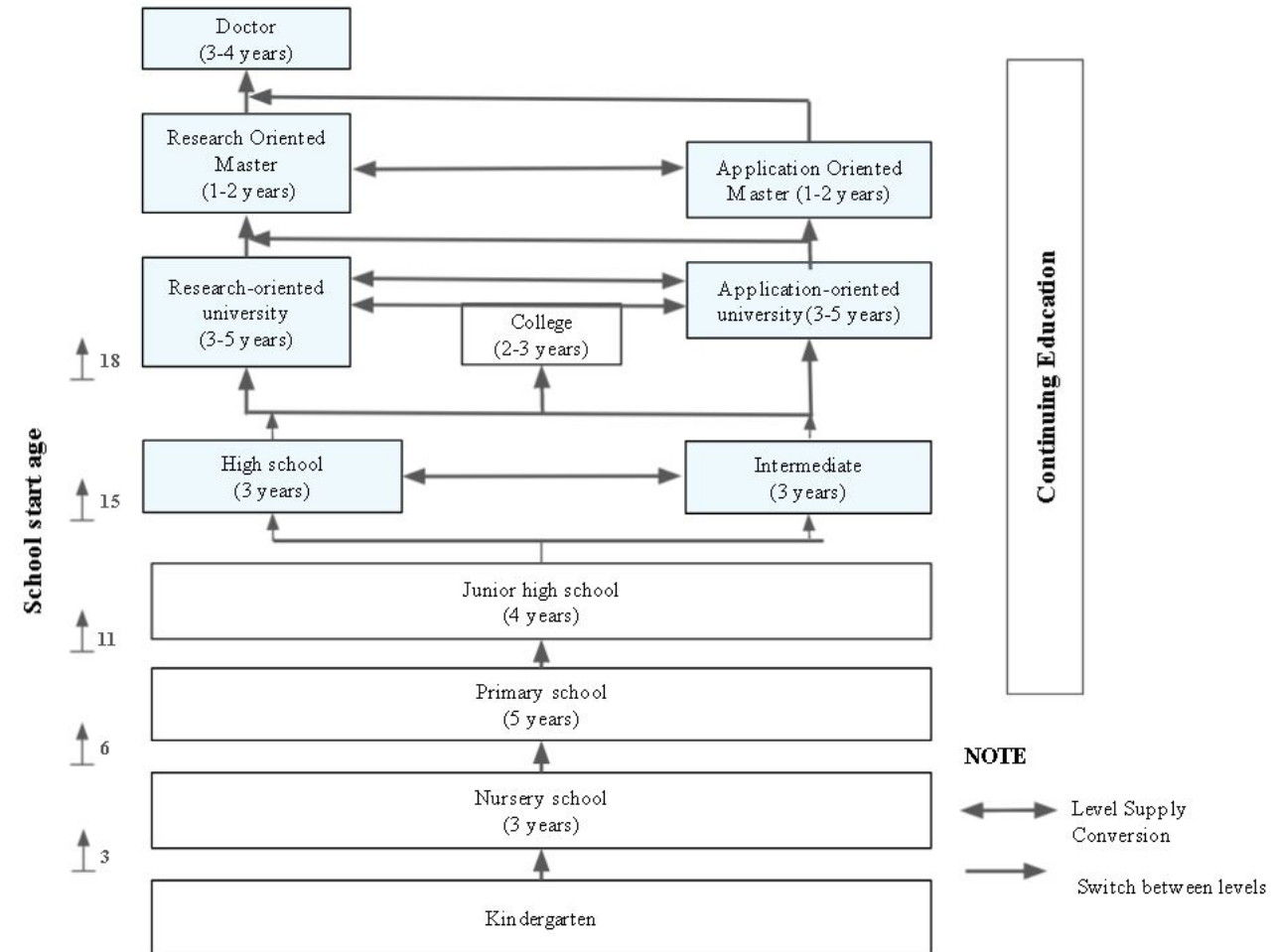
- 1 The structural framework of the national education system
- 2 The concept and characteristics of higher education service
- 3 High school students and customers in university training

THE STRUCTURAL FRAMEWORK OF THE NATIONAL EDUCATION SYSTEM

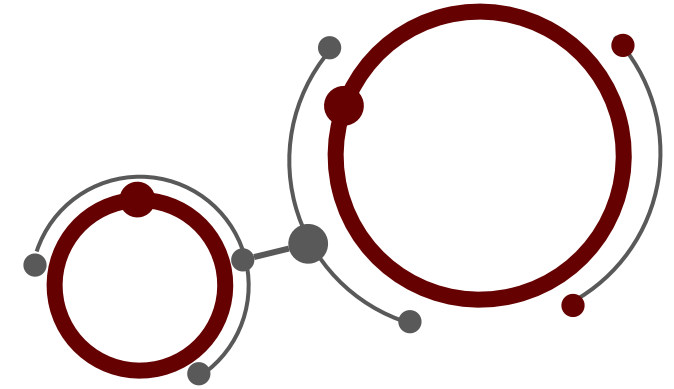
4 levels of education and training



8 levels of national qualifications



THE CONCEPT OF HIGHER EDUCATION



HIGHER EDUCATION (Ronald Barnett, 1992)

- as the production of qualified human resources
- as training for a research career
- as the efficient management of teaching profession
- as a matter of extending life chances



CHARACTERISTICS OF HIGHER EDUCATION SERVICE



- Higher education is defined as experiential service (Khanna et al., 2014)
- The specific characteristics of services: Invisibility, Inseparability between supply and consumption, Inequality in quality, inability to store, inability to transfer ownership (Zeithaml et al., 1985)

HIGH SCHOOL STUDENTS



- High school students are usually in age of 15 to 18, with psychological developments
 - High school students' learning activities
 - Students show a good level of intellectual growth and reasoning (Muller, 2003)
 - Students have the capacity to select the appropriate vocation (Le Van Hong, 2001)
- => High school students have enough awareness and ability in deciding to choose a university.

CUSTOMER IN UNIVERSITY TRAINING

- Customers are those who benefit from the results of work efforts and those who buy products and services (Maguad, 2007).
- Students are the organization's key clients since they get the most direct service (Ostrom et al., 2011).

=> Universities retain the features of a service organization and students are their primary customers.



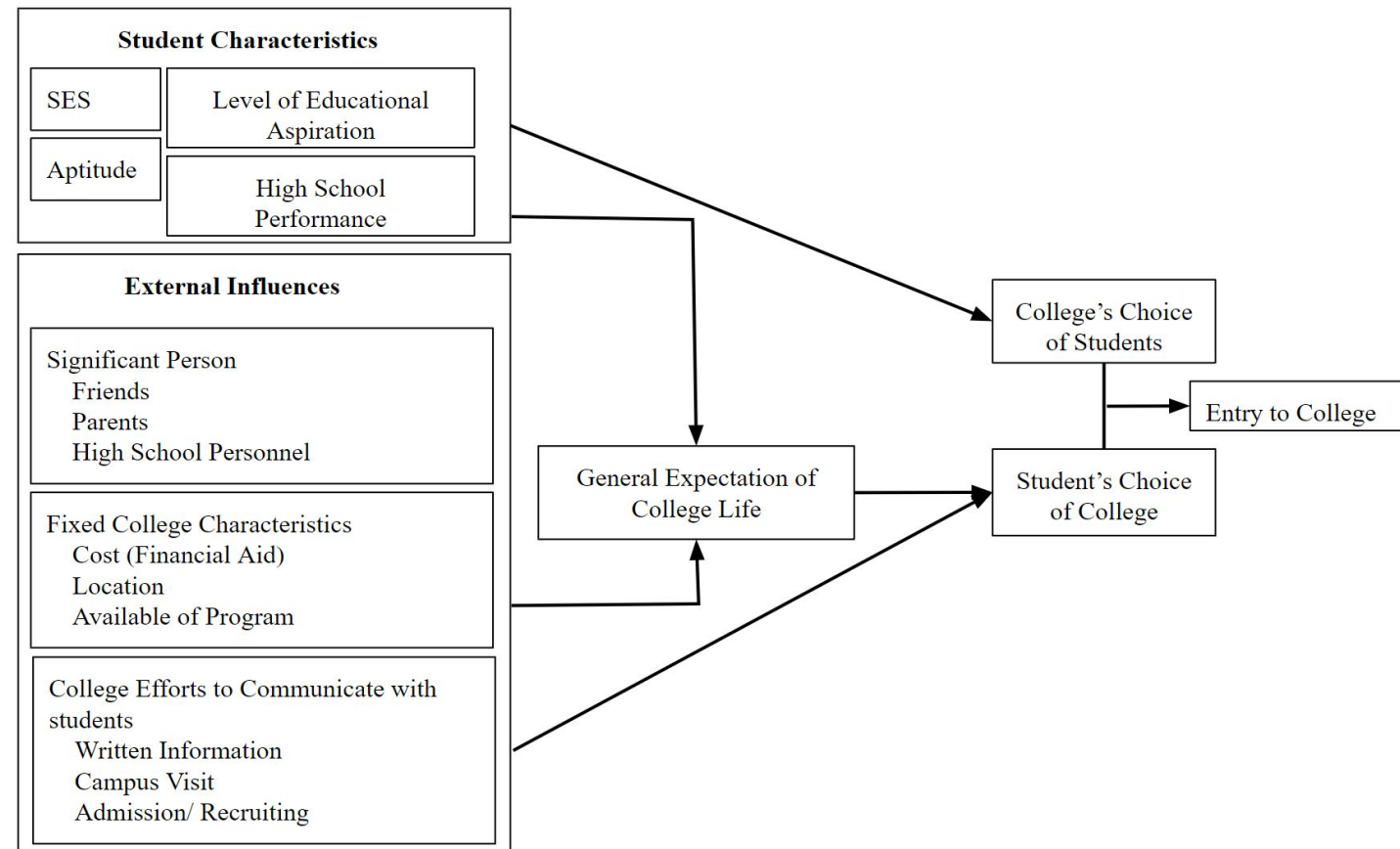
2.2 REVIEW OF RELATED LITERATURE

- 1 Review of foreign models
- 2 Review of domestic models
- 3 Comparisons of foreign and domestic models
- 4 Review of the Covid-19's effect on education



MODEL: STUDENT'S COLLEGE CHOICE MODEL (David W. Chapman, 1981)

➔ It provides a framework for continued research on college choice





MODEL

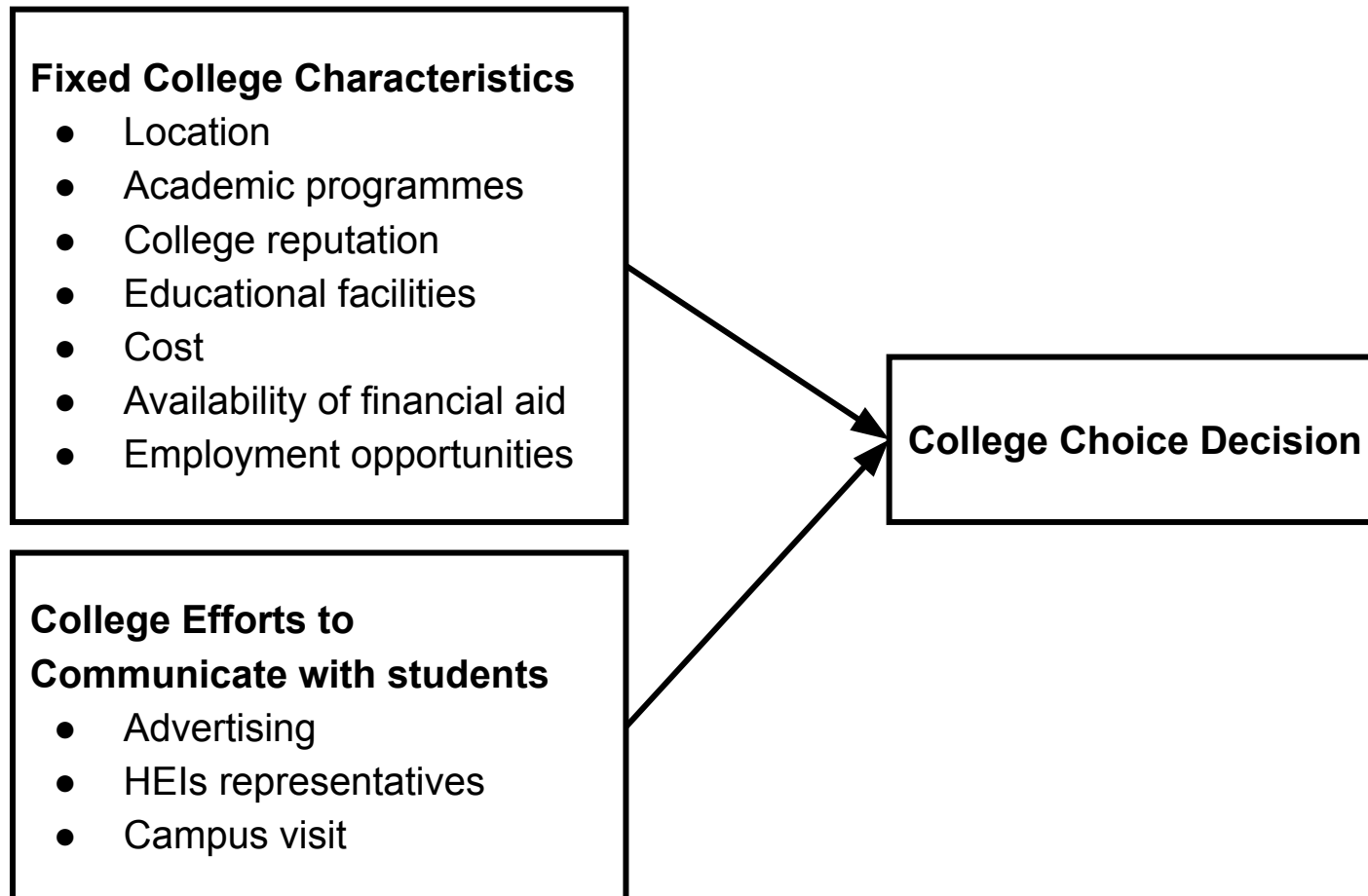
MODEL: FROM SCHOOL TO HIGHER EDUCATION: FACTORS AFFECTING THE CHOICES OF GRADE 12 LEARNERS (Jacques D. Toit and Michael Cosser, 2002)

Research subject: 12th grade students in South Africa and India

Research result 10 factors impact to students' college choice divided into 2 groups:

- School's characteristics: school reputation, faculty reputation, good dormitory, available sports facilities, possibility of a scholarship, ability to study via correspondence, convenient location, low tuition fee
- Other influences: relatives, friends

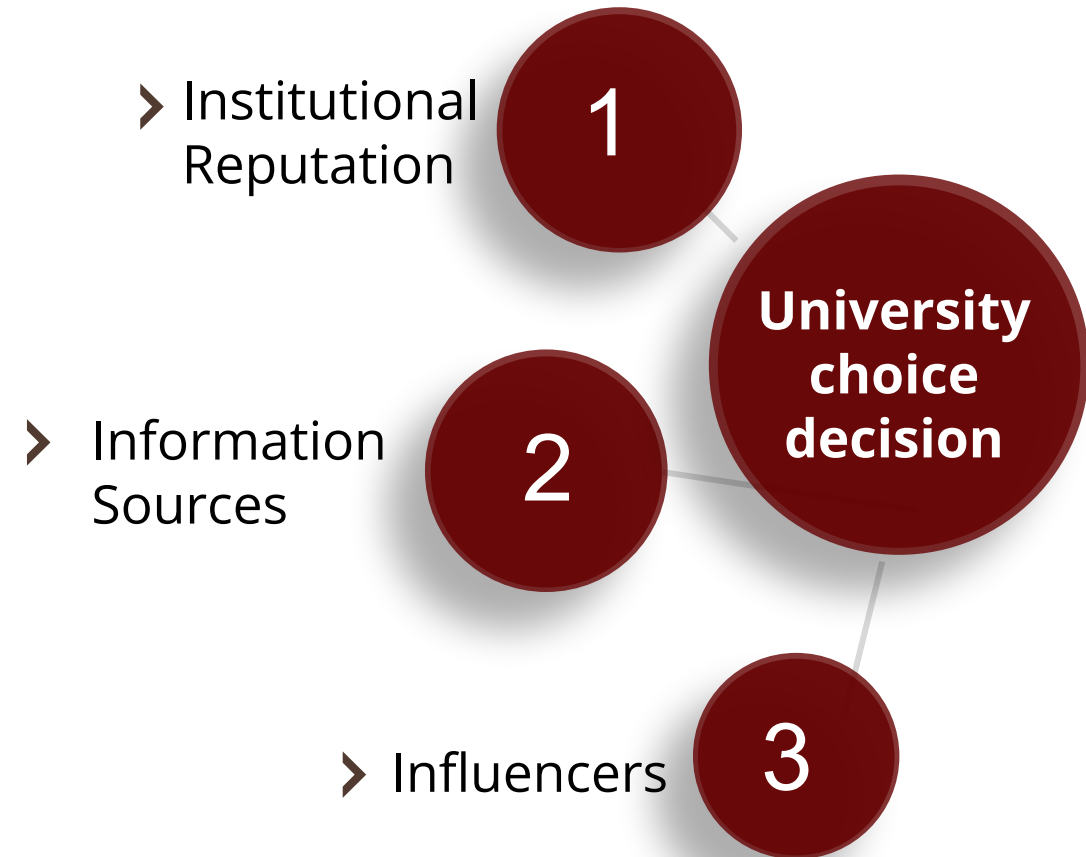
MODEL: INSTITUTIONAL FACTORS INFLUENCING STUDENTS' COLLEGE CHOICE DECISION IN MALAYSIA: A CONCEPTUAL FRAMEWORK (Joseph Sia Kee Ming, 2010)



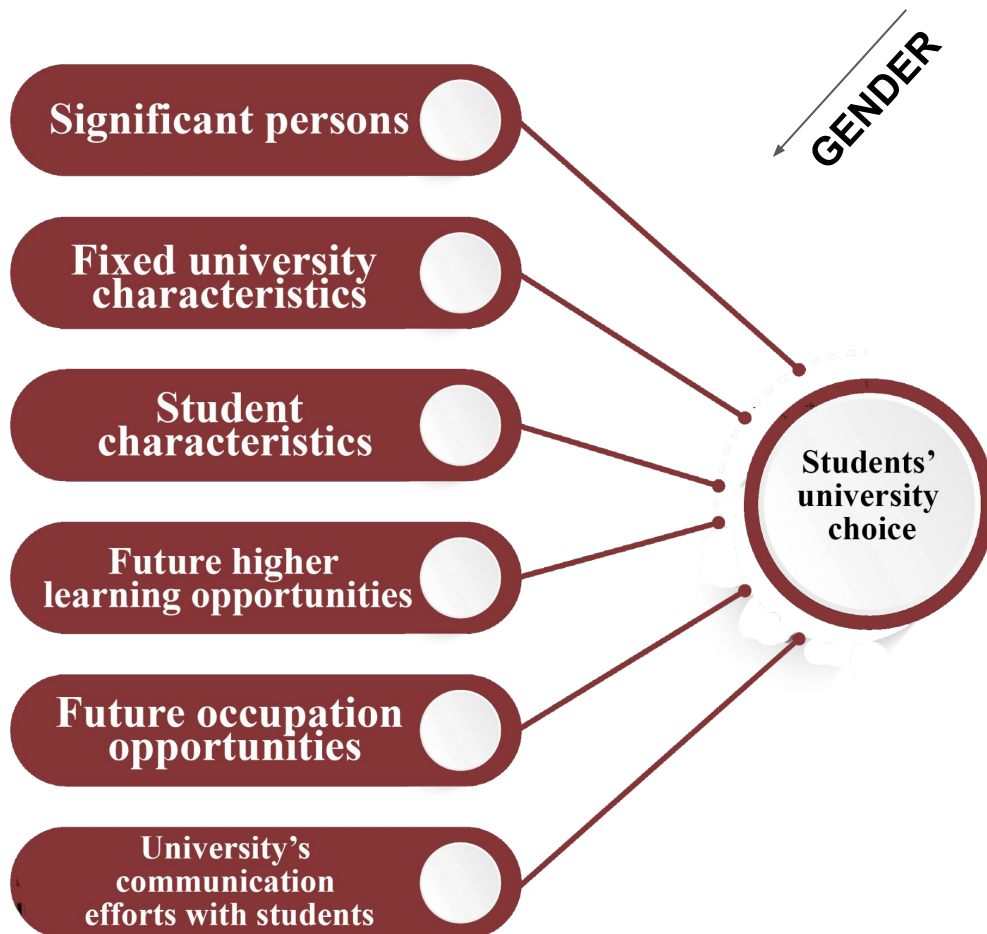
- The conceptual paper develops a conceptual framework on student's college choice decision in Malaysia
- Both fixed college characteristics and communication efforts that influence students' college choice decision

MODEL: FACTORS AND INFLUENCES CONTRIBUTING TO THE COLLEGE SELECTION DECISION OF HIGH ACHIEVING HIGH SCHOOL SENIORS (Dana D. Clayton, 2013)

- 114 students in Southwest Indiana
- Result shows that reputation of academic program is most important
- Students choosing public university: cost, location, winning athletic programs, and their friends' opinions
- Students choosing private university: academic quality factors, values promoted by the college



MODEL: FACTORS AFFECTING HIGH SCHOOL STUDENTS' DECISION TO CHOOSE A UNIVERSITY (Tran Van Qui and Cao Hao Thi, 2009)

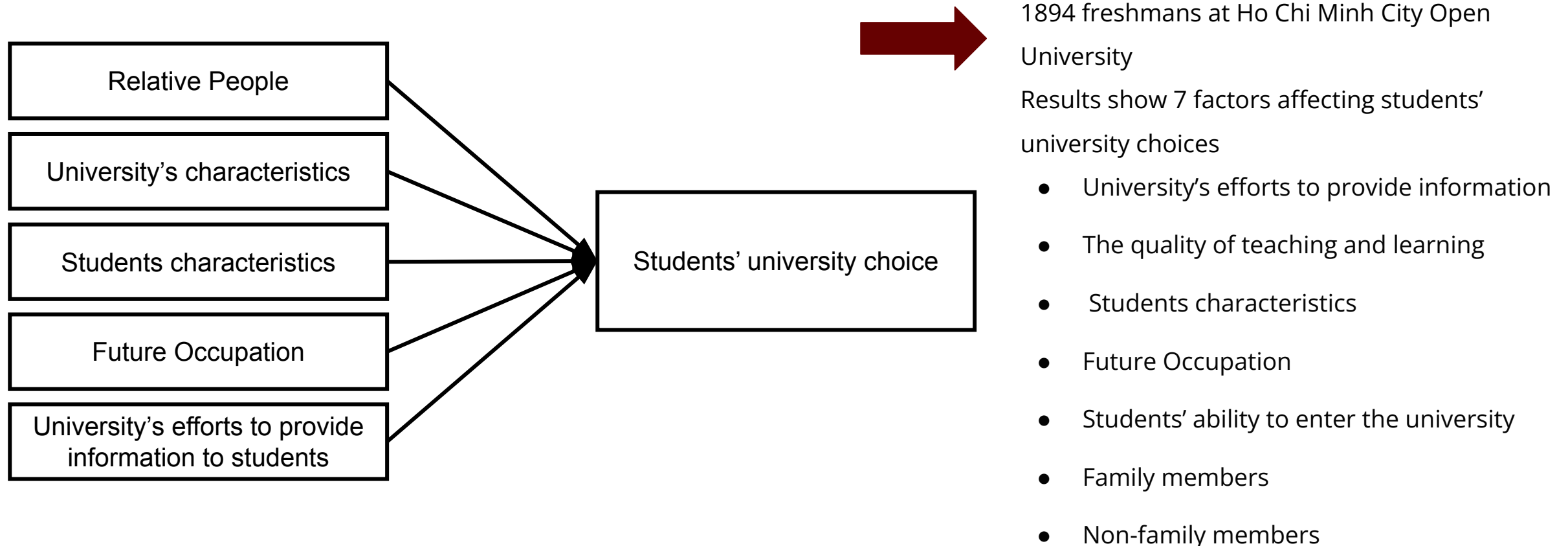


227 responses from 12 grade students in 5 high schools in Quang Ngai

Results show 5 factors affecting students' university choices

- Future Job Opportunities
- Available Information
- Individual Students
- Other Important Individuals
- Fixed University Characteristics

MODEL: RESEARCH ON FACTORS AFFECTING STUDENTS' CHOICE OF HO CHI MINH CITY OPEN UNIVERSITY (Nguyen Minh Ha et al., 2011)

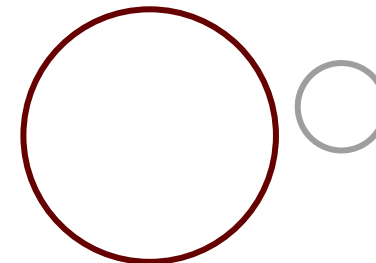




COMPARISON OF FOREIGN AND DOMESTIC MODELS

- Research in Vietnam often does not choose a certain approach, limited in theoretical background.
- Quantifying the factors affecting high school students' decision to choose a university in research in Vietnam is still limited.

=> Studying high school students' university choice from a specific approach is necessary.



REVIEW OF THE COVID-19'S EFFECT ON EDUCATION



- Almost 1.6 billion students and pupils are impacted globally and 188 countries have been forced to close schools nationally, affecting 91.3% of global students (UNESCO, 2020).
- In Viet Nam, all 63 provinces and cities have allowed students to stay at home as of April 8, 2020 (Vietnam FES, 2020).
- Education implemented online teaching and training, and e-learning.
- Students' mental health and learning performance impacted by Covid-19 (Kim et al, 2020; Nestour et al., 2020).



2.3 THE APPLICATION OF **MARKETING APPROACHES**

01 Choice theory

02 Theory of reasoned action (TRA)

03 Black Box Model

04 Marketing Environment

CHOICE THEORY



ECONOMIC

People's choice behavior is influenced by money motives (Crossman, 2010).



SOCIAL & CULTURE

Social capital is a permanent network of mutual acquaintance and recognition, and cultural capital is an individual's knowledge, behavior and personality formed from parents or learning (Bourdieu, 1986).

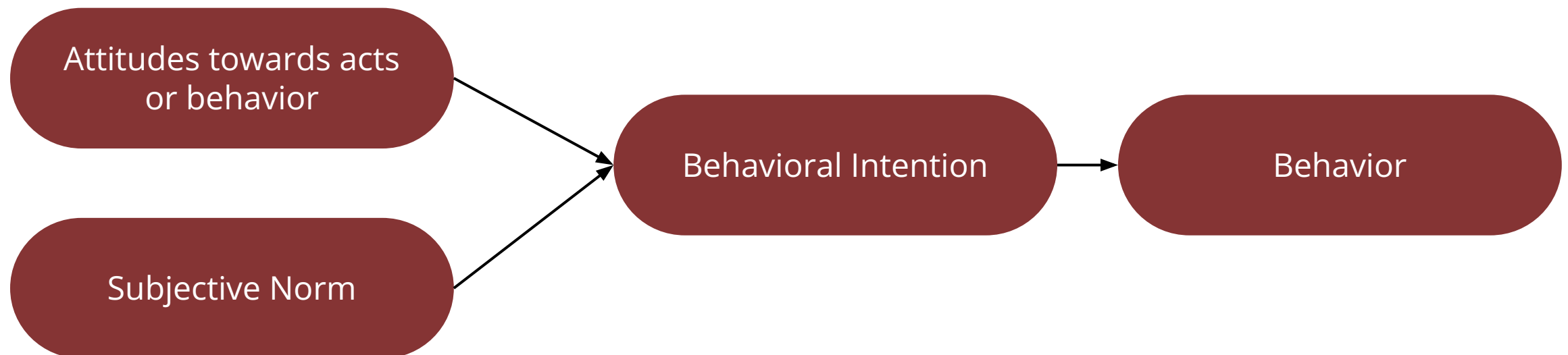


PSYCHOLOGY

In the field of education, choice theory is a full change from common sense to what individuals hope will become common sense in the future (Glasser, 1999).

THEORY OF REASONED ACTION (TRA) (Ajzen and Fishbein, 1975)

- TRA theory emphasizes the importance of behavioral intentions
- Direct link between attitudes and intentions: positive attitude leads to positive intention, and negative attitude leads to negative intention
- Subjective norm is another major determinant of behavioral intention: it refers to the perceptions of individuals or groups of stakeholders



BLACK-BOX MODEL (Kotler et al., 2018)

- Buyer's characteristics: cultural, social, personal, and psychological factors
-> which influence how he or she perceives and reacts to the stimuli.
- The buyer's decision process: from need recognition, information search, and alternative evaluation to the purchase decision and postpurchase behavior
-> which affects his or her behavior

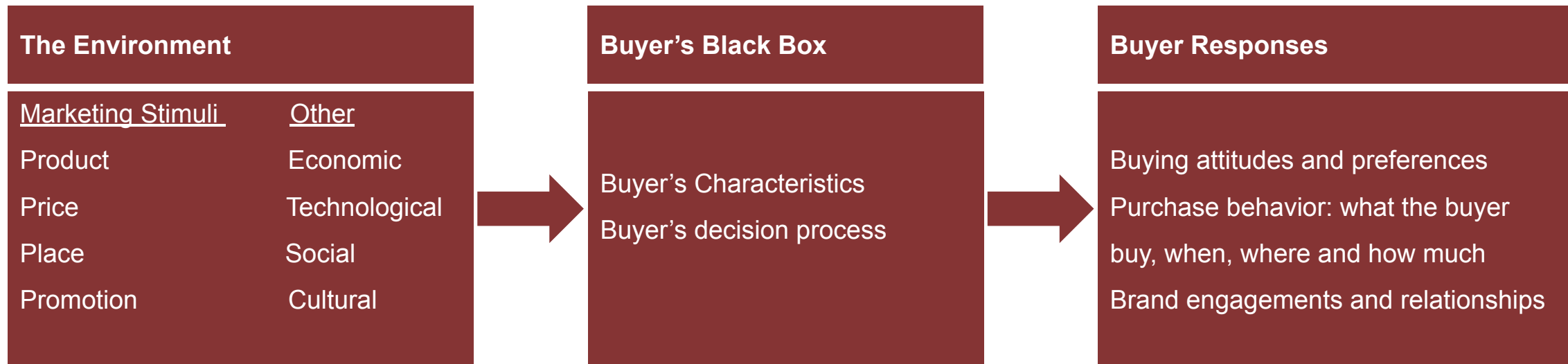



Figure: The model of buyer behavior

MARKETING ENVIRONMENT (Kotler et al., 2018)

- 
- The macro-environment creates marketing environment
 - Factors in the macro-environment that difficult to be controlled
 - The shifting of these factors produces new business environments

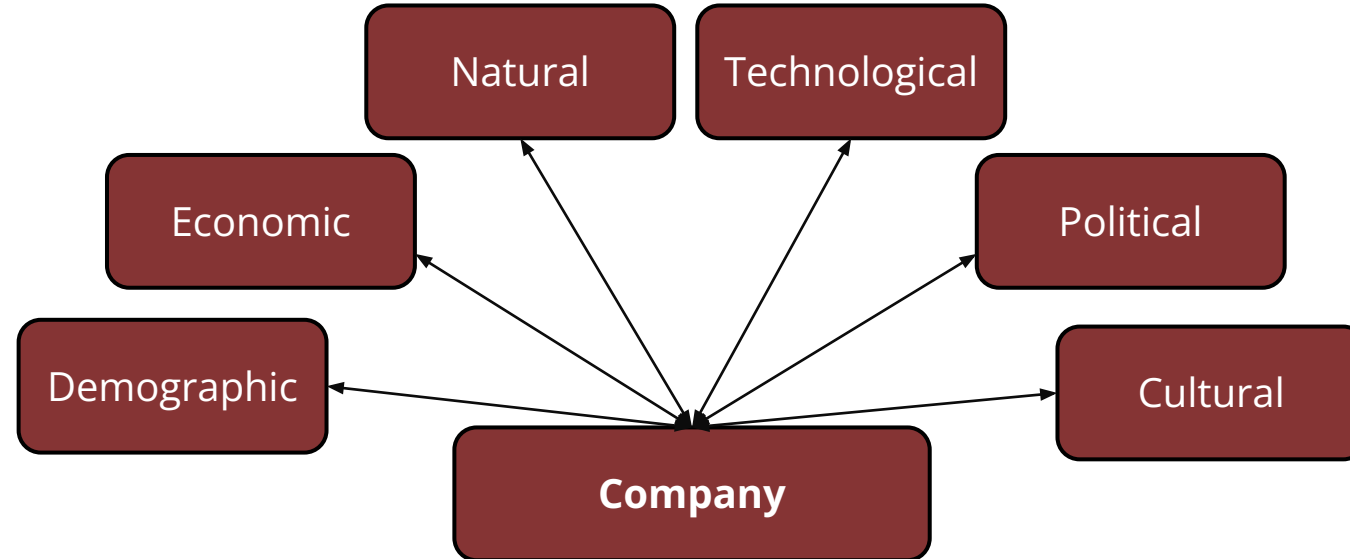
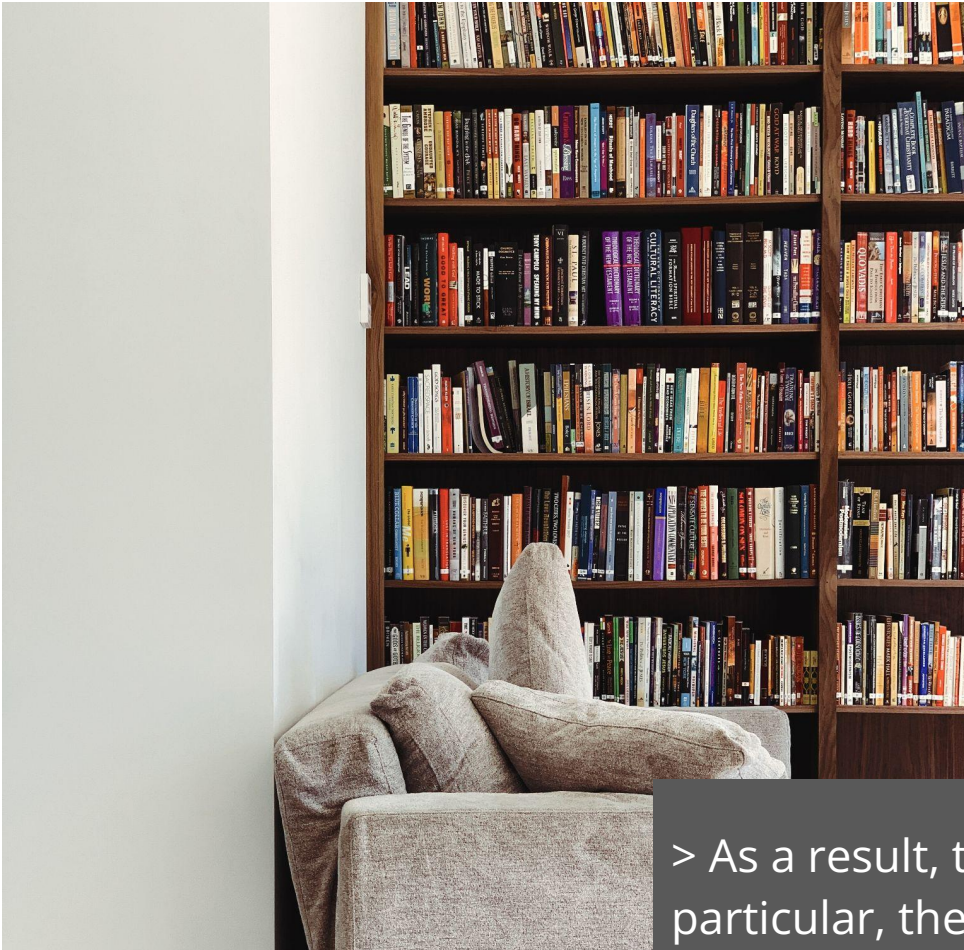


Figure: Major Forces in the Company's Macroenvironment

CHAPTER 3 THEORETICAL FOUNDATION AND HYPOTHESIS DEVELOPMENT

- 3.1. Theoretical Foundations
- 3.2. Hypothesis development

3.1 Theoretical Foundation



Student's college choice (Chapman, 1981)

TRA model (Aen and Fishbein, 1975)

- Research on students' attitudes, feelings and perceptions in behavioral orientation about university characteristics.

Black Box model (Kotler et al., 2004)

- Research on variables of students' social and personal characteristics that affect school choice decisions.

Marketing environment: the natural environment is Covid-19.

> As a result, the research model is built with 6 independent variables. In particular, the regulatory impact of the Covid-19 pandemic will be considered.

3.2 HYPOTHESIS DEVELOPMENT

01. Student Characteristics

02. Significant People

03. University's Academic Reputation

04. University's Financial Support

05. University's Facilities and Resources

06. University Efforts to communicate with students

Moderating variable - Covid 19 pandemic

Student Characteristics

> Students' personal factors are the first factors that greatly influence their decision to choose a university (Chapman 1981; Manski and Wise 1983)



> Limited self-perception, whether learning a good major or not, determines a student's ability to enter university (Hossler, 1984).



H1: Student characteristics are positively related to high school students' decision to choose a university.

Significant People



Advice and recommendations from families and friends are the most important factors influencing a student's decision to choose a university (Baharun 2006; Cabrera and La Nasa 2000; Sewell and Shah 1978).

The advice of others (parents, friends, siblings, etc.) has a profound impact on students' decision to choose a university (Joseph and Joseph, 1998, 2000).

Therefore, the advice of those around is meant to motivate, encourage students to increase their tendency to choose a certain university.



H2: Significant people are positively related to high school students' university decisions.

University's Academic Reputation



- A university's reputation can be defined as all of an individual's belief in a university (Arpan et al., 2003).
- A university's academic reputation is an important factor for students in choosing a university (Kotler and Fox 1995; Michael and Maureen 2008; Burn et al. 2006 and D. Clayton 2013; Joseph and Joseph 1998 2000).



H3: University's academic reputation is positively related to high school students' decision to choose a university.

University's Financial Support



- The cost of higher education will be a competitive factor and promote university choice behavior (Quigley et al., 2000).
- The cost factor or scholarship subsidy is one of the important factors affecting students' attraction and decision to go to university (Govan et al. 2006; Fokskett et al. 2006; Yusof et al. 2008; Manski and Wise 1983).
- Therefore, studies in the world or in Vietnam on the relationship of cost with a student's decision to choose a university have many different decisions but all agree on the relationship of these two variables.



H4: University's Financial Support is positively related to high school students' university decisions.

University's Facilities and Resources



- Facilities and resources include the circumstances of facilities and resources (faculty) to meet learning needs and create learning environments (Joseph and Joseph, 1998, 2000).
- Students' perceptions of a university's campus, amenities and location are an important part of their educational experience and also significantly influence their decision to choose a university (Price et al. 2003; Bowers and Pugh 1973; Wajeeh and Micceri 1997).
- The impression of facilities and resources is the most influential factor in choosing a university in Vietnam (Dao and Thorpe, 2015).



H5: University facilities and resources is positively related to high school students' decision to choose a university.

University Efforts to communicate with students



- Efforts to communicate through experiential activities and this also aim to improve the image of the school among students is a factor influencing the decision to choose a university.
- On the other hand, the quantity and quality of documents are also factors affecting the intention to choose a university.

(D.W. Chapman, 1981)

H6: University efforts in communicating with students is positively related to high school students' decision to choose a university.

Moderating variable

Covid-19 pandemic



This study was conducted during the outbreak of the Covid-19 epidemic and it led to a major change in people's lives.

- The global unemployment rate will be 5.7% in 2020 and in the first 9 months of 2021 in Vietnam, the total number of people out of work will reach 1.3 million (International Labor Organization 2021; Total Bureau of Statistics 2021).
- The majority of students do not attend an educational program or study alone and are likely to be depressed (Eyles et al., 2020; Asanov et al., 2021).





COVID-19 is the biggest cause of educational disruption in history

Moderating variable **Covid-19 pandemic**



- School closures have negatively impacted 1.5 billion students worldwide (UNESCO, 2020).
- Covid-19 helps students feel better connected to their families (Kant, 2020).
- Students' desire to interact with school (Kim et al., 2020)

In addition, students feel more worried about costs due to the impact of Covid-19 and this affects their decision to choose a university.

H1.1: Covid-19 would moderate the relationship between student characteristics and their university decision.

H2.1: Covid-19 would moderate the relationship between significant people and students' university decision.

H3.1: Covid-19 would moderate the relationship between university's academic reputation and students' university decision.

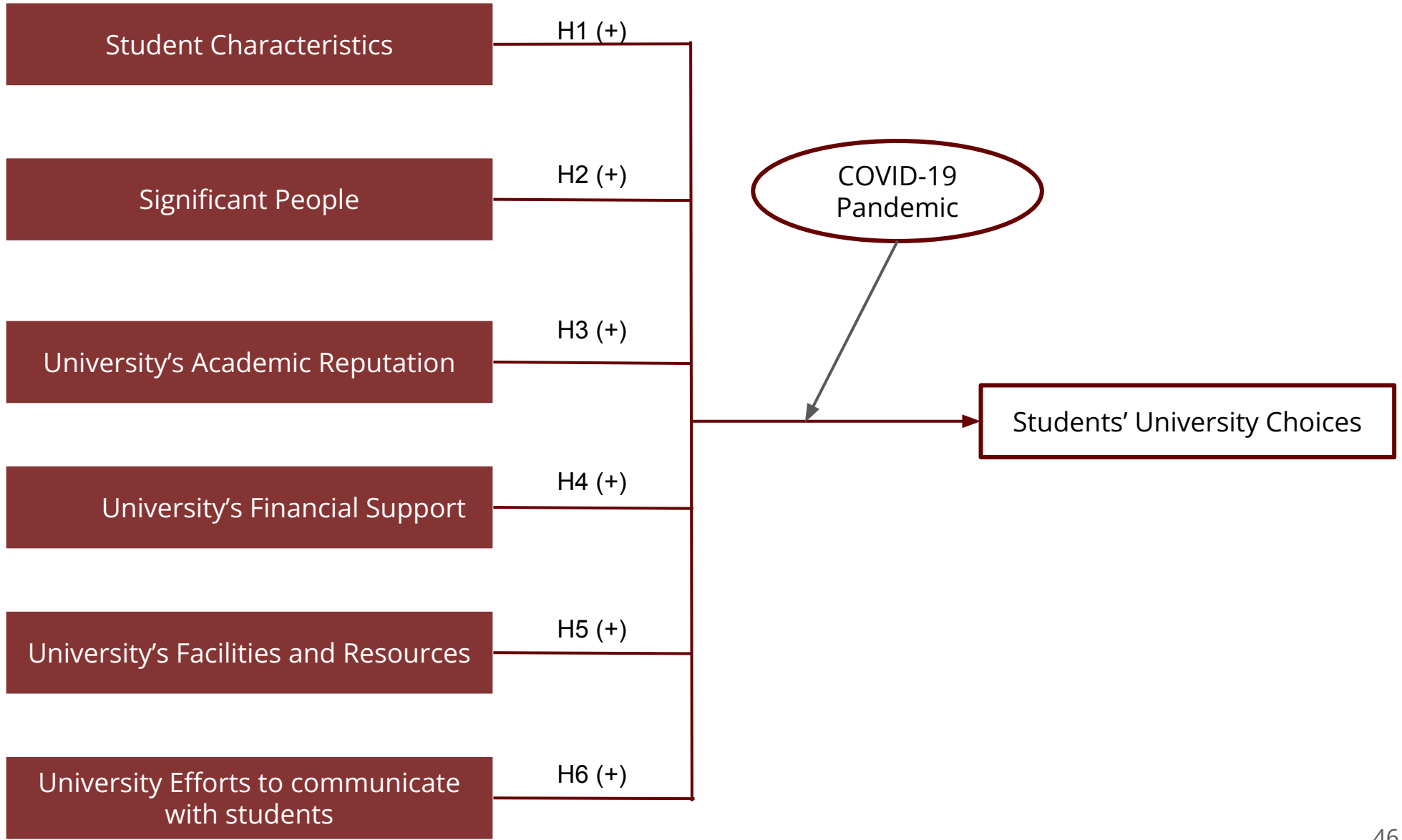
H4.1: Covid-19 would moderate the relationship between university's financial support and students' university decision.

H5.1: Covid-19 would moderate the relationship between university's facilities & resources and students' university decision.

H6.1: Covid-19 would moderate the relationship between university's efforts to communicate with students and students' university decision.

This shows that the effects of factors on students' decision to choose university could be changed during the Covid-19 pandemic (Turk et al.,2020)

Proposed Research Model



HYPOTHESIS DEVELOPMENT

CHAPTER 4

METHODOLOGY

4.1 Research design and research process

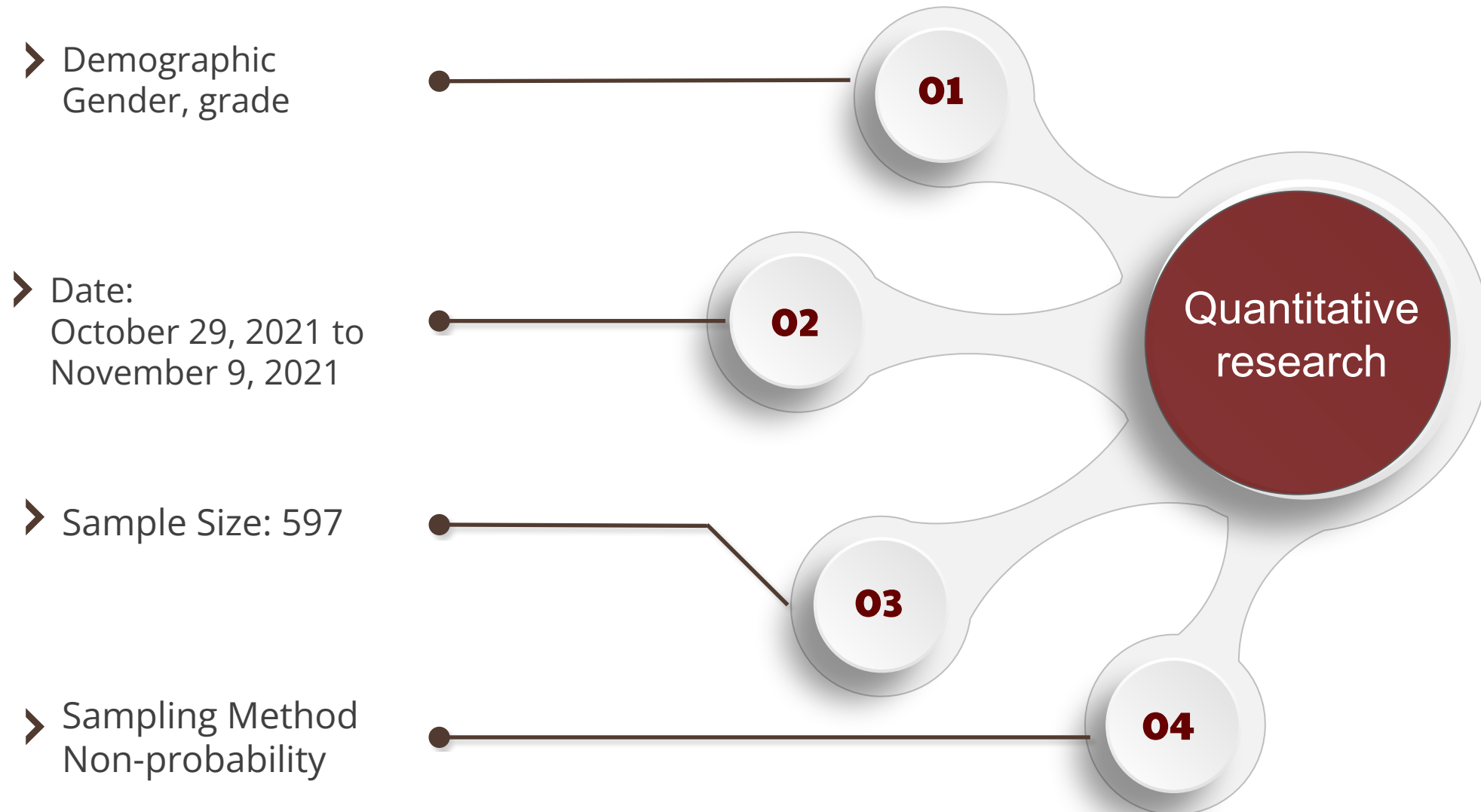
4.2 Sample and data collection

4.3 Measures

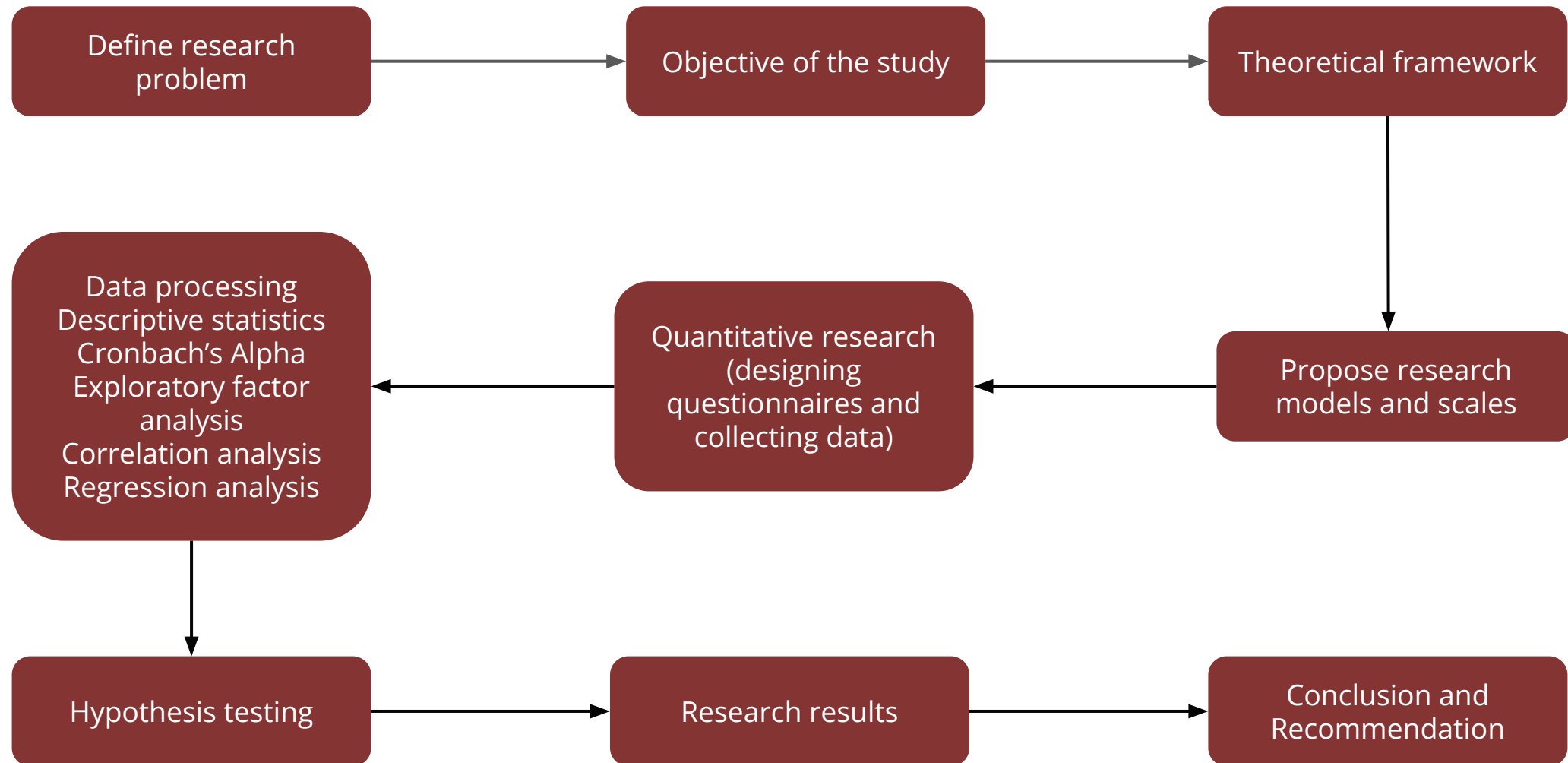
4.4 Analysis procedure



4.1 Research design



4.1 Research process



4.2 Sample and data collection

*636 responses were
obtained through the survey*



Questionnaires design

- 1 screening question, 597 valid answers left
- 3 questions about personal information of survey participants.
- 1 question of perceived impact of COVID-19
- 25 questions that discuss students' perceptions of a number of internal and external factors influencing their university choice.
- 3 questions about their certainty in choosing a university.





4.3 MEASURES

- The “Student Characteristics” scale
- The “Significant People” scale
- The “University’s Academic Reputation” scale
- The “University’s Financial Support” scale
- The “University’s Facilities and Resources” scale
- The “University Efforts to communicate with students” scale
- The “Students’ University Choices” scale
- The “Covid” scale

Scale for Student characteristics

Question	Item Code	Author
1. Your aspirations (interests) influence your decision to choose a university.	Student_Characteristics_1	Chapman (1981)
2. Your academic strengths affect your decision to choose a university.	Student_Characteristics_2	
3. Your aptitude affects your decision to choose a university.	Student_Characteristics_3	
4. Your educational expectations influence your decision to choose a university.	Student_Characteristics_4	

Scale for Significant people

Question	Item Code	Author
1. Your parents influence your decision to choose a university.	Significant_People_1	Chapman (1981)
2. The brothers/sisters who were or are currently studying at the university have an influence on your decision to choose a university.	Significant_People_2	
3. Friends influence your decision to choose a university.	Significant_People_3	
4. Homeroom teachers, career teachers influence your decision to choose a university.	Significant_People_4	



Scale for University's Academic Reputation

Question	Item Code	Author
1. The school has an academic reputation.	Academic_Reputation_1	Karl Wagner et al. (2009)
2. The school has a prestigious and quality program.	Academic_Reputation_2	
3. The school has programs of study that are recognized by individual and organizations.	Academic_Reputation_3	

Scale for University's Financial Support

Question	Item Code	Author
1. The university has reasonable tuition fees.	Financial_Support_1	Joseph Kee Ming Sia (2013)
2. A university with a reasonable cost of living.	Financial_Support_2	
3. The university has many financial support policies (scholarships, grants, etc.).	Financial_Support_3	
4. The university has a flexible fee (tuition) system.	Financial_Support_4	



Scale for University's Facilities and Resources

MEASURES
^
^
^

Question	Item Code	Author
1. The school has an ideal location.	Facilities_Resources_1	Joseph and Joseph (1998, 2000); Karl Wagner et al. (2009)
2. The school has an environment that encourages learning for students.	Facilities_Resources_2	
3. The school has facilities and equipment for students to rest and relax.	Facilities_Resources_3	
4. The school provides students with a desirable social life.	Facilities_Resources_4	
5. The school has the necessary resources to meet the learning needs of its students.	Facilities_Resources_5	
6. The school has a safe and clean learning environment.	Facilities_Resources_6	
7. The school has a team of high quality teachers.	Facilities_Resources_7	

Scale for University Efforts to communicate with students

Question	Item Code	Author
1. The school has recruitment and career counseling activities.	Communication_Efforts_1	Chapman (1981), Joseph Sia Kee Ming (2010), and Le Thi My Linh and Khuc Van Quy (2020)
2. The university organizes campus tour visits for high school students.	Communication_Efforts_2	
3. The school implements advertisements that provide complete and detailed information through the media.	Communication_Efforts_3	

Scale for Students' University Choices

Question	Item Code	Author
1. I will attend X university in the near future	University_Choices_1	Ajzen (1991)
2. I intend to choose X university to study	University_Choices_2	
3. X university will be my decision	University_Choices_3	

Scale for Covid

Question	Item Code	Author
To what extent has the situation associated with COVID-19 affected your life?	COVID	Tull et al. (2020)

Descriptive
statistics

Reliability
test with
Cronbach's
Alpha

Exploratory
factor
analysis
(EFA)

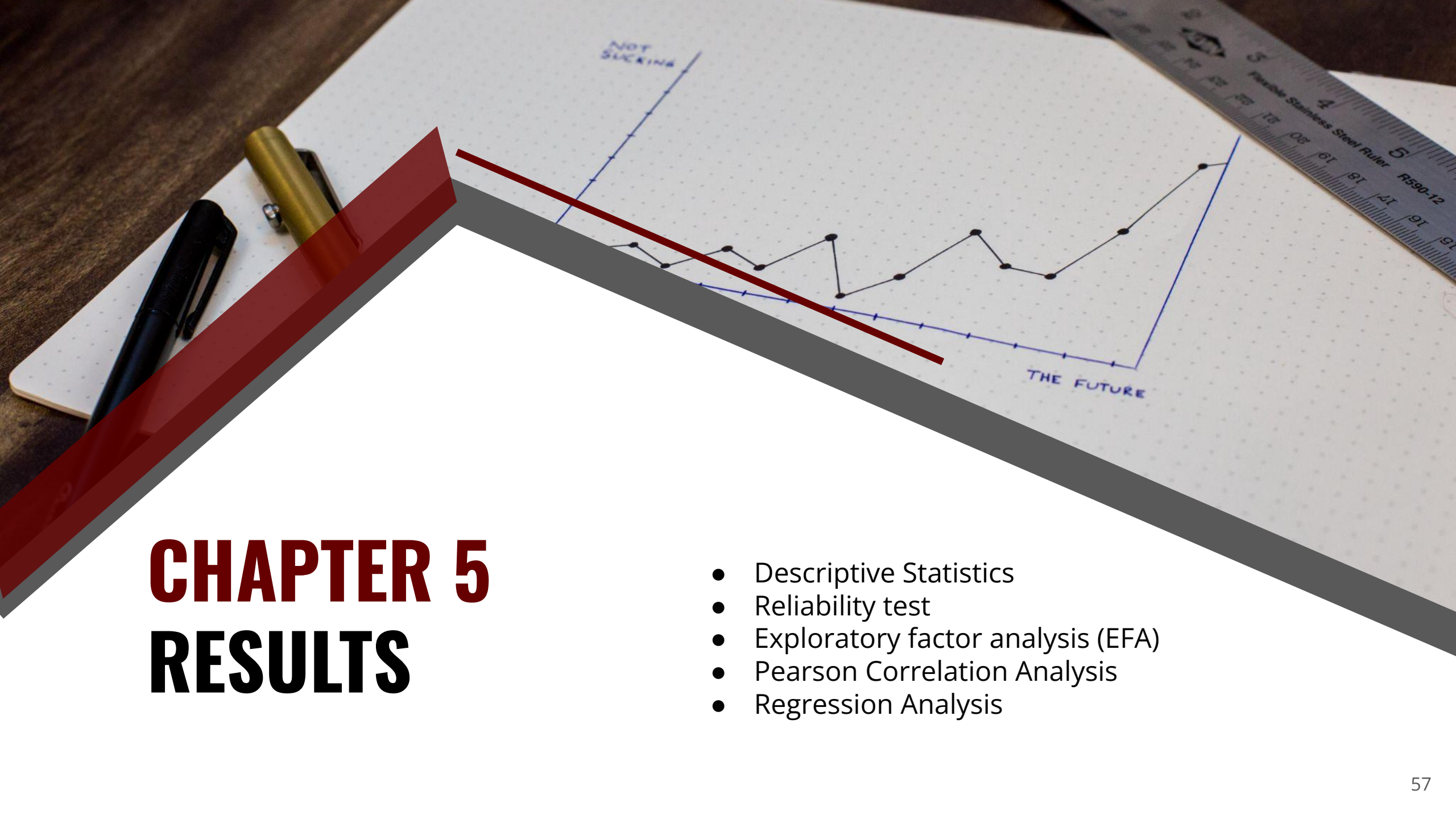
Pearson
correlation
analysis

Regression
analysis

Testing of
main
effects

Testing of
moderating
effects

> > > 4.4 Analysis procedure



CHAPTER 5

RESULTS

- Descriptive Statistics
- Reliability test
- Exploratory factor analysis (EFA)
- Pearson Correlation Analysis
- Regression Analysis

DESCRIPTIVE STATISTICS

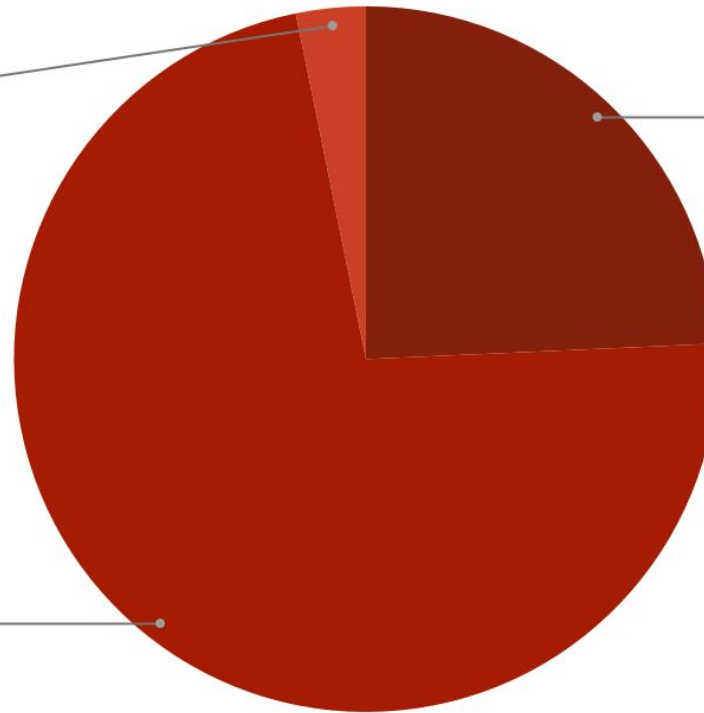
GENDER

Points scored

Other
3.2%

Male
24.3%

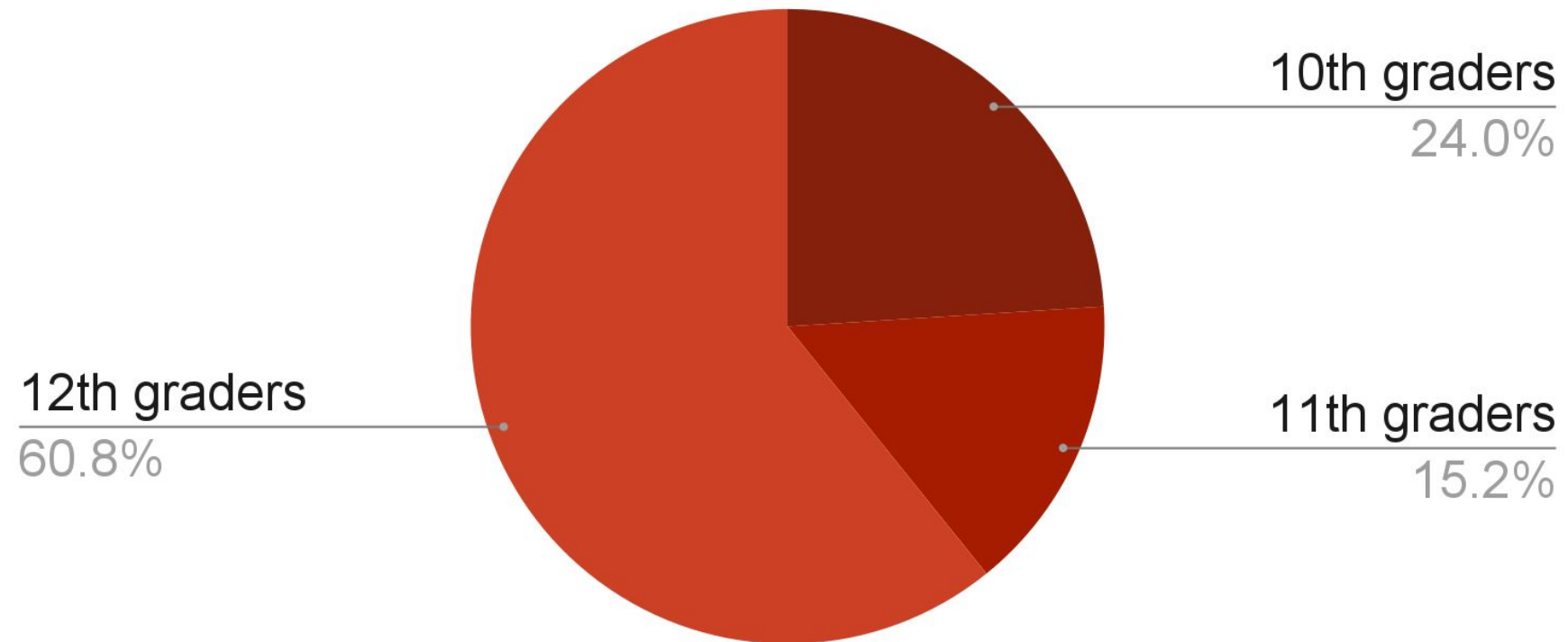
Female
72.5%



DESCRIPTIVE STATISTICS

CLASS

Points scored



DESCRIPTIVE STATISTICS

TIMESTAMP

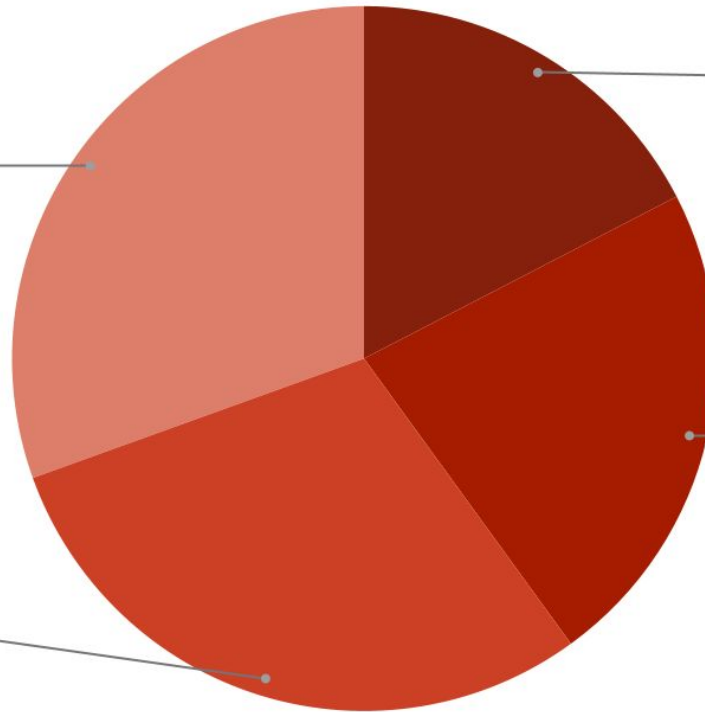
Points scored

In 12th grade
30.5%

In 11th grade
29.5%

Before 10th grade
17.4%

In 10th grade
22.6%



	Minimum	Maximum	Mean	STd. Deviation
Covid	1	5	3.22	1.160
Student_Characteristics_1	1	5	3.65	1.257
Student_Characteristics_2	1	5	3.97	.990
Student_Characteristics_3	1	5	3.28	1.263
Student_Characteristics_4	1	5	3.92	1.060
Significant_People_1	1	5	2.95	1.307
Significant_People_2	1	5	2.39	1.233
Significant_People_3	1	5	2.26	1.134
Significant_People_4	1	5	2.48	1.261
Academic_Reputation_1	1	5	3.55	1.170
Academic_Reputation_2	1	5	3.90	1.029

NGUYEN THANH				
	Minimum	Maximum	Mean	STd. Deviation
Academic_Reputation_3	1	5	3.65	1.051
Financial_Support_1	1	5	3.92	1.068
Financial_Support_2	1	5	3.52	1.103
Financial_Support_3	1	5	4.01	1.066
Financial_Support_4	1	5	3.81	1.175
Facilities_Resources_1	1	5	3.48	1.195
Facilities_Resources_2	1	5	3.48	1.217
Facilities_Resources_3	1	5	3.28	1.112
Facilities_Resources_4	1	5	3.78	1.088
Facilities_Resources_5	1	5	3.64	1.120
Facilities_Resources_6	1	5	3.74	1.071
Facilities_Resources_7	1	5	3.22	1.066
Communication_Efforts_1	1	5	3.43	1.156
Communication_Efforts_2	1	5	3.39	1.197
Communication_Efforts_3	1	5	3.28	1.184
University_Choices_1	1	5	3.46	1.020
University_Choices_2	1	5	3.51	1.021
University_Choices_3	1	5	3.46	.999

RELIABILITY TEST

Cronbach's Alpha	N of Items
.730	4

Reliability Statistics - the Students Characteristic scale

Cronbach's Alpha	N of Items
.759	4

Reliability Statistics - the Significant People scale

Cronbach's Alpha	N of Items
.866	3

Reliability Statistics - the University's Reputation scale

Cronbach's Alpha	N of Items
.860	4

Reliability Statistics - the Financial Support scale

Cronbach's Alpha	N of Items
.890	7

Reliability Statistics - the Facility and Resource scale

Cronbach's Alpha	N of Items
.831	3

Reliability Statistics - the Efforts to communicate with students scale

Cronbach's Alpha	N of Items
.835	3

Reliability Statistics - the Students' University Choice scale

$0.6 \leq \text{Cronbach's Alpha} \leq 0.95$

EXPLORATORY FACTOR ANALYSIS (EFA)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.888
Bartlett's Test of Sphericity	Approx. Chi-Square	7509.064
	df	300
	Sig.	.000

KMO and Bartlett's Test - Independent variables

$0.5 \leq \text{KMO} \leq 1$

$\text{Sig} \leq 0.05$

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.187	32.749	32.749	8.187	32.749	32.749	4.309	17.235	17.235
2	2.247	8.986	41.736	2.247	8.986	41.736	2.909	11.635	28.870
3	1.942	7.766	49.502	1.942	7.766	49.502	2.462	9.850	38.720
4	1.725	6.902	56.404	1.725	6.902	56.404	2.382	9.528	48.248
5	1.347	5.389	61.793	1.347	5.389	61.793	2.363	9.452	57.700
6	1.190	4.761	66.553	1.190	4.761	66.553	2.213	8.853	66.553
7	.871	3.486	70.039						
8	.832	3.329	73.368						
9	.651	2.603	75.971						
10	.622	2.486	78.458						
11	.568	2.270	80.728						
12	.523	2.091	82.819						
13	.518	2.070	84.889						
14	.454	1.815	86.704						
15	.437	1.749	88.452						
16	.377	1.506	89.959						
17	.366	1.465	91.424						
18	.339	1.354	92.778						
19	.314	1.258	94.036						
20	.301	1.203	95.238						
21	.291	1.166	96.404						
22	.276	1.103	97.507						
23	.228	.912	98.419						
24	.213	.851	99.270						
25	.183	.730	100.000						

Rotated Component Matrix - Independent variables							NGUYEN THANH						
	Rotated Component Matrix												
	1	2	3	4	5	6							
Student_Characteristics_1					.759		Financial_Support_1		.774				
Student_Characteristics_2					.666		Financial_Support_2		.724				
Student_Characteristics_3					.795		Financial_Support_3		.783				
Student_Characteristics_4					.602		Financial_Support_4		.745				
Significant_People_1			.644				Facilities_Resources_1	.731					
Significant_People_2			.765				Facilities_Resources_2	.684					
Significant_People_3			.814				Facilities_Resources_3	.784					
Significant_People_4			.736				Facilities_Resources_4	.727					
Academic_Reputation_1				.820			Facilities_Resources_5	.732					
Academic_Reputation_2				.824			Facilities_Resources_6	.680					
Academic_Reputation_3				.736			Facilities_Resources_7	.715					
							Communication_Efforts_1						.777
							Communication_Efforts_2						.816
							Communication_Efforts_3						.773

$0.5 \leq KMO \leq 1$

$Sig \leq 0.05$

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.715
Bartlett's Test of Sphericity	Approx. Chi-Square	657.996
	df	3
	Sig.	.000

KMO and Bartlett's Test - Dependent variables

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.223	74.098	74.098	2.223	74.098	74.098
2	.437	14.553	88.652			
3	.340	11.348	100.000			

Total Variance Explained - Dependent Variable.

	Component
	1
DE_1	.876
DE_2	.868
DE_3	.838

Component matrix - Dependent variable

PEARSON CORRELATION ANALYSIS

Variables	1	2	3	4	5	6	7
1. University_Choices							
2. Student_Characteristics	.391**						
3. Significant_People	.381**	.176**					
4. Academic_Reputation	.500**	.352**	.278**				
5. Financial_Support	.501**	.328**	.180**	.528**			
6. Facilities_Resources	.512**	.379**	.288**	.436**	.523**		
7. Communication_Efforts	.467**	.333**	.332**	.388**	.376**	.495**	
Mean	3.4785	3.7060	2.5209	3.7035	3.8170	3.5162	3.3629
SD	.87222	.85423	.94077	.96361	.92624	.87320	1.01923

N = 597; ** $p \leq .01$; * $p \leq .05$ (two-tailed)

Mean, standard deviation, and correlations



REGRESSION ANALYSIS

- MAIN EFFECTS
- MODERATING EFFECTS

● MAIN EFFECTS

	Model 1
Independent var.	
Student_Characteristics	.123*** (.035)
Significant_People	.181*** (.031)
Academic_Reputation	.176*** (.035)
Financial_Support	.196*** (.037)
Facilities_Resources	.163*** (.040)
Communication_Efforts	.144*** (.032)
N	597
R squared	0.448
F	81.676***



All the relationships are statistically significant

Note: *** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$ (two-tailed); Standard errors are in parentheses

Results of regression analysis - Main effects

Durbin Watson		1.987
VIF	Student Characteristics	1.261
	Significant People	1.174
	University's Academic Reputation	1.571
	University's Financial Support	1.650
	University's Facilities and Resources	1.706
	University's Effort to communicate with students	1.484

The unnormalized regression equation:

$$Y = .310 + .125X_1 + .168X_2 + .159X_3 + .185X_4 + .162X_5 + .123X_6$$

The normalized regression equation:

$$Y = .123X_1 + .181X_2 + .176X_3 + .196X_4 + .163X_5 + .144X_6$$

● MODERATING EFFECTS

	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	Model 8
Independent var.							
Student_Characteritics	.122*** (.035)	.124*** (.035)	.122*** (.035)	.122*** (.035)	.121*** (.035)	.121*** (.035)	.123*** (.035)
Significant_People	.180*** (.031)	.177*** (.031)	.180*** (.031)	.180*** (.031)	.176*** (.030)	.177*** (.031)	.176*** (.031)
Academic_Reputation	.175*** (.035)	.176*** (.035)	.175*** (.035)	.176*** (.035)	.182*** (.034)	.180*** (.035)	.171*** (.034)
Financial_Support	.196*** (.037)	.198*** (.037)	.197*** (.037)	.201*** (.037)	.205*** (.037)	.200*** (.037)	.200*** (.037)
Facilities_Resources	.162*** (.040)	.159*** (.040)	.161*** (.040)	.166*** (.040)	.164*** (.039)	.160*** (.040)	.162*** (.040)
Communication_Efforts	.144*** (.032)	.145*** (.032)	.144*** (.032)	.140*** (.032)	.142*** (.032)	.146*** (.032)	.151*** (.032)
Moderating var.							
Covid-19 effects	.015 (.023)	.019 (.023)	.015 (.023)	.017 (.023)	.018 (.023)	.013 (.023)	.017 (.023)
Interaction term							
Student_Characteristics_Covid		.048 (.027)					
Significant_People_Covid			.013 (.024)				
Academic_Reputation_Covid				.050 (.023)			
Financial_Support_Covid					.095** (.023)		
Facilities_Resources_Covid						0.41 (.027)	
Communication_Efforts_Covid							.089** (.022)
N	597	597	597	597	597	597	597
R squared	0.447	0.449	0.447	0.449	0.455	0.448	0.455
F	69.951***	61.664***	61.145***	61.717***	63.289***	61.507***	63.084***

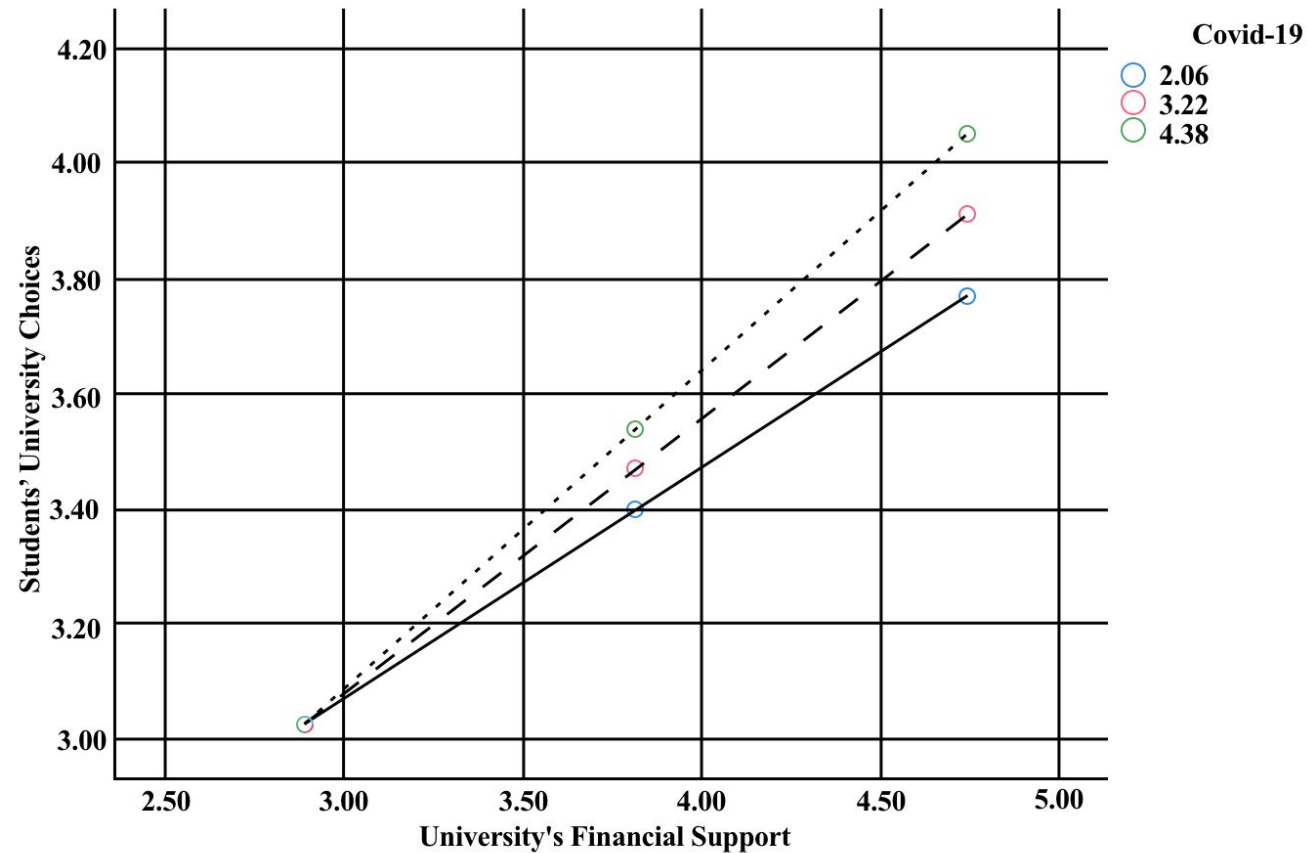


The moderator-Covid19 affects only two relationships:

- The relationship between University's Financial Support and Students' University Choices (sig = 0.017 < 0.05)
- The relationship between University's Effort to communicate with students and Students' University Choices (sig = 0.24 < 0.05)
- The remaining relationship have no statistical significance

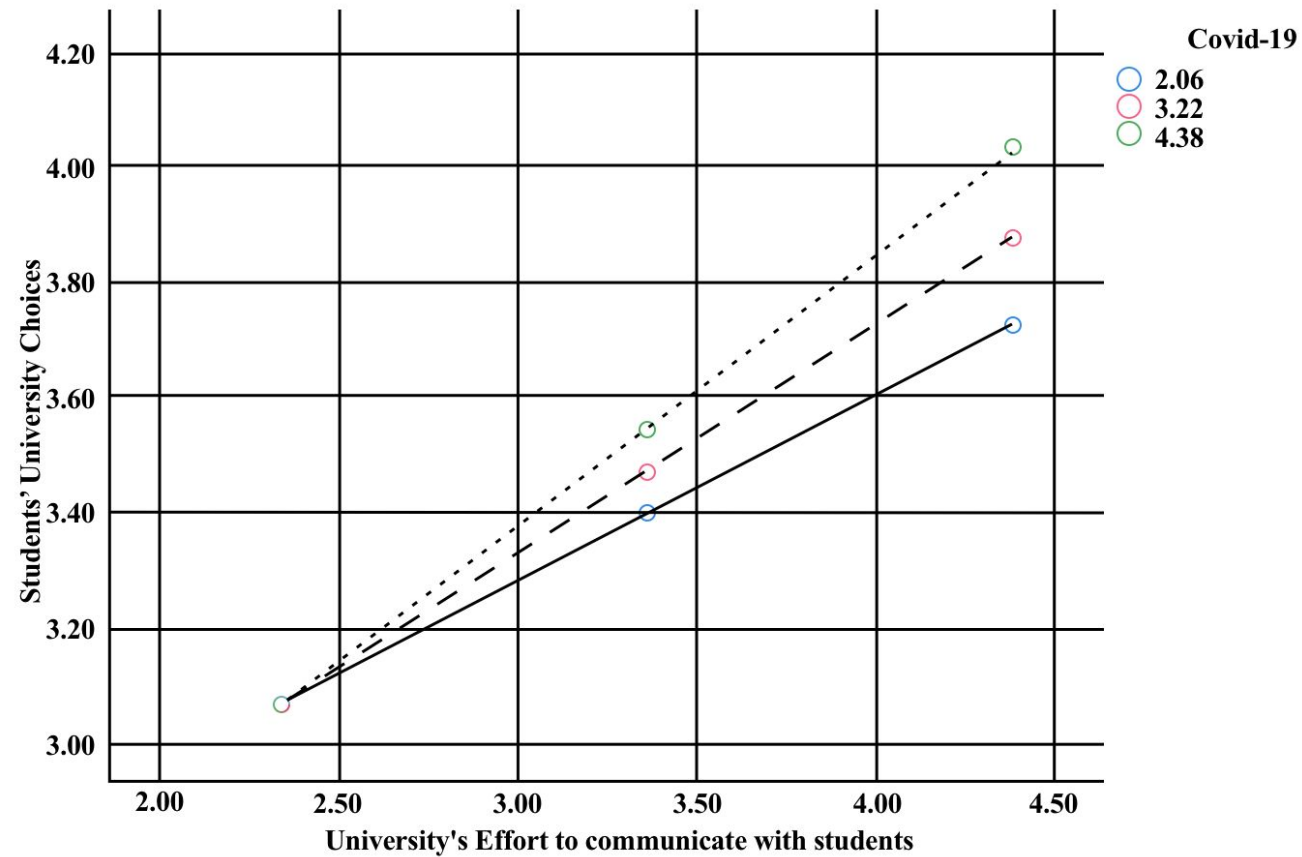
Note: *** p < 0.001; ** p<0.01; * p<0.05 (two-tailed); Standard errors are in parentheses

Results of regression analysis - Moderating effects



The graph is steeper at the higher level of Covid-19

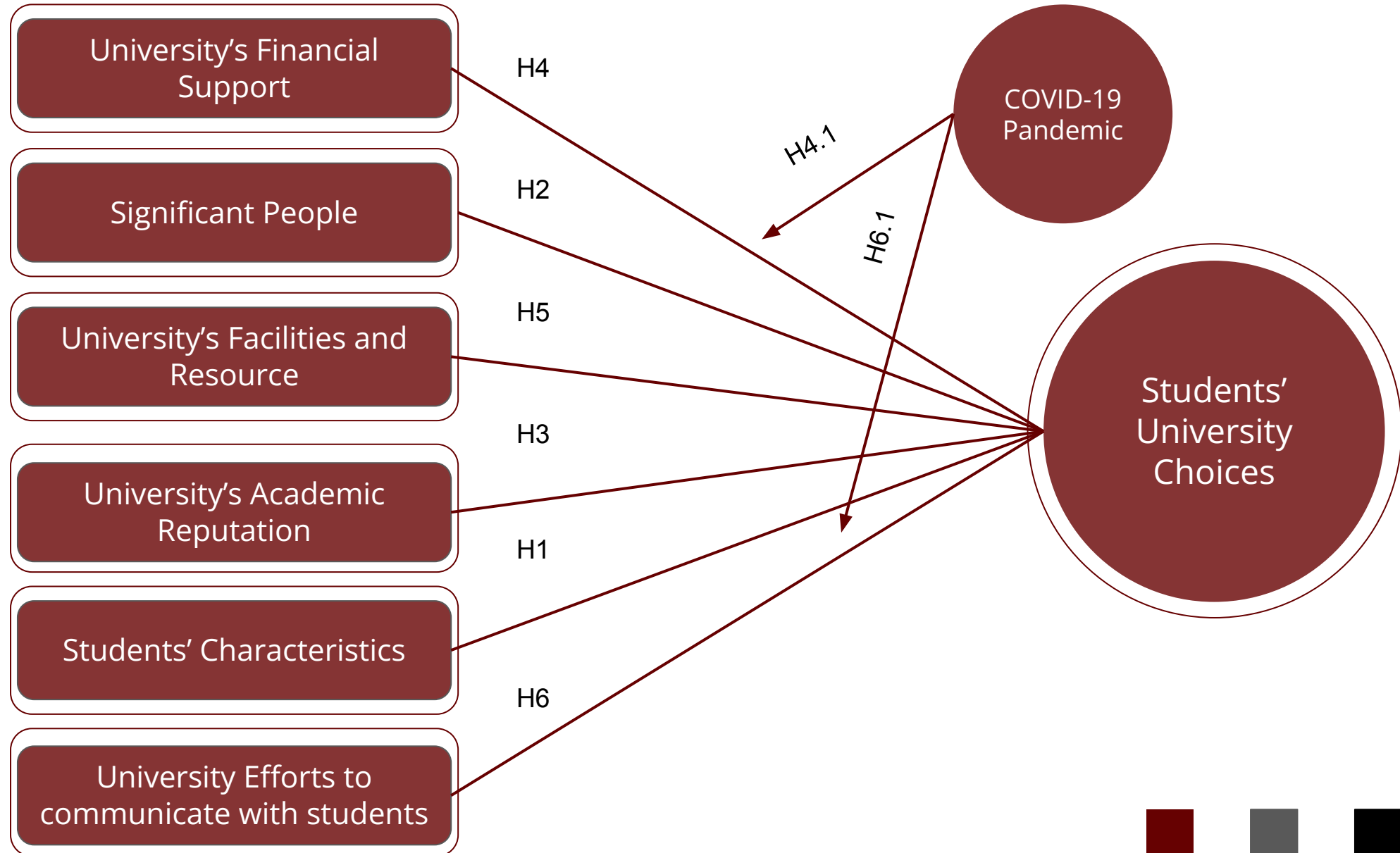
Graph 1: Interaction plots of university's financial support, Covid-19 pandemic, and Students' University Choices



The graph is steeper at the higher level of Covid-19

Graph 2: Interaction plots of university's Effort to communicate with students, Covid-19 pandemic, and Students' University Choices

SUMMARY OF THE RESEARCH RESULTS



CHAPTER 6

DISCUSSION AND CONCLUSION

- Discussion of research results
- Research implications
- Recommendations through the results
- Limitations and suggestions for future research
- Conclusion

DISCUSSION OF RESULTS

SUPPORTED

H1: "Student characteristics" are positively related to high school students' decision to choose a university.

H2: "Significant people" is positively related to high school students' decision to choose a university.

H3: "University's academic reputation" is positively related to high school students' decision to choose a university.

H4: "University's Financial Support" is positively related to high school students' decision to choose a university.

H5: "University's Facilities and Resources" are positively related to high school students' decision to choose a university.

H6: "University Efforts to communicate with students" is positively related to high school students' decision to choose a university.

H4.1: Covid-19 would moderate the relationship between university's financial support and their university decision.

H6.1: Covid-19 would moderate the relationship between university's efforts to communicate with students and their university decision.

REJECTED

H1.1: Covid-19 would moderate the relationship between student characteristics and their university decision.

H2.1: Covid-19 would moderate the relationship between significant people and their university decision.

H3.1: Covid-19 would moderate the relationship between academic reputation and their university decision.

H5.1: Covid-19 would moderate the relationship between facilities and resources and their university decision.

THEORETICAL IMPLICATIONS

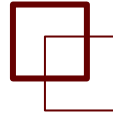
Based on the theory of rational action (TRA), choice theory, Black Box theory and theory about marketing environment and previous studies.

The novelty of the thesis is the first time the impact of Covid-19 on the relationship between the observed variables and the decision to choose a university are studied deeply.

=> Proposing directions to improve the enrollment quality of universities. university in Vietnam.

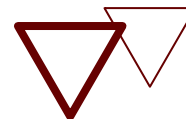
PRACTICAL IMPLICATIONS

- The factors that universities should focus on university's financial support, student's significant people, university's academic reputation, university's facilities and resources, university effort to communicate with students.
- Financial support and efforts to communicate with students, in particular, have a strong influence in attracting students to enroll at the school, especially with the impact of the current COVID-19 pandemic on education.



RECOMMENDATION FOR MARKETING STRATEGIES

- Segment students into target groups
- Applying Marketing Mix (4Ps)



Segment students into target groups



Similar to business activities, universities should segment students into target groups to understand the school choice needs of high school students and respond promptly to these needs by developing strategies for effective marketing strategy.

Universities in Vietnam have the opportunity to pick target clients based on factors such as academic competence, regional priority, and so on.

Applying Marketing Mix



Universities must diversify and increase the quality of study programs by:

- Improving and supplementing the curriculum in the direction of assuring academic quality, absolutely not reducing the quality of academic knowledge
- Developing new curricular ideas.
- Ensuring the quality of facilities and equipment.
- University lecturers need to be trained to actively explore new forms of training such as E-learning.

Applying marketing mix



→ PRICE

Developing a strategy for analyzing and evaluating specific data in order to decide the right tuition charge, especially when Covid 19 has had a strong impact on the economy.

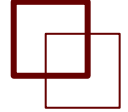
Should focus on credit loans or support scholarships for students with preferential policies.



Applying Marketing Mix



PROMOTION



Improve the ability to provide complete and detailed information about study programs, costs and so on. Enhance the academic reputation of the university.

Need more information, evidence about the training quality of the school, comments, evaluation from outside.

Applying marketing mix

➔ PLACE

Online classes can be immediately applied to students' daily study programs.

Flexibility in time and place for students, improved attendance, full technology support, online lectures can be recorded, archived and shared for internal reference.

Online courses should only be applied to non-specialized subjects to ensure students' knowledge.





LIMITATIONS

- The collected data may be affected in part by the research sample not having high general significance.
- The model can only explain 44.8% of the research problem when fully replicated.
- The research has not shown the difference between the factors affecting the students' decisions before and after admission, as well as the level of satisfaction with the students.
- The proposed solutions are mainly representative in accordance with the current situation.

SUGGESTION FOR FUTURE RESEARCH

The scale needs to be further improved and researched with a more general and larger sample to find out other factors that can affect students' decisions to choose a school, which is an open direction for further research in this educational research field.



CONCLUSION

- The research was conducted in 3 months. Data was collected through an online survey of high school students on Facebook within 10 days.
- 636 responses were received, and 597 high school students were valid samples for research.
- All six factors positively influence the decision to choose a university of high school students. Two out of six hypotheses about the moderator variable are accepted.
- From the results of the study proposing a number of solutions for universities to optimize marketing strategies.



An aerial photograph of a dense city skyline, likely New York City, featuring numerous skyscrapers. A diagonal white line splits the image from the bottom-left to the top-right. The text 'THANK YOU' is written in a large, bold, dark red font, slanted to follow the diagonal line. Below it, the words 'FOR LISTENING!' are written in a bold, black, sans-serif font on the white background.

THANK YOU
FOR LISTENING!



Questions and Answer!