



Determinants of Student's University Choice for International Programmes in Vietnam National University: Case Study from VNU-International School

Thi Minh Thai and Thi Minh Ngoc Luu

International School, Vietnam National University, Hanoi, Vietnam

Corresponding author: tminh@vnu.edu.vn and ltmngoc@vnu.edu.vn

Abstract

The booming age of education has removed borders for studying intention and student nowadays possess wider range of selection for university level. Therefore, shaping student's university choice would become an essential step in recruitment process from the perspective of educational facilities. Generally, universities officials and administrators would be alike might benefit from a deeper understanding of how undergraduate students conduct their university search and selection procedures. VNU – International School (VNU-IS) is regarded as one of the fastest-growing educational facilities within Vietnam National University and the requirements for better student's choice towards VNU-IS are higher. Therefore, administrators must enhance large effort for gaining students number by impacting their intention to study. With the research sample collected from 147 students from VNU-IS, the author provided an empirical study in order to gain insights about determinants of student's university choice for international programme including two categories: intrinsic factors and extrinsic factors. The findings give that 03 variables, namely: (1) Job prospects; (2) Family and peers; (3) Social platform influence provide significant impact on student's university choice. From the information, implications are presented for better recruitment results in the future.

Research purpose:

Identifying important determinants of student's university choice in Vietnam National University and discussing the level of significance among different factors.

Research motivation:

There are enormous changes in modern business world which stipulates universities must strive to provide strong marketing campaign in order to attract more students. This would solve the problem of financial independence from Ministry of Education and Training. Therefore, student's university choice become more essential in recruitment process for universities administrators. This study is designed with the view to investigating the important determinants and supporting VNU-IS specifically and Vietnam National University generally in the process of attracting higher number of students.

Research design, approach and method:

Quantitative analysis should be used in this study since it is the most efficient method for collecting data from a large sample of respondents utilizing surveys and questionnaires prepared for this purpose. In terms of sample size, the questionnaire has 18 questions; thus the sample size of 147 is acceptable. Regarding statistical and analytical procedures, all of the study materials will be analyzed and assessed using computer programs (SPSS 26). This will be done in order to determine the correlations between the dependent variable and the independent variables and to make any required framework modifications. To get a greater degree of precision, fundamental approaches such as descriptive analysis, exploratory factor analysis, reliability analysis, and regression analysis are employed.

Main findings:

The findings give that 03 variables, namely:

- (1) Job prospects;
- (2) Family and peers;
- (3) Social platform

influence provide significant impact on student's university choice.

Practical/ managerial implications:

- With the development of Industrial 4.0, social media must be the center for research direction
- University should follow "students as customer" policy
- The university should widen the opportunities of getting a trained job or good career for students in recruitment programme
- Students should have the capacity to reflect on their experiences and the ability to appropriately describe their skills and talents that they have gained through their education.

- The strategy for recruitment or shaping student's university choice must be from finding the education-based family whose viewpoint for university is highly emphasized.
- With the gaining importance of social media, it would be urgent for universities to provide online support or programme for handling crisis.

Keywords: *Student's university choice; Student's choice; Vietnam National University; VNU- International school, student intention, Vietnam*

1. Introduction

The previous decade from 2010-2020 have seen significant changes in the structure of university education in Vietnam, from an exclusive to a holistic development (Ministry of Education and Training, 2020). More specifically, during the period renovation and growth, education in Vietnam has steadily improved and developed, supplying society with highly educated human resources to aid in the ongoing process of industrialization and modernization that is essential to the country's progress and development at the present time (Nguyen and Vu, 2020). According to Nghiem (2021), the socioeconomic growth of any nation is always centred on education, especially in light of the rapid and sustainable growth we are seeing today. The introduction of new educational methods, educational philosophies, and educational attitudes into Vietnam is essential to and inevitable as a result of globalization. Nevertheless, fast-growing situation has been accompanied by tough competition from numerous educational facilities and Vietnam universities is currently facing a complicated environment that presents both challenges and opportunities for their marketing initiatives (Le and Nguyen, 2021). In the field of university education, the institution's attempts to creatively design strategies to adapt to demands and desires are greatly influenced by the competitiveness variable (Obermeit, 2012). Additionally, university education is governed by a set of norms and standards that are related to the measurement of student learning process and achievement, including instructional processes, institution's mission, funding, curricula, faculty experience, student quality, adequate facilities, and governance structure (Rust and Kim, 2012; Le and Nguyen, 2021).

According to Paulsen and John (2016), developmental and change theories have dominated research on college students. Both of these research traditions are mostly based on the ideals of students from conventional university-going backgrounds and ages, and neither can be readily modified to study the new, modern college aspirants, who are becoming more varied in terms of their ages, ethnicities, and socioeconomic backgrounds. Before introducing student-choice theory as an alternative, it is critical to quickly consider the limitations of these conventional techniques. Besides, Chapman and Jackson (1987) provided that perception development, preference formation, and choice are the three main elements that make up college choice. Parental education and university qualities, such as academic and extracurricular offerings, might influence students' opinions of universities. In the stage of preference development, a student's choice for university is influenced by their overall assessment of a college's value. Therefore, selecting a university

possess complexity and several irreplaceable processes that are interconnected and have repercussions rather than being divided into discrete parts (Kim, 2004). There are numerous determinants having significant impact on the decision-making process among the three stages when it comes to choose a university. In the last stage, students weigh their possibilities, choose a college choice set based on their preferences, and decide whether or not to enrol in a certain institution.

Despite the growing importance of shaping students' university choice, little has been known about the modern determinants of the variable. According to Calma and Dickson-Deane (2020), students are regarded as customers who pay the money for having educational service, the contribution of students to the success of the university should be highlighted. Therefore, it is crucial to understand the varying effects of different determinants to students' university choice in addition to taking students' racial background into account when examining students' university choice. However, prior research on university choice has tended to concentrate on several factors which may not be empirical for Vietnam environment. According to Decision No. 3868/Q-HQGHN dated December 1, 2021 of the President of Vietnam National University, Hanoi, International School (VNU- IS) was previously known as International Faculty. It is an associated institution of Vietnam National University, Hanoi, and has 20 years of creation and growth under its belt. International School was founded in accordance with this decision. As a result of the school's unrelenting pursuit of the orientation of high-quality training and scientific research, it has grown from a unit that offered only one undergraduate training program in Russian to one that offers 15 undergraduate training programs and six graduate training programs, each of which utilizes a unique training method (joint training programs, double majors, dual degrees, etc.). The school began as a unit that offered only one undergraduate training program in Russian. The school also functions as a training unit, and it offers all of its training programs in foreign languages with a ratio of international lecturers engaging in teaching that ranges from 30 to 70 percent, depending on the curriculum. The institution now has more than 6,000 undergraduate and graduate students enrolled in its various degree programs. The institution has been in existence for twenty years, during which time it has made a significant contribution to the generation of high-quality human resources for the society, therefore satisfying the ever-increasingly stringent criteria of the labour market. A little under 20,000 students have graduated from the undergraduate courses and programs, and the appropriate job placement rate is over 93% one year after graduation for these

individuals. There are almost 700 masters who have graduated through the school's graduate training system, which is comprised of 17 cohorts of master's degrees.

Therefore, the author would like to select the study: “*Determinants of student’s university choice for international programme in Vietnam National University: Case study from VNU-International School*” to give important insights about the research subject. The following parts include a literature review, analytical framework, methodology, research findings, discussion and implications, and a conclusion.

2. Literature review

2.1. Research backgrounds

University, currently, is moving towards the trend of becoming a business entity (Maresch et al., 2016). Or in other words, studies of management and organizations are crucial in encouraging the use of business-like methods. Researchers, however, critique goal drift and a decline in idealistic thinking. Especially, in the educational field, business is the trending movement. Managers and teachers may learn more about the critical elements that shape entrepreneurial purpose. Therefore, this model may serve as a diagnostic tool for designing curriculum and technology-driven pedagogy that fosters business behaviour for better revenue (Jena, 2020). Generally, while the education industry will have to deal with repercussions on several fronts, universities will be impacted in one more significant manner than previously thought. It is imperative that we pay attention to the ways to enter the revenue-generation process or in other words, it should evolve in tandem with the changing nature of the corporate world (Krishnamurthy, 2020).

More particularly, university administrations might be compared to brand-conscious corporations. Stakeholders at a university may be won over in much the same way that consumers can be won over by a brand. When prospective students have a positive impression of an institution, they are more likely to enrol there, which may have a positive effect on the university's enrolment rate and retention rate (Calma and Dickson-Deane, 2020). It is essential to make a distinction between the concept of universities being exposed to the market and the concept of universities being managed in a management manner. It is true that if one believes that colleges should be more sensitive to the rules of the market, it will be difficult to resist the idea that universities need to be operated more like businesses than is now the case (Guerrero et al., 2020). This is because universities should be more receptive to the laws of the market. But even if there

is no pressing need to make colleges more oriented toward the market, one may make the case for managing institutions in a more managerial fashion. Therefore, the two concerns are tied to one another, yet they are also separate.

Generally, universities are changing more quickly in the modern business (Krishnamurthy, 2020) as they would be in the private sector, in light of tighter budgets, declining state support for public higher education, and rising demands for student support services and regulatory oversight. Remember, it's business. They operate like a business in that they charge customers, provide a service, employ people, and strive to increase their market share. Outside of academia, this is the general consensus (Kim, 2004). Universities, therefore, have to base their role and strategy decisions on concepts like competitiveness, growth, and return on investment because of the market-based, economic orientation present along with opposing pressures and a lack of a distinct professional philosophy.

2.2. Students' university choice

If students (or their parents) are responsible for a greater proportion of the expense of education, they may be more discerning about choosing a worthwhile course of study (Nguyen, 2018). It can be considered as a positive development since it will encourage educators to tailor lessons to their students' individual needs. However, this may have the unintended consequence of decreasing the availability of programs and courses that are more concerned with fostering the kind of well-rounded, informed citizenry essential to a healthy democracy. Students' and their parents' willingness to pay for individual courses will be systematically affected solely by private rewards, but the pattern of government funding for higher education may be influenced by a variety of reasons representing the public interest (Jena, 2020).

Students is increasingly considered to be more essential for universities because they bring about revenue and income (Pfeffer and Fong, 2004). Therefore, students' choice would be highly extensive and more difficult to be decided. Or in other words, students currently cannot be easily convinced by simple orientation from universities with higher requirements for university service quality; job recommendation or further career path (Watjatrakul, 2014; Calma and Dickson-Deane, 2020). It would be regarded as the effect from marketization and globalization which have created intense competition among colleges for the same pool of students (Foroudi et al., 2018). In specific, universities have been striving to get their customers (the students) more involved in the design and implementation of their services in order to provide a more personalized and engaging

experience. Students are given larger percentage in deciding the rightful universities for their study. The underlying idea of this metaphor is that students should be considered like customers of the institution since they are paying for a service (education) (Halbesleben et al., 2003). Since professors and other university staff are seen as the key service providers, it is their responsibility to ensure that students get excellent service. However, rather than only "listening to the student voice," as Gravett et al., (2019) indicate that universities also need to drive the students' choice. Values like generation, equality, transformation, authenticity, and dialogue are often ascribed to SaP activities. As a 'threshold idea' in the evolution of teaching strategies, partnership methods have also been described (Krishnamurthy, 2020). Student as customers would be the trending movement in reserach is also seen as a counter to the rhetoric of 'student as consumer' and a way for students and faculty to reshape the university.

According to Nguyen (2019), meeting the demands of innovation and development on both ends requires a strong collaboration between universities and businesses in research and technology transfer. Numerous academic breakthroughs have been effectively implemented in commercial enterprises, yielding substantial financial returns. However, despite its obvious promise and the high hopes of its proponents, this partnership has failed to flourish owing to obstacles that are external to it and beyond the control of its participants. A neutral third person is required to act as a conduit and provide an enabling setting for the growth of this connection (Calma and Dickson-Deane, 2020).

2.3. Determinants of students' university choice

Nevertheless, scholars have indicated that there are numerous determinants of students' university choice. On the changing world of business, the factor influencing students' university choice would vary from studies to studies.

Under the foundation of theory of planned behaviour, students' intentions are not always predictive of their actual conduct because of changes in their attitudes and beliefs. The findings of this research add to our knowledge of why students choose the majors they do and provide strategies for increasing interest in and aptitude for the study in university level (Tan and Laswad, 2009). Besides, according to Hussin et al. (2019), the intrinsic attraction of the job itself, such as job satisfaction, the ability to be creative, autonomy, and intellectual stimulation, as well as a demanding and dynamic working environment, is another element that may impact the academic major decision made by students. Zietz and Joshi (2004) indicated that students place a higher

value on their own viewpoints about the selection of a program than they do on the viewpoints of their peers, including their friends, siblings, parents, counsellors, and instructors. The survey also discovered that students who participated in the college preparation program had the intention of attending a four-year college, students who participated in the general studies program had the intention of attending a two-year college, and vocational students had intentions to work immediately after graduating from high school. Besides, students' decisions on which college or university to attend are influenced by a variety of institutional factors, including the school's image and academic reputation, particularly with respect to the quality of courses and instruction (Mustafa et al., 2018), as well as the quality of the academic and recreational facilities offered by the institution. More particularly, according to Mkong et al. (2021), socioeconomic characteristics such as age, sex, pre-university contact with student's choice and religious background can be used as control variables in the formulation and implementation of policies about youth involvement in economic activities; however, these factors have a negligible effect on students' choice of a university major. Student factors such as race, gender, and socio-economic variables, including parents' education levels, jobs, and incomes as well as academic talents (Mustafa et al., 2018) are regarded as having an influence on students' decisions about which colleges and universities they will attend.

To be more specific, students' choice should be divided into 2 factors: (1) Intrinsic factors and (2) Extrinsic factors. One of the topics that has been investigated in the field of motivational research in students' choice is known as intrinsic factors. According to Hassandra et al. (2002), behaviours that are driven by intrinsic motivation are those that are carried out for their own sake, for the pleasure and satisfaction that are obtained from the act of carrying out the activity. Behaviours that are intrinsically driven are linked to a person's sense of psychological well-being, as well as to interest, pleasure, and fun (Mkong et al., 2021). It is vital to have understanding of the potential aspects that impact the choice of students about the course major they will pursue in order to build suitable tactics to encourage students. Hassandra et al. (2002) has proposed three different types of intrinsic motivation, namely the intrinsic motivation to know, the intrinsic motivation to experience stimulation, and the intrinsic motivation toward accomplishing a goal. He also proposed four different types of extrinsic motivation, namely the external regulation, the introjected regulation, the identified regulation, and the integrated regulation. The students who were asked about their involvement (or lack thereof) in physical education classes over the course

of this research gave a variety of explanations for their choices. These reasons are representative of all of the many forms of motivation described earlier, and they lend credence to the idea that both internal and extrinsic motivation are multidimensional concepts. On the basis of this finding, a number of studies have been conducted to investigate the variables that impact the choices of accounting students in diverse environments about the course majors they choose and the careers they pursue (Awadallah and Elgharbawy, 2021). Extrinsic factors also bring about important influence on students' choice for university and these factors are tied to salaries, fringe benefits, rewards, and other external ones (Park et al., 2017). Students have a greater tendency to look for approval or appraisal of their own thoughts and likes from reference groups that are located outside of themselves. It states that people have a tendency to change their conduct in order to fit to the expectations of society (Calma and Dickson-Deane, 2020). It lays a significant amount of emphasis on the power that society possesses over the person and maintains that society exerts a significant amount of control over the individual. Compliance, identification, and internalization are the three primary components that make up social influence (Srivastava and Dhamija, 2022).

3. Analytical framework

3.1. Research model

Basing on these above literature review, the author would like to propose an research model as follows:

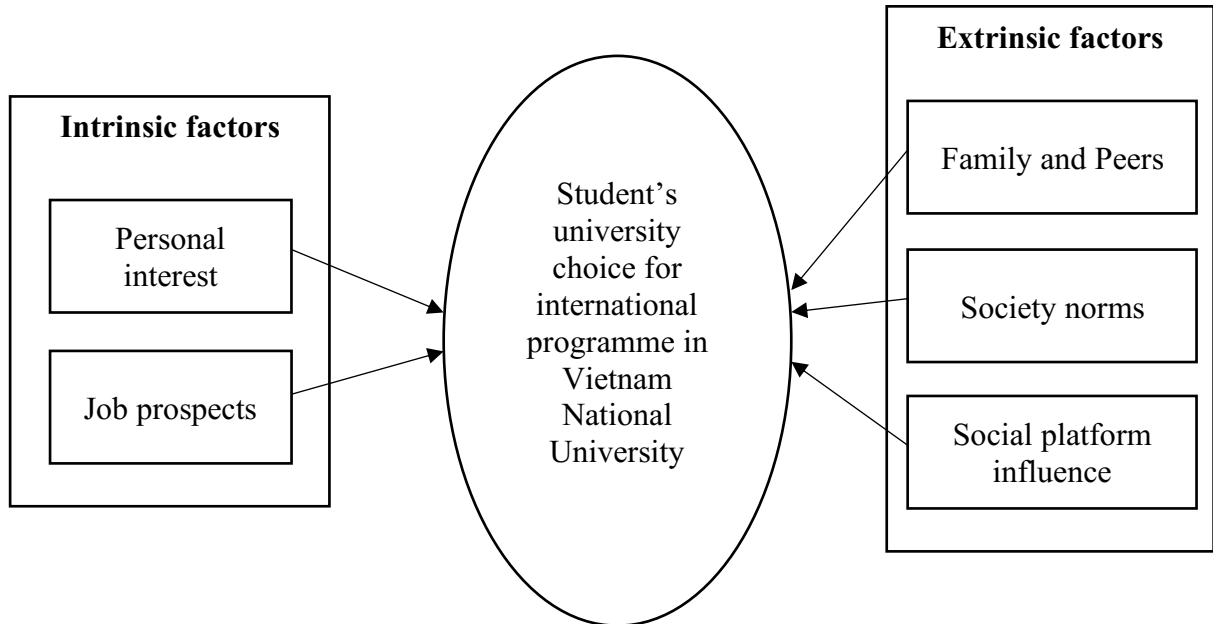


Figure 1: Proposed research model

(Source: Author's proposal)

3.2 Research hypotheses

H1: Personal interest directly impacts student's university choice for international programme in Vietnam National University, case study from VNU-International School

Wen and Hu (2018) discovered that one of the elements that influences a student's selection of a degree program major is the student's own personal interests and talents. Generally, those who chose accounting as their major tend to have a strong foundation in mathematics but less developed writing abilities as compared to those who major in fields that are not related to the chosen major (Soutar and Turner, 2002). When compared to students who choose to major in anything other than accounting, this indicates that students who fall into this group seem to understand that they have in mind and their personal interest. In addition, previous academic success was proven to be a significant factor in determining a student's choice of academic concentration by Awadallah and Elgharbawy (2021).

H2: Job prospects directly impacts student's university choice for international programme in Vietnam National University, case study from VNU-International School

The changing nature of the educational environment, characterized by a rise in the number of students pursuing higher education and a rise in the level of responsibility expected of workers at all levels (Kim 2004), has made employability a more vital part of a university education. More and more schools are realizing they need to boost their students' marketability once graduation (Wen and Hu, 2018). Universities are responding by improving the career development and employment services they provide to students and by incorporating employability into the core curriculum. Because students now play such a crucial part in a university's success, faculty and administration have a vested interest in where their students ultimately find gainful employment.

H3: Family and Peers directly impacts student's university choice for international programme in Vietnam National University, case study from VNU-International School

Multiple studies have shown that students' educational decisions are influenced by their families, friends, and outside factors (Tan and Laswad, 2009; Constantinides and Stagno, 2011; Krishnamurthy, 2020). However, most research in this area only touch on one component of peer and agent influence (information) and two areas of family influence (recommendation and financial assistance). These characteristics, which underpin the perceived high risks of the options,

have a significant impact on the decision to pursue an international education and the complicated choices that follow.

H4: Society norms directly impacts student's university choice for international programme in Vietnam National University, case study from VNU-International School

Individuals seek validation, or evaluation, of their beliefs and likes and dislikes from external reference groups, according to the notion of social comparison which can be referred to be society norms (Awadallah and Elgharbawy (2021). Or in other words, student's university choice is predicated on the need to associate with social groups. One's reference group might be made up of people to whom one already belongs, people to whom one aspires to belong, and those to whom one exerts influence despite having no wish to join (Calma and Dickson-Deane, 2020). There are two ways in which a person's conduct may be influenced by a reference group: the first is via the induction of a particular goal or the denial of disapproval by the reference group standard of behaviour, and the second is through the establishment of a frame of reference.

H5: Social platforms influence directly impacts student's university choice for international programme in Vietnam National University, case study from VNU-International School

Students rely more and more on their online social networks. Prospective students may learn from one other, influence one another's views and actions, and save time and effort by collaborating in online communities (Constantinides and Stagno, 2011; Mustafa et al., 2018; Srivastava and Dhamija, 2022). In addition, online groups may form around a common interest in social media, allowing for the open expression of thoughts, feelings, and doubts. Therefore, even incidental connections made via social networks have the potential for influencing student performance (Srivastava and Dhamija, 2022).

4. Research methodology

Quantitative analysis should be used in this study since it is the most efficient method for collecting data from a large sample of respondents utilizing surveys and questionnaires prepared for this purpose (Saunders et al., 2018). According to Saunders et al. (2018), the sample size must exceed fifty people. In addition, Hair et al. (2019) asserted that there should be five times as many replies as questions. Consequently, raising the total number of samples enhances the gathered data quality. Therefore, a high sample size may aid in ensuring data accuracy and minimizing sample mistakes (Hair et al., 2019). In terms of sample size, the questionnaire has 18 questions; thus, the aim of this study is to gather between 120 and 150 samples.

Regarding statistical and analytical procedures, all of the study materials will be analyzed and assessed using computer programs (SPSS 26). This will be done in order to determine the correlations between the dependent variable and the independent variables and to make any required framework modifications. To get a greater degree of precision, fundamental approaches such as descriptive analysis, exploratory factor analysis, reliability analysis, and regression analysis are employed.

5. Research results

5.1 Reliability test

The majority of framework constructions have a mean between 3 and 4, which is the median compliance of respondents with these offered claims, according to the table of reliability test findings. In addition, the measurement variables are consistent across items, as seen by high Cronbach's alpha values (more than 0.7) and item-to-total correlation coefficients (between 0.5 and 0.8). Therefore, the aforementioned factors may be depended upon and utilized with confidence in future research.

Table 1: A summary of reliability analysis result

	Mean	Cronbach's Alpha	Corrected Items – Total correlation
Personal interest - PI	3.83	0.812	
PI1	3.76	0.708	0.727
PI2	3.75	0.735	0.707
PI3	3.90	0.779	0.614
Job prospects - JP	3.75	0.813	
JP1	3.61	0.701	0.755
JP2	3.74	0.797	0.568
JP3	3.92	0.742	0.688
Family and Peers - FP	3.78	0.892	
FP1	3.82	0.870	0.760
FP2	3.90	0.812	0.829
FP3	3.64	0.851	0.790
Society norms - SN	3.81	0.875	

SN1	3.78	0.764	0.82
SN2	4.07	0.864	0.68
SN3	3.60	0.793	0.79
Social platform influence - SI	4.05	0.828	
SI1	3.86	0.790	0.669
SI2	4.28	0.771	0.691
SI3	4.02	0.726	0.721
Student's choice - SC	3.36	0.806	
SC1	3.24	0.737	0.654
SC2	3.31	0.732	0.658
SC3	3.56	0.734	0.671

5.2 Exploratory factor analysis

Table 2 : A summary of KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling		.702
Bartlett's Test of Sphericity	Approx. Chi-square	4029.109
	Df	212
	Sig.	0.000

The 0.720 KMO number is called miraculous since it exceeds the 0.5 criterion (table 2). The threshold of significance for Bartlett's sphericity test is likewise 0.000. Consequently, factor analysis functions effectively with this dataset. A factor loading of 0.3 is optimal for this investigation, according to exploratory factor analysis performed on 147 samples (Hair et al., 2019). The last phase of factor analysis uses varimax rotation to reduce 18 items to six underlying components that fulfill the requirements for convergent and discriminant validity (Cohen et al. 1992).

5.3 Regression analysis

Table 3: Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.682	.624	.610	.50261

The R value of 0.682 derived through regression analysis, indicates a strong degree of association. The adjusted R² value indicates the extent to which the dependent variable is explained by the independent variables, which values 0.610 in this model. Consequently, it can be inferred that 61% of independent factors explain Vietnamese student's choice for international programme in Vietnam National University, case study from VNU-International School.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.22	8	8.009	26.009	.000 ^b
	Residual	50.112	182	.229		
	Total	133.227	171			

The analysis of variance (ANOVA) table is the next most important table in the regression analysis. If a value in a table falls below 0.05, it is considered statistically significant. Therefore, it must reach a verdict on the usefulness of this paradigm. In other words, the model is reliable enough to generate forecasts regarding the target variable.

Table 5: A summary of coefficient result

Model		Standardized Coefficients Beta	T	Sig.	Collinearity Tolerance	Standardized Coefficients VIF
1	(Constant)		.546	.309		
	PI	.160	2.633	.213	.309	1.019
	JP	.292	3.001	.000	.413	1.026
	FP	.186	4.133	.000	.512	1.258
	SN	.194	2.135	.529	.591	0.908

	SI	.101	.472	.002	.719	1.218
--	-----------	------	------	------	------	-------

According to the results of a regression analysis, job prospects, family and peers, and social platform influences have p-values less than 0.05; meaning that these factors significantly impact on student's choice. In addition, all of these metrics show positive values for the standardised coefficient beta, indicating that these aspects have a favourable impact on Vietnamese student's university choice for international programme in Vietnam National University, case study from VNU-International School. On the other hands, personal interest and society norms have p.value of above 0.05, thus, these two factors do not significantly impact student's choices.

6. Findings and discussions

After conducting the study, findings have been inferred and discussions are provided in the following part.

Firstly, it is striking that job prospects possess the highest impact factor towards student's university choice for international programme in Vietnam National University. The finding is consistent with several studies from Soutar and Turner (2002); Maresch et al. (2016); Wen and Hu (2018). To be more specific, students may consider about future employment prospects, acquiring credentials that were respected by employers, being able to use modern facilities, the calibre of teaching, and the worldwide reputation of the university's programs as the most significant considerations. Other aspects that students ranked highly were being able to utilize contemporary facilities (Soutar and Turner, 2002). Generally, this finding is supported by previous studies. Employability is becoming an increasingly important component of a university education due to the changing nature of the educational environment, which is characterized by an increase in the number of students pursuing higher education and an increase in the degree of responsibility expected of workers at all levels (Qenani et al., 2014). Universities are becoming more and more conscious of the need of putting a larger focus on the employability of their graduates (Wen and Hu, 2018). As a response, universities are integrating employability into the curriculum and offering excellent student assistance for career development and employability. Moreover, as the role of students have been increasingly essential in the success of universities, administrators would be concerning with a higher degree on their student's decision for employment. To be more specific, according to Wilkins et al. (2012), pull factors that emerged from the research centre on (perceived) variations in regional employment opportunities, and a level of comfortability and this

would drive the student's choice for university selection. On the basis of the component analysis, it can be concluded that there are two crucial dimensions that lie underneath the pull factors. These dimensions include convenience and benefits that are distinctive to the labor market. Furthermore, the finding indicates an interesting idea that students are now caring more about their career after university at the beginning step of the educational level which may encourage them to study and produce higher academic results.

Secondly, family and peers have positively high impact on student's university choice. In the course of the research on key referents like friends and family, Awadallah and Elgharbawy (2021) found evidence of a large influence of subjective norms on the decision-making processes of students. This would be also related to the variable of subjective norms which may be defined as the perspectives of important persons. The results is also supported by research from Tan and Laswad (2009), who found that referents, personal, and control are critical predictors of the students' intent to their major choices. Family, in general and parents, in particular must be an essential determinant of university choice. According to the findings of Mitchall and Jaeger (2018), students had a higher likelihood of enrolling in a college that was either two or four years in length if their parents were actively involved with the school as volunteers or made contact with the universities over academic concerns. Research has indicated that parents who are more active in their children's schools, who have more conversations with their children's teachers and guidance counsellors, and who have more conversations with their children about going to college have a larger percentage of children who go to college than parents who are less involved in their children's schools. The parents' level of education is the single most important factor in determining whether or not they are actively involved in their child's decision-making process about the pursuit of higher education. Srivastava and Dhamija (2022) contended that students who have parents with a high level of education are reliant on those parents because the students anticipate that their parents have a greater level of knowledge and are more familiar with the environment of higher education. Relatives, in their capacity as protecting agents and insightful guides, also play an important part in the decision-making process.

Thirdly, it is important to say that social platform influence creates medium influence on the choice for universities among students. In the era of Industrial 4.0, the access to the internet is open which provides large chance for students to go online and gain vital information from social platform such as: Facebook; Tik Tok; Youtube; Instagram ... Therefore, these would give impact

on their choice for actions including university selection. The significance of social media platforms as venues for social engagement, interpersonal communication, and business promotion is increasing. An ever-increasing number of companies operating in a wide variety of sectors have either already included social media apps into their marketing strategies or are making plans to do so. The potential of social media as a marketing tool is attracting a growing amount of attention from educational institution (Krishnamurthy, 2020). The possibility that these tools will reach and interest future pupils is an aspect that is particularly essential. Understanding how prospective students make use of social media and the role that they play in the decision-making process when selecting a course of study, university, or college to attend is an essential aspect of the research that has to be done (Constantinides and Stagno, 2011). Students often look for information about institutions, courses, and programs in the media before they pick their major. Previous research show that the media, in general, has a beneficial impact on the choice of a major of study (Awadallah and Elgharbawy, 2021) Despite the evident reach and pervasiveness of the information and entertainment industries, administrators in universities have not adequately studied the ways in which media and communication technologies impact students' decisions about the college majors or occupations they will pursue.

Conclusively, the findings from this research have solid academic foundation which are based on familiar theories. The rejected hypotheses are not contradicted with previous results. In this specific case of VNU-IS, variables such as: Personal interest and Societal forms give slightly small impact however, it would be significant under further studies.

7. Academic and managerial implications

7.1. Academic implications

This research has taken into account the importance of social platform in forming student's university choice. This would create a medium-impact relationship, however, the finding can lead to better study trend in the future towards the social media marketing for influencing student's choice. With the development of Industrial 4.0, social media must be the leading tool in online campaign. Therefore, researchers must be intensive for this movement. The findings of the study can be interpreted in the light of the theory of planned behaviour (TBA) and Theory of Reasoned Action (TRA), which suggests that an individual's intention to choose VNU-IS for university level. It is interesting that universities are considering students as customer and theoretical research model for the relationship should be also looked into. This theory has only been used to identify

user behaviours and attitudes in the literature on information systems in relation to Internet usage, online shopping, home computer use, and online privacy, security, and trust. Social psychologists contend that attitudes comprise behaviour and cognition and that there is a positive correlation between attitudes and behaviour, which justifies the use of TBA and TRA to comprehend the use of mobile phone payment technology.

7.2. Managerial implications

This research investigates the extremely significant role that the institution has to play in guiding students towards establishing behaviours that promote self-management from the very beginning of their academic studies. It is essential that they become aware at an early point of their studies of what they need in order to be employable or to do whatever else they wish to do after graduation of high school and use this as an indicator for university choice. As a result, the university should widen the opportunities of getting a trained job or good career for students in recruitment programme. Additionally, students should have the capacity to reflect on their experiences and the ability to appropriately describe their skills and talents that they have gained through their education. They will be more equipped to properly manage the academic choices that will lead them to greater success in whatever it is that they decide to do after graduation, whether it be finding work or doing something different entirely. Besides, students are largely affected by their family and peers for choosing a university. Therefore, the strategy for recruitment or shaping student's university choice must be from finding the education-based family whose viewpoint for university is highly emphasized. This would be the most concentrated customers for universities as these family and peers can convince students and from the right student's university choice. Finally, with the gaining importance of social media, it would be urgent for universities to provide online support or programme for handling crisis. The obstacle is to encourage prominent people and brand advocates to post comments and reviews in online communities or forums that are sponsored by a university, as well as to publish in their own online social networks, blogs, or other kinds of social applications. Numerous companies' marketing departments are already putting this strategy into effect, and they have reported very favourable outcomes in terms of increasing university reputation and student's university choice.

8. Conclusions

This research has been conducted within the scope of VNU-IS students who have decided to select the faculty for their university level. Investigating the decision process should give

insights about the steps in shaping student's university choice and suggest marketing campaign for universities to attract more learners. To be more specific, under the circumstance of competitive environment in education, institutions that are able to identify different market segments will therefore be in a position to target those parts of the market that are likely to contribute the most to the organization's achievement of its strategic goals. After that, the offering of the product may be properly positioned, and a suitable marketing mix can be formed, which will include judgments on product qualities, price, promotion, and other such things.

In the research findings, it would be striking that job prospects possess the highest impact factor towards student's university choice for international programme followed by family and peers' impact and social platform influence. Inferring from the discussions, there are implications to be made for universities and theory-makers to base on with the view to conducting better studies in the future.

REFERENCES

- Calma, A. and Dickson-Deane, C. (2020), The student as customer and quality in higher education, *International Journal of Educational Management*, 34(8), 221-1235. <https://doi.org/10.1108/IJEM-03-2019-0093>
- Chapman, R. G., and Jackson, R. (1987). College Choices of Academically Able Students: The Influence of No-Need Financial Aid and Other Factors, *College Entrance Examination Board*, New York.
- Constantinides, E., & Zinck Stagno, M. C. (2011). Potential of the social media as instruments of higher education marketing: A segmentation study. *Journal of marketing for higher education*, 21(1), 7-24.
- Emad Awadallah & Adel Elgharbawy (2021) Utilizing the theory of reasoned action in understanding students' choice in selecting accounting as major, *Accounting Education*, 30:1, 86-106,
- Guerrero, M., Urbano, D., & Gajón, E. (2020). Entrepreneurial university ecosystems and graduates' career patterns: do entrepreneurship education programmes and university business incubators matter?, *Journal of Management Development*, 39(5), 753-775.
- Halbesleben, J. R., Becker, J. A., & Buckley, M. R. (2003). Considering the labor contributions of students: An alternative to the student-as-customer metaphor. *Journal of Education for Business*, 78(5), 255-257.

- Hassandra, M., Goudas, M., & Chroni, S. (2003). Examining factors associated with intrinsic motivation in physical education: a qualitative approach. *Psychology of sport and exercise*, 4(3), 211-223.
- Hussin, N. L., Muhamad, N., & Sukor, M. K. T. A. (2019). Determinants of students' choice of courses and university selection. *Journal of Business Innovation*, 4(2), 71.
- Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106275.
- Kim, D. (2004). The effect of financial aid on students' college choice: Differences by racial groups. *Research in Higher Education*, 45, 43-70.
- Krishnamurthy, S. (2020). The future of business education: A commentary in the shadow of the Covid-19 pandemic. *Journal of business research*, 117, 1-5.
- Le N.T.D & Vu. H.M (2021). Examining quality of English language learning of university students in Vietnam: the moderating role of competition factor. *Eurasian Journal of Educational Research*, (95), 55-79.
- Lin Mei Tan & Fawzi Laswad (2009): Understanding Students' Choice of Academic Majors: A Longitudinal Analysis, *Accounting Education: An International Journal*, 18:3, 233-253
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological forecasting and social change*, 104, 172-179.
- Michael B. Paulsen & Edward P. St. John (2002) Social Class and College Costs, *The Journal of Higher Education*, 73(2), 189-236
- Ministry of Education and Training (2021). *The statistical data of university education in the year of 2019-2020*. Available from: <https://moet.gov.vn/thong-ke/Pages/thong-ko-giao-duc-dai-hoc.aspx?ItemID=7389>
- Mitchall, A. M., & Jaeger, A. J. (2018). Parental influences on low-income, first-generation students' motivation on the path to college. *The Journal of Higher Education*, 89(4), 582-609.
- Mkong,C.J.;Abdoulaye,T.; Dontsop-Nguezet, P.M.; Bamba, Z.; Manyong, V.; Shu, G. Determinant of University Students' Choices and Preferences of Agricultural Sub-Sector Engagement in Cameroon. *Sustainability* 2021,13,6564.

- Mustafa, S. A. A., Sellami, A. L., Elmaghraby, E. A. A., & Al-Qassass, H. B. (2018). Determinants of college and university choice for high-school students in Qatar. *International Journal of Higher Education*, 7(3).
- Nguyen, V. H. (2018). The relationship between university and serious enterprise, the technology transfer and application of triple helix model to promote this relationship of Vietnam. *Hue University Journal of Science: Economics and Development*, 127(5a).
- Park, S. A., Kim, H. B., & Lee, K. W. (2017). Perceptions of determinants of job selection in the hospitality and tourism industry: The case of Korean university students. *Journal of Human Resources in Hospitality & Tourism*, 16(4), 422-444.
- Pfeffer, J., & Fong, C. T. (2004). The business school 'business': Some lessons from the US experience. *Journal of management studies*, 41(8), 1501-1520.
- Qenani, E., MacDougall, N., & Sexton, C. (2014). An empirical study of self-perceived employability: Improving the prospects for student employment success in an uncertain environment. *Active Learning in Higher Education*, 15(3), 199
- Rust, V. D., & Kim, S. (2012). The global competition in higher education. *World Studies in education*, 13(1), 5-20
- Soutar, G. N., & Turner, J. P. (2002). Students' preferences for university: A conjoint analysis. *International journal of educational management*, 16(1), 40-45.
- Srivastava, K., & Dhamija, S. (2022). Social factors impacting student's choice of institution for higher studies in India. *International Journal of Educational Management*, 36(7), 1221-1237.
- Watjatrakul, B. (2014). Factors affecting students' intentions to study at universities adopting the "student-as-customer" concept. *International Journal of Educational Management*, 28(6), 676-693.
- Wen, W., & Hu, D. (2019). The emergence of a regional education hub: Rationales of international students' choice of China as the study destination. *Journal of Studies in International Education*, 23(3), 303-325.
- Wilkins, S., Balakrishnan, M. S., & Huisman, J. (2012). Student choice in higher education: Motivations for choosing to study at an international branch campus. *Journal of studies in international education*, 16(5), 413-433.
- Zietz, J., & Joshi, P. (2005). Academic choice behavior of high school students: economic rationale and empirical evidence. *Economics of Education Review*, 24(3), 297-308.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

