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High Schoolers' Decision to Pursue an International Institution

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Abstract

High school students (HSS) all across the globe are choosing more often to continue higher education (HE) at an international institution (INI). This research aims to provide a comprehensive understanding of the major elements that affect students' decisions on which foreign university to attend. For academic institutions, governments, and advocates to improve recruiting methods, encourage cross-cultural interchange, and build efficient support mechanisms for foreign students, they must have a thorough knowledge of these variables. By using observational factors to quantify these characteristics, the qualitative study approach aimed to both identify and corroborate the elements that high school students consider while deciding between international universities. To get the required data, the researcher also created a suitable questionnaire for the quantitative research procedure. A 5-level Likert rating comprising 6 theoretical rating and 46 measured parameters was utilized in the study. The acquired data was then analyzed using various techniques in SPSS 20, including comprehensive statistics, testing for distinctions, multiple regression analysis, EFA analysis, and Cronbach's Alpha coefficient to determine the validity of the scales. The investigation's findings met its predetermined objectives, which included identifying the primary influences on high school students' decisions to attend international universities, assessing the strength of those influences, and formulating suggestions based on the research's findings to help universities attract more high school students.

Keywords: higher education (HE), university choice, international institution (INI), choosing an International University, cross-cultural interchange.

I. INTRODUCTION

The COVID-19 global epidemic, which raised at the beginning of 2020, had a major effect on HE advancement in many roles, including the conversion of in-person instruction to online instruction, the suspension of in-person events and activities, and the emergence of a "new normality" in HE (Mok et al, 2021). Higher education has faced several issues due to the COVID-19 epidemic in instructing, studying, collaborative study, and institutional management. Furthermore, this epidemic is a fantastic chance for numerous stakeholders to reassess and perhaps redesign higher education to improve the viability and durability of this industry in the long run. Due to the current crisis, those involved in higher education must reevaluate the role of informational and communication technologies (ICT), especially the effectiveness of online learning in this setting (Tesar 2020). Since 2015, there have been 51 percent more international students studying in the country. Over the past few years, universities and nations have come to appreciate the significance of foreign students and the advantages they may provide to a university and an industry. Particularly among the first nations to acknowledge the economic and social benefits of having overseas students are the “United Kingdom, United States, Canada, and Australia” (James et al, 2017). This market space is becoming increasingly recognized by universities as a means of controlling home enrollment declines and, therefore, boosting institutional income. Migration among foreign students is a crucial component of internationalization globally. In 2014, there were around 5 million foreign students, up from 4.5 million in 2011, 2.1 million in 2000, and 1.3 million in 1990. Six students out of every ten Chinese people go overseas to study. India, South Korea, and most Latin American nations—Brazil, Columbia, and Mexico—are manufacturing nations (Paulino and Castaño 2019).

Higher education internationalization has seen significant global expansion during the last 30 years. First off, it is thought that the most significant indicator of the internationalization of a nation's HE is the presence of IS. A college's performance on the global stage mainly depends on its capacity to draw in foreign students and professors from all over the globe. The ratio of foreign students to local students constitutes one-third of the success metrics used by the Times (2017b) to evaluate how internationally focused an institution is. Second, the money spent on tuition and living costs by overseas students may have a significant positive impact on the local economy (Liu et al, 2018). Students are increasingly choosing to pursue HE abroad due to the globalization of education. The Organization for Economic Cooperation and Revitalization estimates that there were 5.3 million overseas students in 2017 as opposed to 2 million in 1997. With 662,100 IS from China studying abroad in 2018, they made up the majority of international pupils studying abroad. Given China's economic expansion and increased family wealth, it is expected that there will be between

700,000 and 800,000 Chinese students learning overseas in 5 years (Li et al, 2021). The number of students enrolled at INI has significantly increased over the last 30 years, contributing to their enormous expansion. Since state INI cannot handle every pupil, the creation of private INI a consequence of the mass production of HE. The number of students who go abroad has increased due to the globalization of HE. These changes have increased the options available to students when choosing a school and heightened rivalry among INI to draw in and keep both domestic and foreign students. The offering of HE across boundaries is associated with some concrete and intangible benefits, including intellectual advancement, greater academic achievement, improved employment chances, and societal and artistic improvement (Abbas et al, 2021).

Due to the high interest in earning an INI degree right in Danang, INI has been opening up more frequently in Danang, specifically Vietnam. Therefore, selecting an accredited INI to enroll in is a crucial choice for every high school student. It impacts HSS's career choices as well as their drive to study, dedication, and interactions with higher education institutions. Due to their irrational decision to attend an INI, HSS may find it challenging to stay motivated to study, achieve excellent academic outcomes, and get a desired profession. To make better-informed choices, it is thus vital to investigate the elements that influence the HSS selection of institutions. Discovering what influences HSSs' decision to attend an INI forms the foundation for attracting HSS and implementing training programs, which determines every INI's existence and growth in the highly profitable surroundings of the Danang higher education sector. All of the INI in Danang are presently struggling with a similar scenario.

The following 4 inquiry issues are addressed by the implications of the investigation's findings: 1) Which elements did HSS consider necessary while selecting an INI in Danang?

2) When do HSS decide which INI to attend?

3) What are Danang HSS preferred majors?

4) Which regions are home to the majority of HSS?

The researcher chose to use the subject "Components influencing the student's selection of International University" to verify the elements that have the greatest impact on a student's university decision based on the facts mentioned above. As a result, specific recommendations are put out as a foundation for policy creation and as fixes for HSS to their INI.

II. LITERATURE REVIEW

A. Existing studies of the research

The simultaneous examination of two international pupil immigration streams—one from the Globally South to the Globally North and the other inside the Globally North—in this research pioneers novel territory. In-depth conversations with UK and Indian foreign students, as well as an online quiz survey of UK and Indian learners who are now or are currently studying internationally, are used to gather information. The findings of the survey reveal striking similarities in reasons for wanting to pursue higher education internationally; nevertheless, the discussions reveal greater disparities (King and Sondhi, 2018). This research examines the number of Chinese students (CS) living in the United States and tries to uncover why so many of them decide to learn internationally, with the United States being their top choice. On many campuses, this group is an essential part of student life and a crucial income stream. The findings show that CS is pursuing training with a global perspective and choosing to depart from the Chinese educational structure (Chao et al, 2019). This study refers to the growing knowledge of the adaptability of foreign pupils' HE. We examine elements at the college level that have an impact on how Chinese foreign students are sorted among British institutions. The findings, which for the initial time used nationwide documentation, verified that institution status, along with other impacts from the larger societal and ethnic services that the institutions supply, is the most crucial driver for the selection of CS among British academic institutions. The results highlight the significance of amorphous institutional elements like university ratings and their acceptance by students as givens (Cebolla-Boado and Soysal 2018). Analyzing international pupil migration has garnered much attention recently, which has typically centered on the viewpoint of the pupils participating in this movement. This study examines discussions with international office workers to analyze their strategies to bring in foreign students, particularly their working interaction with commission-based learning intermediaries (Beech 2018). When it comes to choosing to learn overseas, students are influenced by a variety of push and pull forces. They have an impact on how pupils view migration. This essay focuses on the experiences of overseas pupils, with a particular emphasis on credit-degree migration and bachelor-master learners. The purpose of this research is to identify factors that facilitate and hinder studying internationally through the services offered throughout the foreign pupil's lifetime (Perez et al, 2021). In this research, many variables that affect students' decisions on which universities to attend in the United Arab Emirates (UAE) are experimentally examined. The rating system under the 5 aspects that affect the pupil's selection of institution was determined to have great accuracy and applicability in this research. The results demonstrate that some variables, including academic credibility, grants and financing, accessibility and setting,

amenities and offerings, and advertising and advertising pathways, influence pupils' decisions to attend colleges in the UAE (Nuseir and El Refae, 2022).

B. Outline of Consumer Options and Behavior

1) Choice Theory

The choice theory (CT) offers a valuable framework for comprehending the elements that affect students' decisions to attend an overseas institution. According to William Glasser's CT, people make decisions depending on their wants and the advantages they believe those decisions will provide. One of the most popular methods for examining public challenges is logical CT. In addition to its descriptive value, this theory is effective in analyzing colleges and universities, according to its proponents. Yet, the CT has not been without criticism. The latest generation of its opponents is behavioral analysts, who often offer their method as a substitute for or even a generalization of the CT. They contend that the CT is based on irrational presumptions and that actual data contradicts its forecasts. Several detractors even claim that the CT cannot withstand close examination. They thus use cognitive mechanisms to account for its durability since its proponents find it difficult to doubt this idea. In essence, it is stated that those who reject the CT are more reasonable than those who support it when evaluating the applicability of opinions. It doesn't make sense that the two parts of the argument have disparate mental capacities. Thus, it would seem that there are other reasons why rational beings continue to be included in financial frameworks besides cognitive ones (Hudik 2019)).

2) AIDMA Model & AISAS paradigm in Digital Advertising Approach

The initial structure of the impacts paradigm in marketing was AIDA. The “AISAS (Attention-Interest-Search-Action-Share)” framework, which was the forerunner of Hall's “AIDMA (Attention-Interest-Desire-Memory-Action)” model, was introduced after it. Dentsu saw that as Internet technology's effect on consumer behavior grew, so did how customers were exposed to advertising material. They were now consciously looking for data rather than merely passively accepting it. To more accurately describe customer behavior in the Internet age, Dentsu devised the AISAS model. A Japanese marketing firm found that customers were now eagerly seeking materials rather than passively absorbing marketing data. The previous AIDA or AIDMA models weren't seen to be as effective at understanding modern consumer behavior as the new AISAS framework, which was put away (Xue et al, 2021).

Attention→ Interest→ Desire → Memory→ Action

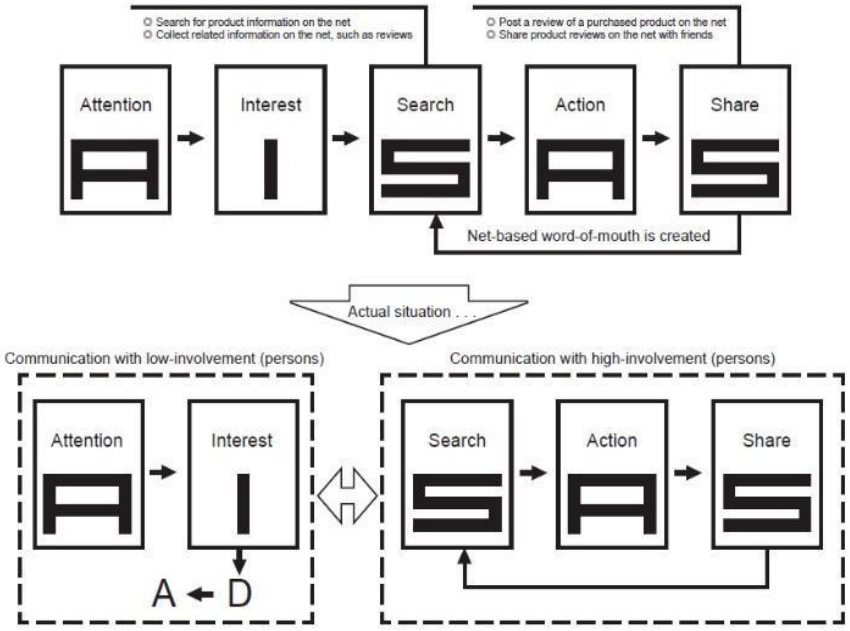
Many frameworks are used by the advertising business to describe how audiences make decisions. The AIDA framework, which refers to attention, interest, desire, and action, and the AIDMA approach, which

relates to engagement, interest, desire, memory, and movement, are examples of early consumer behavior frameworks. The AISAS framework was created by Dentsu, a famous marketing firm in Japan, by improving the AIDMA model. AISAS, which means AISAS, combines customer usage of contemporary communication methods, internet search instruments, and collaboration procedures, something that is absent in the prior systems.

AISAS

The AIDMA concept is essentially continuous; it depicts a sequential procedure that begins with "attention" and ends with "action." The AISAS concept cannot always go through all five phases, though: “Attention → Interest → Search → Action → Share ."The AISAS concept is regarded as a practical and advanced approach for developing marketing interaction strategies and comprehending clients with various online buying behaviors, shown in figure 1. Despite the design's absence of engagement with consumers' emotions and identification procedures, it may be used to assess disposition and behavior changes. Additionally, it incorporates consumer search and data communication, which are aspects of the internet-enabled, smartphone-based context of the client's purchase cycle. The AISAS framework is ideal for analyzing consumers' online decision-making procedures as a result of these features. Adding an online process flow highlights the AISAS model's applicability for evaluating how image marketing and celebrity-endorsed advertising affect consumers' purchasing decisions. The framework also accounts for circumstances where clients could forego predicted deciding steps. The last three steps of the framework also place a strong focus on consumer interaction and the relationship between the searching and sharing phases, which is vital for clients who use their cell phones for networking and socializing. Due to the widespread usage of digital technology, this cycle may never come to an end since anything that gains digital likes will continue to be checked up and distributed (Cheah et al, 2019).

Figure 1. The AISAS concept was developed by Dentsu in 2004 and was recognized as a brand in Japan in 2005.

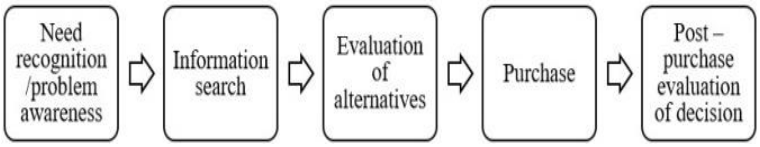


Source: (Kotaro Sugiyama, Tim Andree, 2011)

3) Theory of consumer behavior

The Theory of consumer Behavior, commonly called Consumer Behavior Theory, aims to comprehend and clarify how people interact with goods and services and make purchase choices. It includes a range of psychological, social, and economic aspects that affect consumer decisions. Consumer choice and purchasing behavior have become popular study topics across several disciplines. The customer's preferred behavior is utilized in various contexts, such as research of attitudes, behaviors, and reactions. According to Salomon et al. (1995) and several other academics, consumer option is the procedure of choosing, purchasing, utilizing, and assessing a person or a group of people's goods or services to meet their requirements and preferences. Tran Minh Dao (2012) defined consumer purchasing experience as all the actions consumers take known when trading merchandise. Buying behavior is a decision-making process that starts with recognizing needs, continues with information searching, evaluates possibilities, leads to purchasing decisions, and ends with an evaluation.

Figure 2. The Customer Decision-Making Mechanism

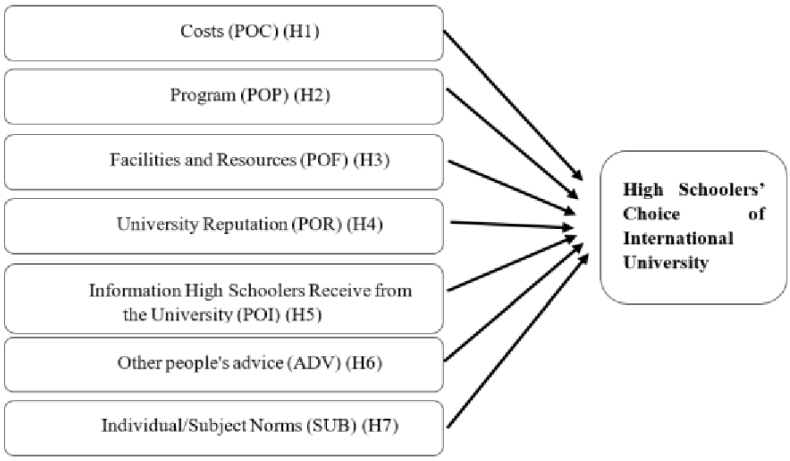


Source: (Comegys et al, 2006)

C. Research Model

For various reasons, it is crucial to research the factors influencing high school student's decision to join an INI. First off, it offers insightful information on the preferences, drivers, and selection criteria that students use when choosing higher education schools overseas. Universities and governments must comprehend the shifting patterns of the international student movement to adjust their strategy. Factors that influence high school students' decision is essential for directing university recruiting efforts, increasing instruction and student experiences, and impacting institutional and national education policy. Therefore, the purpose of this research is to investigate the factors that influence high school student's decision to attend a university abroad. Costs, programs, facilities, university reputation, information high school students learn from the foreign university, individual subject norms, and other people's ideas all contribute to the paper's central hypothesis. It is shown in figure 3.

Figure 3. The hypothesis of the research



III. RESEARCH METHODOLOGY

A. Research Design

This research was done by the author in two phases: preliminary investigation and official study. Group talks and an initial scale will be

created as part of primary research, and direct interviews will be conducted using questionnaires and interviews for the official study. The phases in the research strategy are as follows:

i. Research difficulties: The selects an INI in Danang by HSS.

ii. The main scientific foundations are theories of behavior, rational action principle, organizational behavioral theory, research on institution options, the Pareto rule, the AIDA framework, and advertising in HE.

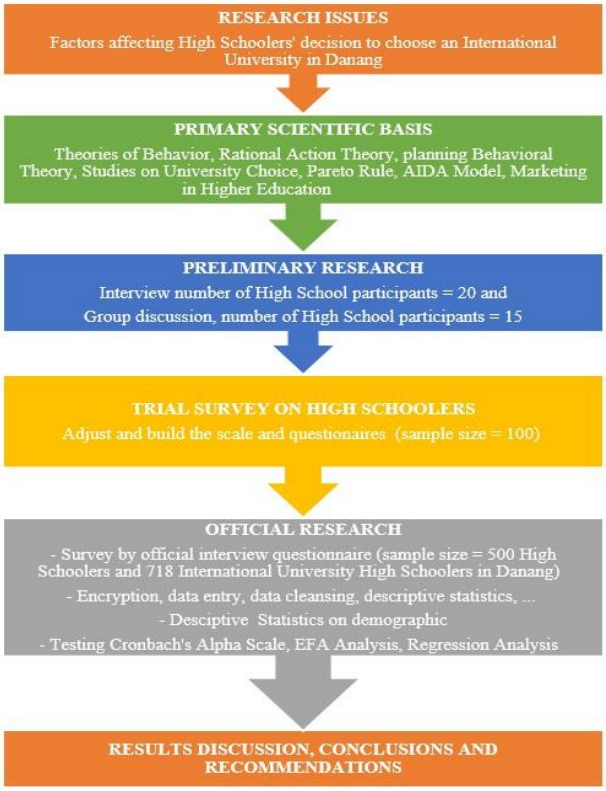
iii. HSS participated in 20 interviews and 15 group discussions as part of the initial study.

iv. High school test survey: (Sample size = 100) Modify and create the scale and questions.

v. Accredited study Using a formal interview questionnaire, a survey of 500 HSS and 718 students from the INI of Danang was conducted. Information input, data cleaning, summary research, encryption,... - Parametric Demographic Statistics Tested Regression, EFA Evaluation, and Cronbach's Alpha Rating.

vi. Discussion of the findings, conclusions, and suggestions

Figure 4. The research framework of the article Source: by Writer



B. Designing Research Samples

According to Hair et al. (1998), when performing exploratory factor analysis (EFA), the data size must be at least 50, ideally 100, and the measured ratio should be 5/1, meaning that each assessment parameter requires a minimum of 5 occurrences. According to Gorsuch (1983), 200 samples were required. Yet, research dictates that the larger the sample, the greater.

The author selected 480 participants as the sample size for this investigation. In addition, the researcher chose to distribute 500 questionnaires to survey 500 high school students because, in theory, the sample amount is as large as feasible and to make up for some of the eliminated surveys.

C. Data Analysis Methodology

Using EFA and the SPSS 20.0 computing program, the validity of the rating system is evaluated using Cronbach's Alpha reliability coefficient (CARC) approach.

CARC

In the realm of evaluation, Cronbach's Alpha (CA) is frequently utilized to evaluate the validity of scales or questionnaires. It aids in figuring out whether the items or questions used by an evaluation instrument are internally consistent and reliable. Researchers can investigate the level to which the assessment instrument's items are assessing the same concept or attribute by computing CA. Higher values of the CA coefficient, which runs from 0 to 1, indicate better internal consistency. CA is calculated using the following formula:

$\alpha = (N / (N - 1)) * (1 - (\sum \text{variance of item scores} / \text{variance of total scores}))$

Where: N denotes the scale's or questionnaire's item count. The total variance of the individual item scores is known as the "variance of item scores." By adding twice the sum of the item-item co-variances and adding the variances of each item, the variance of total scores is determined.

Use these procedures to determine an assessment's dependability using Cronbach's Alpha:

Choose the items: Identify the evaluation components, such as the items or questions. These questions ought to evaluate the same concept or quality.

Data collection: Give a sample of participants for the evaluation. Make sure that each participant provides an actual response based on their knowledge, beliefs, or experiences.

Determine item scores: Give each item's replies a numerical value. We may either utilize a coding system that represents the intended meaning

of each answer, or you can award scores like 1, 2, or 3 depending on the response type (Likert scale, for example).

Calculate overall scores: Add the results from all the items for each participant. This results in a final score that represents their overall performance on the test.

Examining data: Calculate Cronbach's Alpha coefficient using statistical software or tools. The item scores or the data matrix must be entered into the program.

Understanding the coefficient: Analyze the resulting Cronbach's Alpha value. As was previously noted, numbers closer to 1 imply better dependability and higher internal consistency. Coefficients greater than 0.7 are often regarded as satisfactory, although values greater than 0.8 are frequently requested.

Exploratory factor analysis (EFA)

An exploratory factor analysis (EFA) finds underlying factors or dimensions within a collection of observable data. It is a technique for dimensionality reduction and data reduction that seeks to expose the data's underlying structure. The important actions in doing an exploratory factor analysis are listed below:

Establish the goal: The study's goal or the rationale for the factor analysis should be explicit. Choose the group of observed variables or items you wish to investigate further for underlying causes. Gathering and preparing data Obtain the information by conducting a survey or gathering pertinent data. Make that the data meets the study's assumptions (such as linearity and multivariate normality), has an acceptable sample size, and is otherwise suitable for factor analysis. Preprocess the data if required by filling in blanks, scaling, or altering variables. Determine how many variables there are: Choose how many variables to extract. Numerous techniques, including parallel analysis, scree plot analysis, and Kaiser's criteria (Eigenvalues larger than 1), may be used. Based on the amount of variation explained, these techniques assist in determining the ideal number of components to keep. Interpreting the variables: Look at the factor loadings, which show the degree and direction of each observed variable's link to the underlying part. A factor is more strongly related to variables that have greater loadings on that factor. Consider both the theoretical and practical ramifications of the detected elements and interpret each aspect in light of the variables that have strong loadings on them. Analyze validity and reliability: Utilize metrics like Cronbach's Alpha to assess the internal consistency or dependability of the discovered components. To confirm that the observed variables within each part are connected to that factor and different from others, further, evaluate the convergent and discriminant validity.

The sample size in this research is rather big (n = 480), and multivariate regression analysis is performed following EFA. As a result, the researcher will keep the ratings with a CA value of 0.6 and discard the measured parameters with a distinct value of 0.3. In the EFA procedure, the researcher employed the component extraction with the varimax approach, eliminating measured parameters with a factor loading value of less than 0.5 or subtracting from other factors with a parameters loading weight difference of less than 0.3.

Multiple linear regression analysis (MLRA)

A statistical method known as multiple linear regression analysis investigates the connection between a dependent variable and some independent factors. While accounting for the influence of other factors, it enables researchers to explore the relationship between changes in the independent variables and changes in the dependent variable. In this approach, the connection between the dependent variable and the independent factors is represented by a regression equation. Each independent variable's influence on the dependent variable is quantified by the coefficients or slopes in the equation, which also consider the simultaneous impacts of other variables. Researchers may evaluate the direction and amplitude of correlations, comprehend the relative significance of the predictors, and develop predictions or explanations based on the data gathered by calculating these coefficients. Ensuring the accuracy and robustness of the outcomes involves evaluating the model fit and the accuracy of the assumptions. In many disciplines, including the social sciences, economics, finance, and marketing, multiple linear regression analysis is often used to understand complicated connections and make judgments based on empirical data.

The stages that make up the linear regression analysis procedure are as follows:

Step 1: Use the association coefficient matrix to determine if the independent and dependent parameters are correlated.

Step 2: Constructing and evaluating the regression model $Y = \beta 1 X 1 + \beta 2 X 2 + \beta 3 X 3 + \beta 4 X 4 + ... + \beta k X k$

Step 3: Verify if the regression criteria were violated.

IV. RESULTS

Factors that influence high school students' decision is essential for directing university recruiting efforts, increasing instruction and student experiences, and impacting institutional and national education policy. Hence, this research investigates the factors influencing high school student's decision to attend a university abroad. This section analyzes the results of this research.

A. Descriptive Analysis of Core Information on the Demographics

The author gathered 500 results by distributing 500 questions to High School students in various High Schools. The number of verified participants left when removing unfulfilling questions (questionnaires with inadequate data, having more than one correct response, or having a foundation for an inaccurate estimation) was 406; the information evaluation was organized by the below facts on main demographic data of the Writer:

Amount of High School Students

Amount of High School Students in the Listing of Schools and Their Type Examined in Danang is analyzed in Table 1. The school list is "FSchool - Private, Sky-line- Private, Hiền Nhân – Private, APU-Private, Phan Châu Trinh-Public, Lê Quý Đôn-Public, Trần Phú - Public, Phan Thành Tài-Public, Quang Trung-Public, Phạm Phú Thứ- Public, Nguyễn Trãi - Public, Tôn Thất Tùng – Public". The highest validated students were taken from the Fschool.

Table 1. Statistics on the Amount of High School Students in the Listing of High Schools and Their Type Examined in Danang in 2020

No	Name of High School in Danang	Types of High School	Number of Validated Respondents
1	FSchool	Private	106
2	Sky-line	Private	44
3	Hiển Nhân	Private	8
4	APU	Private	2
5	Phan Châu Trinh	Public	93
6	Lê Quý Đôn	Public	4
7	Trần Phú	Public	66
8	Phan Thành Tài	Public	56
9	Quang Trung	Public	2
10	Phạm Phú Thứ	Public	10
11	Nguyễn Trãi	Public	4
12	Tôn Thất Tùng	Public	2
13	Other:		9
	TOTAL		**406**

Popular INI in Danang

According to the author's knowledge, most high schools where there are a lot of high school students select international universities because of the quality of their training. The bulk of these high school students also have good GPAs. Table 2 below contains a list of prominent together with responses from 718 high school students who participated in an experiment to examine the statistical disparities between high school and university pupils. Figure 5 shows the prominent institutions and students' percentages.

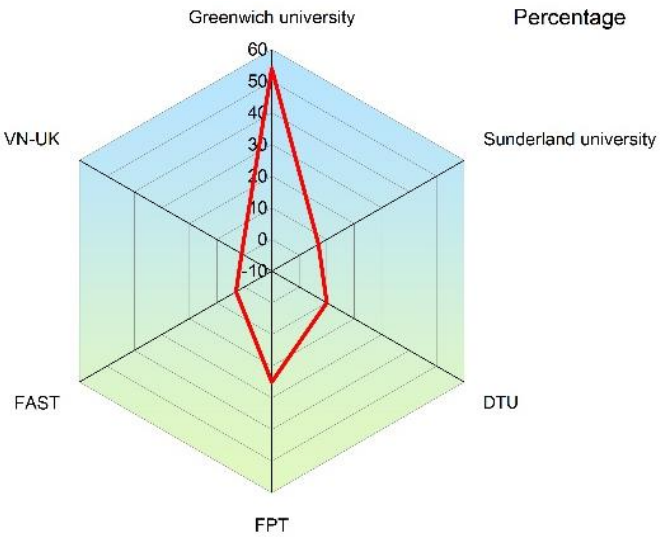
Greenwich University, Sunderland University "Duy Tan University - On-Spot Study Aboard FPT University Danang, Number of Research Samples Faculty of Advanced Science and Technology and Vietnam-UK Research and Training Institute (VN-UK)" are the popular INI in Danang. In this, Greenwich University has more students examined INI in Danang.

Table 2. Statistics on the amount of HSS at popular INI in Danang examined in 2020

No	Type	Name of Famous International Universities in Danang which were investigated in 2020	Number of Research Samples	Percentage
1	Private	Greenwich University	394	54%
2	Public	Sunderland University	47	7%
3	Private	Duy Tan University - On-Spot Study Aboard	73	10%
4	Private	FPT University Danang	179	25%
5	Public	Faculty of Advanced Science and Technology	19	3%
6	Public	Vietnam-UK Research and Training Institute (VN-UK)	6	1%
		TOTAL RESEARCH	**718**	**100%**

Source: Authors' research in 2020

Figure 5: Statistics on the amount of HSS at popular INI in Danang examined in 2020



Students investigated who are training at distinct INI in Danang

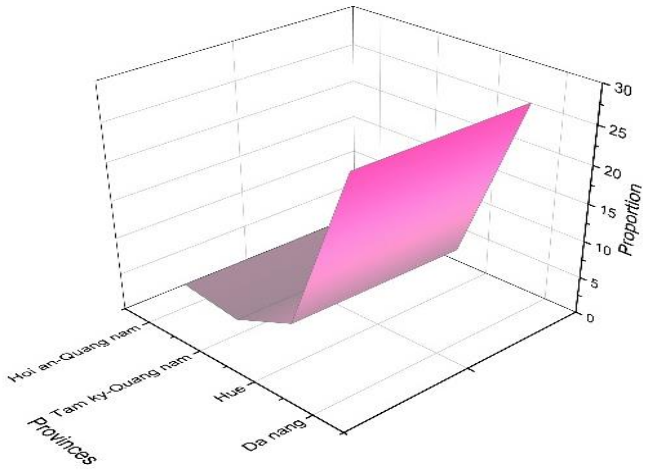
Table 3 shows the Four main regions of 718 University Students "Đà Nẵng, Hué, Tam Kỳ - Quảng Nam, and Hội An - Quảng Nam". Đà Nẵng has the highest proportion per 718 samples in total. 200 students were enrolled in Da Nang. Figure 6 depicts the statistics on the 718 college students evaluated and enrolled in various INI.

Table 3 Statistics on the 718 college students who were evaluated and are enrolled in various INI in Danang from the four main regions

Provinces	Quantity of Samples	Proportion per 718 Samples in Total
Đà Nẵng	200	27.9%
Huế	40	5.6%
Tam Kỳ - Quảng Nam	15	2.1%
Hội An - Quảng Nam	23	3.2%

Source: Author' Research

Figure 6: Statistics on the 718 college students who were evaluated and enrolled in various INI



Students Have Significant Thoughts About Selecting INI

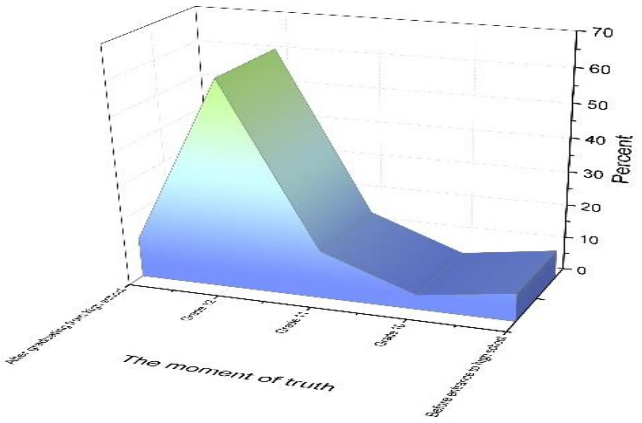
The point when HSS has given INI significant attention is shown in Table 4 underneath. Figure 7 shows when HSS has given INI adequate attention and Thoughts About Selecting INI. This "Touch Point" in the consumer experience is intended for recruiting departments at INI, who are advised to prioritize their advertising approach and recruiting during this period. After graduating from High School has 11.8 %, Grade 12 has 61.1 %, Grade 11 has 14.3 %, Grade 10 has 4.4%, and Before Entrance to high school has 8.4%. It depicts that Grade 12 has the highest Significant Thoughts, 61.1 %.

Table 4. The Moment When High School Students Have Significant Thoughts About Selecting INI

The Moment of Truth		Frequency	Percent
Valid	After Graduating from High School	48	11.8
	Grade 12	248	61.1
	Grade 11	58	14.3
	Grade 10	18	4.4
	Before Entrance to high school	34	8.4
	Total	**406**	**100**

Source: Authors' research

Figure 7: The Moment When High School Students Have Significant Thoughts About Selecting INI



B. Cronbach's Alpha Testing on Scales

Findings from the Cronbach's Alpha (CA) test contain measures for "perception of cost (POC), educational institutions reputation (POR), assets and resources (POF), data high school students get from the institution (POI), other people's advice (ADV), person standard (SUB), and high school students' selection of university (DCS)" ratings. These measures are acceptable and have the proper CA coefficient.

The acceptable tuition factor (POC) scaling with CA exceeds the minimum (0.6) by 0.907. The least CC is POC4 = 0.744, while the overall CC is greater than the threshold (0.3). The parameter type's alpha coefficients are 0.907, lesser than the alpha confidence level (ACL). As a result, for the benefit of the EFA evaluation, the measured POC scale parameters are left unmodified.

With CA, the appropriate program factor (POP) scale is 0.939 points greater than necessary (0.6). The lowest coefficient is POP1 = 0.470, and the CC total is greater than the threshold (0.3). Simply the parameter POP1 has a larger alpha coefficient than the ACL, which is all less by a factor of 0.939. As a result, for the EFA evaluation, the measured POP scale parameters are left unmodified.

The facilities and resources factor (POF) scale has a CA value that is 0.921 times greater than what is necessary (0.6). The lowest coefficient is POF3 = 0.528, and the CC-total values exceed the threshold (0.3). Only the parameters POF1 and POF2 have alpha coefficients greater than the alpha certainty level by 0.823 for their respective variable types. As a result, for EFA evaluation, the measured parameters of the POF scale are left unmodified.

The university's reputation factor (POR) scale has a CA of 0.847, greater than necessary (0.6). The CC - the total is greater than the threshold

(0.3), the smallest coefficient is POR3 = 0.528, and the remaining variables are greater than 0.5. The alpha coefficients of the variable type are all lesser than the ACL by 0.847; only the variable POR3 is the same.

The scale of data HSS receives from the institution factor (POI) with CA is 0.848, greater than necessary (0.6). The CC - the total is greater than the threshold (0.3), the smallest coefficient is POI7 = 0.507, and the remaining variables are greater than 0.4. The alpha coefficients of the variable type are lower than the ACL of 0.848. Therefore, the observed variables of the scale were left unchanged for EFA evaluation.

The scale of Other people's advice factor (ADV) with CA is 0. 869, greater than necessary (0.6). The CC - the total is higher than the limit (0.3), the smallest coefficient is ADV5 = 0. 658, and the remaining variables are greater than 0.4. The alpha coefficients of the variable type are lower than the ACL of 0.869. Therefore, the measured variables of the TT scale were left unchanged for EFA evaluation.

The Individual norm scale (SUB) with CA is 0. 671, greater than what is necessary (0.6). The CC total is greater than the threshold (0.3), and the smallest coefficient is SUB3 = 0. 402. The alpha coefficient if the variable type is lower than the ACL by 0.671. Therefore, the measured variables of the SUB scale are kept unchanged for EFA evaluation.

The student's decision-making scale (DCS) with CA is 0.675, greater than what is necessary (0.6). The CC total is greater than the threshold (0.3), and the smallest coefficient is DCS3 = 0.455. The alpha coefficients of the variable type are all lower than the ACL by 0.675. Therefore, the measured parameter of the DCS scale remains the same for EFA evaluation.

C. EFA for independent parameter

Table 5 shows the outcomes of the Independent Factors for the EFA in Detail.

Table 5. Outcomes of the Independent Factors for the EFA in Detail the Second Time

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling		0.902
Bartlett's Test of Sphericity	Approx. Chi-Square	14280.440
	df	903
	Sig.	.000

Rotated Component Matrix[a]

	Component							
	1	2	3	4	5	6	7	8
POP8	.813							
POP3	.787							
POP2	.785							
POP9	.775							
POP5	.775							
POP10	.757							
POP7	.752							
POP4	.734							
POP6	.704							
POF6		.751						
POF5		.750						
POF7		.750						
POF4		.744						
POF3		.743						
POF2		.580						
POC1			.784					
POC2			.766					
POC5			.746					

	1	2	3	4	5	6	7	8
POP8	.813							
POP3	.787							
POP2	.785							
POP9	.775							
POP5	.775							
POP1	.757							
POP7	.752							
POP4	.734							
POP6	.704							
POF6		.751						
POF5		.750						
POF7		.750						
POF4		.744						
POF3		.743						
POF2		.580						
POC1			.784					
POC2			.766					
POC5			.746					
POC3			.714					
POC4			.702					
POI3				.822				
POI2				.802				
POI1				.764				
POI4				.544				
ADV4					.814			
ADV3					.808			
ADV1					.627			
ADV2					.610			
POI5						.727		
POI7						.725		
POI6						.658		
POI6						.658		
SUB1							.802	
SUB4							.676	
SUB3							.648	
SUB2							.641	
POR3								.658
POR4								.637
POR1								.586
POR2								.564
Eigen value	14.727	3.918	2.009	1.844	1.618	1.398	1.306	1.086
% of Variance = 71.553	37.761	10.047	5.151	4.727	4.148	3.585	3.349	2.784

The EFA's findings indicate that:

- KMO coefficient = 0.902, so EFA is suitable for the data. The Chi-square statistic of Bartlett's test reaches the mean level of 0.000; therefore, in the broad sense, there is a correlation between the measured parameters.

- Extraction variance is 71.553% at eigenvalue> 1 (1.086). After eliminating variables, have factor load factors <0.5 in factor analysis finding for the independent parameter the 2nd time. All other variables have factor load factors> 0.5, so the measured parameters are essential in the factors, and they are significant; Every measured parameter has a factor load factor of ≥ 0.3, so it makes sure the difference between the factors. Thus, from 43 observed variables through EFA analysis, we eliminated 04 observed variables (POR5, ADV5, POF1, POP1), and the remaining 36 observed variables were extracted into 8 core factors. In which POC, POR, POP, POF, ADV, SUB. Mainly, the information High Schoolers receive from the university is separated into 2 new factors.

+ The first factor includes observed variables from POI1, POI12, and POI13. [Choosing a college was made possible by the selection assistance and career counseling at the high school I attended (1); I made my choice soon after participating in a campus visit and open day at the college (2) I made my option after directly responding to the enrollment counselor at the college (3), who persuaded my parents to choose the college (4). The observed variables focus on information High Schoolers receive from the university through offline channels, thus affecting the student's first selection outcome tablets. Therefore, the author named this new factor as information High Schoolers receive from the university through offline channels (POIOF).

+ The remaining new factor includes observed variables POI5, POI6, and POI7 [Choosing the university through the university's website that provides myself with essential and relevant data (5); based on information on Facebook (6); depending on data in social networks such as Google..]. Therefore, the author named this factor as information High Schoolers receive from the university through online channels (POION).

CA test results after EFA show that the scales meet the CA coefficient> 0.6 and correlate with the total variable> 0.3. Therefore, it is validated to conclude that the EFA results on the above independent variables.

The EFA shows that 3 measured parameters are grouped into 1 factor. The Loading factor is> 0.5, so the measured parameters are essential and meaningful. Each observed variable with factor load factor is ≥ 0.3, so it makes sure the difference between factors. KMO coefficient = 0.660, so EFA is reliable with information. The “Chi-square statistic of Bartlett's test” reaches a mean level of 0,000; therefore, in the broad sense, there is a correlation between the measured parameters. The

extracted variance is 60.607% at eigenvalue = 1.818. Thus, the EFA results on the dependent variable scale are accepted.

D. MLRA

Except for the variable, The other independent parameters have standardized beta coefficients significantly below 0.05. The POIOF and ADV must be omitted from the framework since it has a relevance threshold over 0.05: The values for POC are 0.040, POP is 0.091, POR is 0.257, POF is 0.399, POION is 0.300, and SUB is 0.061.

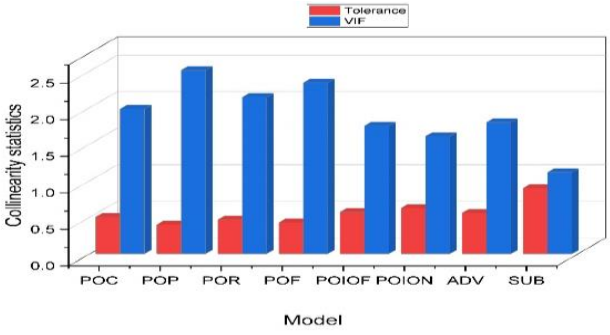
When the independent parameters POP, POR, POF, POION, and SUB are concurrently integrated into the framework that describes the dependent parameter DCS, these coefficients demonstrate the relative significance of each of the factors that are independent. Table 6 and Figure 8 depict the statistical variables of Each parameter in the Multiple Regression Model.

Table 6. Statistical variables of every parameter in the MLRA

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.010	.112		-.088	.930		
	POC	.060	.029	.071	2.066	.040	.504	1.983
	POP	.082	.035	.091	2.349	.019	.398	2.512
	POR	.248	.034	.257	7.184	.000	.467	2.143
	POF	.338	.032	.399	10.658	.000	.427	2.341
	POIOF	.001	.030	.001	.022	.982	.571	1.750
	POION	.286	.030	.300	9.686	.000	.623	1.605
	ADV	-.054	.029	-.062	-1.876	.061	.556	1.799
	SUB	.052	.022	.061	2.372	.018	.897	1.115

Source: Author's research

Figure 8: Statistical variables of every variable in the MLRA



According to regression research, there are five variables that affect high school student's choice of college: Infrastructure and resource perception, information obtained from the institution's web stream perspective, perception of university reputation, and standard personal assessment.

The following is the determination of the MLRA of the pupil's institution preference:

"DCS = -0.010 + 0.40*POC + 0.399*POF +

0.3*POION + 0.257*POR + 0.091*POP + 0.061*SUB"

E. Findings of Testing Hypotheses

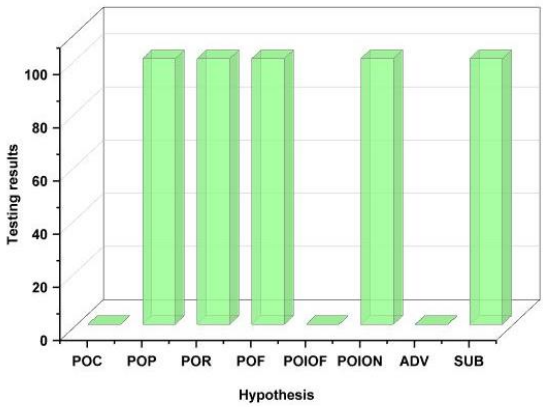
This research intends to investigate and evaluate the relationships between the variables affecting high school students' selection of an international university. The Researcher has put forward theories based on prior research and the actual setting of schooling in Vietnam at the time. The author surveyed 500 high school students at many well-known high schools in Danang to explore these claims. Table 7 and Figure 9 show the findings of evaluating hypotheses. It depicts that the POC and POIOF are rejected, and all ideas are validated for this research.

Table 7: Findings of evaluating Hypotheses

No	Hypothesis	Variables	Testing Results
1	POC	Perception of Cost	Rejected
2	POP	Perception of Program	Validated
3	POF	Perception of Facilities and Resources	Validated
4	POR	Perception of University Reputation	Validated
5	POIOF	Information Received by High Schoolers from the International University through offline channel	Rejected
6	POION	Information Received by High Schoolers from the International University through online channel	Validated
7	ADV	Advice of other People	Rejected
8	SUB	Individual Norms	Validated

Source: Researchers derived conclusions from the study data in 2020

Figure 9: Findings of evaluating Hypotheses



V. DISCUSSION

The study's findings indicate that there are six elements, with the strength of their influences listed in decreasing order, that impact high school students' decisions to attend an overseas university: POC has values of 0.040, 0.399 for facilities and resources, 0.300 for data obtained from the university through an online channel, 0.257 for the reputation of the university, 0.091 for the educational program, and 0.061 for individual norms.

When compared to the results from earlier investigations, it can be seen that the aforementioned variables are consistent with those of “Kee Ming (2001), Chapman (1981), Burns (2006), Cosser and Toit (2002), Keling (2007), Sevier (1998), Paulsen (1990), Jackson (1982), Joseph (2000), and Washburn et al. (2000), Tran Van Qui and Cao Hao Thi (2009), Nguyen Phuong Toan (2011),...” As a consequence, there is evidence to support the integrity of the research's findings.

Practically speaking, when the findings of this study were discussed with participants in target group talks during the initial study stage, the viewpoints expressed from the viewpoint of high school students selecting a university were unambiguous. The following variables, in descending order of importance, impact high school student's decision to attend a particular university: perceptions of the institution's resources and facilities, information obtained from it online, reputation, educational program, and individual norms.

The researcher offers some recommendations for university to draw in fresh High Schoolers based on the findings of the aforementioned study. Before solving the primary issues, it is vital to understand the key variables that high school students consider when choosing their

institution. The following are some broad recommendations made by the author for INI:

• In the setting of the recruitment battle, identify benefits and objectives that will set each INI distinct.

• Using three online communication pathways, market division, target customer recognition, and worldwide university brand placement.

• The Pareto Principle (Haughey, 2020), commonly known as the 80/20 rule, states that 80% of your revenue comes from 20% of your goods and activities. The researcher suggests that foreign institutions should concentrate on enrolling high school students who reside in these important provinces, which include Hue, Quang Nam, and Danang.

• Increased diversification and adaptable training programs

• Decide on a suitable higher education price strategy • Boost the international university's credibility

• Using an assistance model for online content advertising to analyze the marketing and development efforts institution.

It is intriguing that in this study, individual norms influence high school students' choices on which INI to attend. According to the author's survey data on high school students, the media has a favorable impact even if most high school students are not influenced by advice from parents, siblings, or friends in Table 13. Results of Testing Hypotheses. Thus, it will be very beneficial to increase the oral advertising technique. To enhance the goodwill and trustworthiness of high school students, the institution might concentrate on selecting portraits of outstanding high school students who have a prominent effect on society. For instance, encouraging exceptional high school students to take part in enrollment counseling events and share their school memories as well as their amazing ones. It is also highly advised that the INI create promotional material using true-life examples and tales derived from the educational and study endeavors of college and high school students. The impact may then expand to the institution and the community as ideals are passed down and shaped by the INI.

VI. CONCLUSION

International institutions with a reputation for offering top-notch instruction, advanced laboratories, and knowledgeable faculty members bring in students. For educational institutions, governments, and stakeholders to improve recruiting methods, encourage cross-cultural interchange, and build efficient support systems for foreign students, it is imperative that they have a thorough understanding of these variables. As a result, this essay investigates some variables that have a great influence on students' choices to attend an INI. A relevant

questionnaire for the quantitative research process was also developed by the researcher to gather essential data. The research utilized a "5-level Likert scale" and 46 observable characteristics. To confirm the validity of the scales, the collected information was then examined using some methods in SPSS 20 comprising complete research, testing for differences, multiple regression analysis, EFA analysis, and Cronbach's Alpha coefficient. The study's findings show that INI may choose its targeted factors, including their educational background, importance, and more. Each INI must thus precisely define its market division, comprehend consumer behaviors, and know the points at which the client experience of high school students touches. Then, they can implement a marketing strategy that is appropriate for education, utilizing the three main media types—Owned, Paid, and Earned Media—since the majority of Generation Z students in high school today choose their university independently after researching their options.

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