

Aspects Motivating Juvenile's Adoption of Higher Education

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Abstract

Primary aim of this paper was to investigate and catalogue the many aspects that play a role in determining which international university the student would enroll in, and then to evaluate the significance of those aspects with regard to the student's choice to enroll in an international university. By means of the method of qualitative study that attempted to both find and approve elements that impact High Schoolers' choice for picking International University, together with observational variables to assess these factors, the research was conducted in this manner. While this was going on, the Author developed an acceptable questionnaire for the quantitative research procedure in order to obtain the information that was required. The research used a 5-point Likert scale that also included 6 theoretical scales and had 46 different observable factors. After the data were obtained, they were analyzed using SPSS 20 using a variety of techniques, such as descriptive statistics, evaluation of the reliability of scales using Cronbach's Alpha coefficient, EFA analysis, multiple regression analysis, and testing for differences. Academic achievement, geographical priority, and other criteria may be used by international universities to choose their ideal clientele. Therefore, it is important for each International University to define their target market, learn about their customers' preferences, and identify key moments in the Customer Journey of High School Students.

Keywords: *University selection, Customer behaviors, marketing in higher education, Gen Z.*

I. INTRODUCTION

Research has been done from numerous sorts of perspectives, integrating collective, social, and economic ones (Kitsawad, 2013), to investigate the variables that influence the colleges that high school students choose to attend after graduation. Studies (DesJardins and Toutkoushian, 2005) indicated that when high school students were deciding which institution to register in, they often saw each university as "a product" and compared the advantages that might be acquired from attending each university. Studies that used a social viewpoint, on the other hand, focused on the demands and interests of people, which were shown to be impacted by both personal and societal features (Kitsawad, 2013; Perna, 2006). According to Sewell and Shah (1978), these aspects might include a person's socioeconomic background, the support of their parents, or past academic success. When looking at things from a more holistic, or collective, point of view, both social and economic factors are taken into account; nevertheless, the process of decision-making is broken down and examined in stages (Perna, 2006). In addition to study models that are based on the aforementioned.

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As a consequence of this, selecting an appropriate international university to which to submit an application is a crucial choice for each high school student. It not only effects high school students' orientation towards their future careers but also their drive to study, level of dedication, and engagement with higher education institutions. Good school students who do not make an informed decision when selecting an international university may find it challenging to sustain their drive to study, to achieve good academic performance, and to find employment that meets their needs and interests. Therefore, it is vital to investigate the elements that influence the institutions that high school students choose to attend in order to advise them for a better-informed selection. In the context of international educational institutions, the discovery of aspects influencing high school students' decisions regarding which international universities to attend serves as the foundation for the development of strategies for recruiting high school students and the implementation of training programmes. These are the factors that ultimately determine the development and survival of every international university within cutthroat setting of Danang's higher education market.

Enquiry are intended for delivering the answers of certain questions four research questions:

- 1) Which aspects of the International University in Danang were considered to be most important by high school students when making their decision?
- 2) When should seniors in high school make their choice about whether or not to attend an international university?
- 3) What is the most popular option for students attending high school in Danang to study after graduation?
- 4) Which states and provinces are home to the majority of the students attending high school?

Based on the information presented above, the author made the decision to use the subject "Factors affecting the student's choice of International University" in order to verify the elements that have increased impact on the learner's decision on which university to attend. Therefore, I will present some ideas that might serve as a foundation for policy creation and as a source of solutions for Admissions Teams working at International Universities to recruit students from High Schools.

II. LITERATURE REVIEW

A. Overview

1) Costs

Cost is the act of doing sacrifice in exchange for a particular product or service. Cost needed within the higher education refers to the total quantity of money that consumers (High School students, guardians, and employers) pay to educational institutions. Kotler and Fox (1995) argue, from the perspective of high school students, that costs integrate psychological, time, labor and the monetary costs, from attending an out-of-state institution). The insight of student expenses along 2 dimensions: the adequate living cost and tuition policy.

2) Program

In Vietnam, university curriculum altered significantly to accommodate the requirements of high school students. Particularly, universities have progressively shifted to credit, making the option for High School students for transferring courses / programmes or subjects / programmes essential. In addition, the program's increased practicality will increase enthusiasm and meet the needs of high school students. Author selected the scale

by Joshep Kee Ming Sia (2013) with 7 explicit scales, including varied curriculum, registration procedure which is flexible, advanced programmes, programmes with applied content, the ability to switch majors on a flexible basis, training systems, and curriculum available for selection.

3) Facilities and Resources

Numerous Authors contend that facilities delivered by universities include both material and immaterial components. As well as factors belonging to the tangible aspects, encircling setting is well-thought-out as organization's distinguishing characteristics, exhibiting cultural elements. Joseph and Joseph (1998, 2000) demonstrate sources and facilities to include facilities and resources (lecturers) in order to meet learning and environmental requirements in their entirety. High school students find it advantageous to study, have fun, and partake in extracurricular activities.

4) University's Reputation

A university's reputation is also associated with its public image. Joseph and Joshua (1998, 2000) measured reputation for quality and academic excellence programs on two different metrics. In 2009, Karl Wagner and his associates inherited these scales and created further scale that evaluates academic value using a programme recognized by individuals and organizations (including professor collective, organization of quality assessment, and employment unit). In this study, the Author utilized the scale developed by Karl Wagner et al. (2009) in Malaysia, stating the following:

- School embraces academic reputation
- School curriculum is of increased quality
- Individuals recognized programs

5) High Schoolers Information

Joseph and Joseph (2000 and 1998) developed two assessments that provide High School students with information about career opportunities and courses or disciplines of study. Karl Wagner and his associates created a new scale in 2009 that provides information regarding postgraduate level or higher education courses. In this study, the Author concludes that information university delivered is fully comprehended in terms of the future career and curriculum that High School students will study. Suppose utilizing scale of Karl Wagner and stating the following:

- School delivers comprehensive array of career-related information.
- The institution provides comprehensive course-related information.
- The institution provides information on postgraduate level or advanced study programs.

6) Other People's Advice

- Parents' advice when choosing a school Advice of friends when doing school selection.
- Assistance of classmates when choosing a school Advice of alumni when doing school selection.
- High school teacher's advice when choosing schools Admissions advice counsellors when selecting a school
- The counsel of high school students when selecting a school.
- Parents' advice when choosing a school Advice of friends when choosing a school.
- Advice of classmates when choosing a school.

- Advice of alumni when choosing a school
- Advice of high school teachers when choosing schools
- Admissions advice counsellors when selecting a school
- The counsel of high school students when selecting a school.

7) Individual Norms

Author within this paper utilized and modified the research context from Pavlou and Fygenson's (2006) scale. The scales are as follows:

- I believe that my closest loved ones encourage me to attend X University.
- The majority of my references support my decision to attend X University.

8) Moderator Variable

Author adapts Ajzen's (1991) scale to the research problem at hand. Explicitly, dependent variable consists of three scales:

- X university will be my university in the coming era.
- I have the intention of being selected X University for study and research X University will be my choice.
- Author inherits three measures from Ajzen (1991) for the dependent variable.
- These statements are evaluated the Likert scale ranging from 1 to 5.

B. Overview of Customer Behavior and Choice Decision

1) Choice Theory

In the sphere of education, Glasser (1998) is the originator of Choice theory. He stated that all behaviors are intentional. It is the finest effort that can be made at any given time with the knowledge and abilities available. These requirements may evolve over time. These requirements are a prevalent factor that motivates individuals to function. Five fundamental requirements of High School students must be met by institutions, including:

- Physiological requirements, integrating food, shelter, and protection.
- Requirement of being acknowledged for accomplishments, attended to, and respected.
- Requirement of being self-determined and independent in all professions.
- Protection needs.
- The desire to have a good time, to be able to frolic and giggle. The need to enjoy one's studies, play to learn, and learn to play. Thus, selecting a university is primarily motivated by the desire to study, reside, and experience at a particular institution. Higher degree options correspond to a university's capacity to meet the requirements of its High School students. In this study, the author contends that High Schoolers' university selection is primarily influenced by their limited (financial) resources and their desire to attend a university that best suits their interest and needs.

2) AIDMA Model & AISAS Model

The AIDMA model describes the following stages between the time a consumer becomes aware of a product, service, or advertisement and the time he or she makes a purchase:

AIDMA (Attention, Interest, Desire, Memory and Action)

Purpose of advertising was to attract the customer's attention and pique their interest, which would presumably develop into desire. If the advertisement was operative, consumer's desire for the product or brand would be imprinted in his or her memory and, with any luck, retained long enough for the consumer to act upon his next visit to store.

AISAS as a Nonlinear Model

As a Nonlinear Model, AISAS The AIDMA paradigm is fundamentally linear; it shows the sequential procedure beginning with "attention" and concluding with "action." Nevertheless, the AISAS model doesn't necessarily progress through all 5 stages: Attention Interest Search Engagement Sharing. A phase can either be omitted or the repeated.

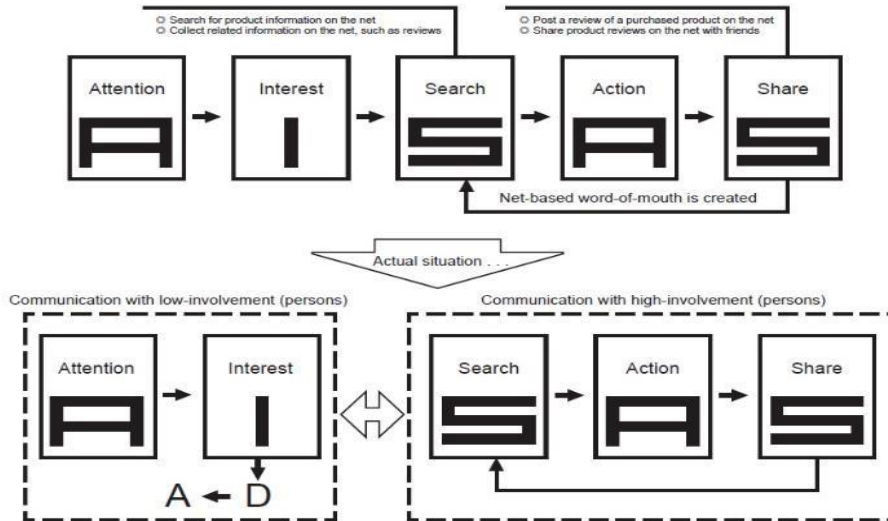


Figure 1. AISAD Model

3) Theory of Customer Behavior

Customer selection / purchasing behavior has become a popular area of study in numerous disciplines. Many aspects of customer behavior are exploited. As per Tran Minh Dao (2012), the purchasing behavior of consumers encompasses all of their actions during the product exchange procedure. In other words, consumer behavior is a decision-making process that includes identifying requirements, seeking information, evaluating alternatives, purchasing decisions, and post-purchase evaluation.

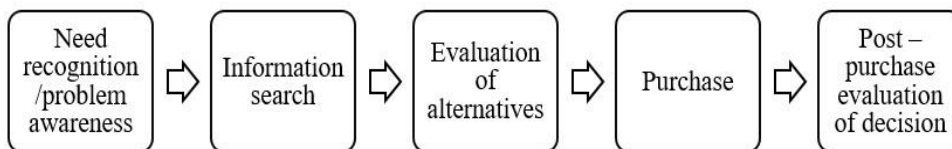


Figure 2. consumer behavior is a decision-making process

C. Research Model

The Paper has the following Hypothesis:

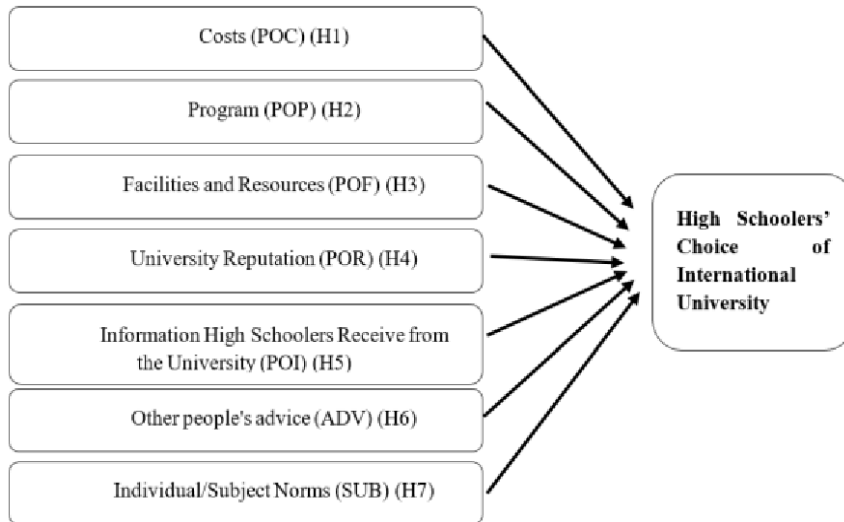


Figure 3. Hypothesis of the Research

III. RESEARCH METHODOLOGY

A. Research Design

The author of this study carried out the research in this project in two stages: the stage of preliminary research, and the stage of official research. The preliminary research will include group discussions, the development of a preliminary scale, and the direct questioning of participants for the formal study by use of a questionnaire and an interview. The stages of the study design are comprised of the following actions and procedures:

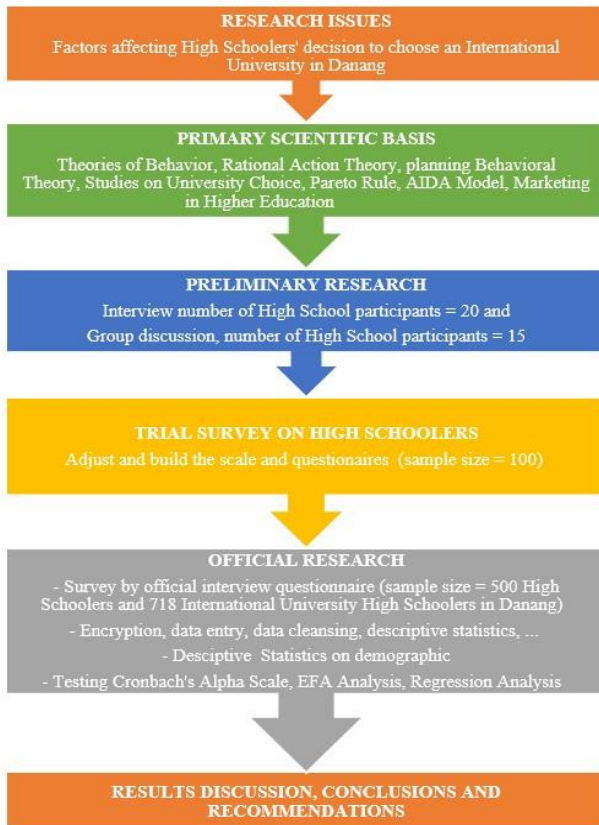


Figure 4. Research Design by Author

Designing Research Samples

These requirements should be adhered to in order to ensure accurate results. In light of this, it may be deduced that a minimum of five observations are required for each measurement variable. Gorsuch (1983) made the suggestion that there should be at least two hundred observations. On the other hand, in accordance with the instructions that are supplied by experience, the best-case scenario is to have a sample that is as big as possible.

The researcher who authored this study decided to carry out their investigation utilizing a sample size of 480 participants. In addition, the sample size is supposed to be as large as it is possible to make it, and the author decided to give out 500 questionnaires to 500 high school students in order to make up for the fact that a portion of the questionnaires had to be thrown out for a variety of reasons (questionnaires with a significant amount of missing information, questionnaires with more than one answer box, and questionnaires with a basis for unreliable identification).

B. Data Analysis Methodology

Following exploratory factor analysis (EFA), this research does multivariate regression analysis to further investigate the relationships between the variables of interest. As a result, in the process of calculating Cronbach's Alpha, the Author will keep the scales that have a Cronbach's Alpha value of at least 0.6 and will exclude the observed variables that have a correlation total of less than 0.3.

IV. RESULTS

A. Descriptive Statistics on Demographic Primary Data

To high school students, there are about 500 surveys delivered.

Table 1. List of high school students who were surveyed

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

As per author's experience, the majority of high schools with a large number of students who choose international universities have a solid training reputation. Additionally, the majority of these High School students have excellent GPAs.

Table 2. List of University students who were surveyed

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%

Table 3. List of main provinces where student come from

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%

Table 4. The time when students make decision

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

B. Cronbach's Alpha Testing on Scales

The Cronbach's Alpha indicates that the fair tuition factor (POC) scale is 0.907 points higher than the necessary value (0.6). The POC4 = 0.744 coefficient is the weakest of the correlation coefficients; however, the overall correlation coefficients are greater than the limit of 0.3. The alpha coefficients for the variable type have a value that is less than the alpha confidence level by 0.907. Therefore, for the purpose of the EFA analysis, the observed variables of the POC scale will remain constant.

The Cronbach's Alpha value for the reasonable programme factor (POP) scale is 0.939, which is much higher than the necessary value of 0.6. The correlation coefficients, taken as a whole, are more than the allowed minimum (0.3), with POP1 = 0.470 being the coefficient with the lowest value. Only the variable POP1 has an alpha coefficient that is greater than the alpha confidence level of 0.939; the other alpha values for the variable type are all lower. Therefore, for the purpose of the EFA analysis, the observed variables of the POP scale will remain constant.

The facilities and resources factor (POF) scale's Cronbach's Alpha score is 0.921 points greater than the minimum needed score of 0.6. The correlation coefficients, taken as a whole, are less than the allowed threshold of 0.3, with POF3 = 0.528 being the coefficient with the least value. Only the variables POF1, POF2 have alpha coefficients that are greater than the alpha confidence level of 0.823; all of the other alpha values for the variable type are lower. As a result, the observed variables of the POF scale will not be altered for the purpose of the EFA study.

Cronbach's Alpha for the university's reputation factor (POR) scale is 0.847, which is much higher than the minimum needed value (0.6). The correlation coefficients, taken as a whole, are larger than the allowed minimum (0.3), with POR3 = 0.528 being the coefficient with the lowest value. The other variables all have values that are greater than 0.5. Only the variable POR3 is the same, while all of the other alpha coefficients for the other types of variables are lower than the alpha confidence level by 0.847.

The level of knowledge that high school students get from universities, as measured by Cronbach's Alpha, is 0.848 times more than what is required (0.6). The correlation coefficients, taken as a whole, are larger than the allowed minimum (0.3), with POI7 = 0.507 being the coefficient with the least value. The other variables all have values that are greater than 0.4. If the variable type is categorical, the alpha coefficients should be less than 0.848, which is the alpha confidence level. As a result, the variables that were observed of the scale were not altered in any way prior to conducting the EFA analysis.

Cronbach's Alpha indicates that the Other individual advice factor (ADV) scale is 0.869 points greater than the minimum threshold (0.6). The correlation coefficients, when added together, are larger than the threshold of 0.3, the coefficient with the lowest value is ADV5 = 0.658, while the rest of the variables have values that are greater than 0.4. If the variable type is one that can be predicted, the alpha coefficients should be less than 0.869, which is the alpha confidence level. As a result, the observed variables of the TT scale were not altered in any way prior to conducting the EFA analysis.

Cronbach's Alpha indicates that the Individual norm scale (SUB) is 0.671 points higher than the minimum needed value (0.6). The entire correlation coefficients are more than the allowable threshold of 0.3, and the coefficient with the least value is SUB3 = 0.402. If the variable type is one that is lower than the alpha confidence level by 0.671, then the alpha coefficients will be lower. For the purpose of the EFA analysis, the observed variables of the SUB scale have been preserved in their previous states.

The student's decision-making scale (DCS), as measured by Cronbach's Alpha, is 0.675 points more than least score of 0.6. The correlation coefficients, taken as a whole, are less than the allowed threshold of 0.3, with DCS3 = 0.455 being the lowest coefficient. If the variable type is considered, each of the alpha coefficients has a value that is less than the

alpha confidence level by 0.675. Because of this, the observed variables of the DCS scale will be the same when it comes to the EFA analysis.

C. Exploratory Factor Analysis

Table 5. EFA Analysis

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							
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					

	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								.657
POR1								.586
POR2								.564
Eigen value	14.727	3.918	2.009	1.844	1.618	1.398	1.306	1.086
% of Variance	37.761	10.047	5.151	4.727	4.148	3.585	3.349	2.784

The findings of the second exploratory factor analysis (EFA) reveal the following facts:

- Since the KMO coefficient is 0.902, EFA is an appropriate fit for the data. Since the Chi-square statistic of Bartlett's test achieves the mean level of 0.000 (see to Table 4.16 for more information), this indicates that the observed variables are connected with each other in terms of the overall scope.

- The variance of the extraction is 71.553% when the eigenvalue is greater than 1 (1.086). In the findings of the second round of the factor analysis (EFA), the independent variables were evaluated based on whether variables had factor load factors of less than 0.5. Because all of the other variables have factor load factors that are more than 0.5, we may deduce that the observed variables are substantial and play a vital role in the factors; Because the factor load factor for each observed variable is less than 0.3, this ensures that there is sufficient differentiation between the factors. Therefore, after doing an EFA analysis on the 43 observed variables, we eliminated four of the observed variables (POR5, ADV5, POF1, and POP1), and the remaining observed variables were reduced into eight core components (whereas the number of factors included in the EFA run earlier was six). In which, the scale of how people feel about the cost (POC), POR, the programme (POP), the facilities and resources (POF), the advice scale that other people provide (ADV), and the individual norm (SUB). Specifically, the knowledge that high school students get from universities has been split into two new elements. (1); choosing the university right after joining the recruitment consultancy, career guidance at the high school where I studied (2); choosing the university right after joining the Campus Tour / Open Day at the University because it had the observed factors centre on the information that high school students get from the university via traditional means of communication; as a result, these variables have the most significant impact on the students' preferred outcomes tablets. As a result, the author of the study referred to this new component as the "information High School students receive from universities through offline channels" (POIOF).

+ The remaining new factor is comprised of the observed variables POI5, POI6, and POI7 [Choosing the university through the university's website. Because of this, the Author referred to this aspect as the knowledge that high school students get from universities via online channels (POION).

Cronbach's Alpha test findings carried out following EFA demonstrate that the scales have a Cronbach's Alpha coefficient that is more than 0.6 and a correlation with the total variable that is greater than 0.3. As a consequence, we may safely draw the conclusion that the EFA findings are based on the aforementioned independent factors. The findings of the factor analysis (EFA) indicate that the three observable variables may be categorized under a single factor. The observed variables are significant and meaningful since the factor loading factor is greater than 0.5. Because each observed variable's factor load factor is less than 0.3, this ensures that there is sufficient differentiation between the factors. Because the KMO coefficient is equal to 0.660, we may conclude that EFA is compatible with the data. As shown in Table 4.17, the Chi-square statistic of Bartlett's test achieves a mean level of 0.000, indicating that the observed variables are associated with one another in terms of the overall scope. At an eigenvalue of 1.818, the amount of retrieved variance is 60.607%. As a consequence, the findings of the EFA on the scale of the dependent variable may be accepted.

D. Linear Regression Analysis

The following variables have standardized beta coefficients of importance that are less than 0.05: POC (Perception of Cost) has = 0.040; POP (Programme) has = 0.091; POR (University reputation) has = 0.257; POF (facilities and resources) has = 0.399; POION (Online Channel) has = 0.300; and SUB (Individually Significant Variable) has = 0.300

Table 6. Result of Linear Regression Analysis

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

Regression analysis outcome indicate that there are five elements that impact the educational path that high school students choose: Perception of Educational Programme and Individual Norms, Perception of Educational Infrastructure and Resources, and Perception of Information Obtaining from the University via Online Channel, University's Reputation perception, and Perception of the University's Reputation.

The following is how the regression model, which is a non-standardized version, of a student's choice of school is demonstrated:

$$\hat{DCS} = -0.010 + 0.40*POC + 0.399*POF + 0.3*POION + 0.257*POR + 0.091*POP + 0.061*SUB$$

E. Results of Testing Hypotheses

Research aims is to investigate and evaluate the link between the elements that influence the choice of international university made by high school students. The author has formulated hypotheses by drawing on previous research and drawing inspiration from the actual situation facing Vietnam's educational system at the present time. In order to verify these predictions, the author carried out a survey with five hundred high school students attending a variety of Danang's most prestigious high schools.

Table 7: Results of Testing 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

V. DISCUSSION

The results of the study indicate a hierarchy of six elements (in decreasing order of importance) that affect high school students' decisions to enroll in a college or university abroad. Values for "Perception of Cost" (POC) = 0.040, "Perception of Facilities and Resources" (0.399), "Perception of Information Gained from the University via Online Channel" (0.300), "Perception of the University's Reputation" (0.257), "Perception of the Educational Programme" (0.091), and "Perception of Individual Norms" (0.061). The aforementioned parameters agree with those of Kee Ming (2010). When discussing the implications of these findings with those who took part in focus groups during the exploratory research phase, everyone agreed that these findings would be helpful to students of high school while doing the decision-making concerning colleges, to apply to. High school students are influenced by their perceptions of the university's facilities and resources, online information gained about the university, the university's reputation, the university's educational programme, and personal norms.

The Author proposes some strategies for college admissions officers to use in their efforts to recruit students from high schools based on the aforementioned study results. We'll look at the solutions that have an effect on the key elements affecting high school students' college choices before addressing them openly. The following are broad recommendations made by the Author for International Colleges and Universities:

In order to attract students, international universities must:

- Segment the market, identify potential customers, and position the international university brand across three types of online communication channels;
- Follow the 80/20 rule, also known as the pareto principle (Haughey, 2020): 20 percent of products or services will account for 80 percent of your revenue. Author argues that top foreign institutions should target high school students in Danang, Quang Nam, and Hue since these cities represent strategically important markets. Improve the international university's marketing efforts by analyzing the AIDAP model for online content marketing; expand and improve flexible learning programs; choose a fair pricing policy for higher education; boost the international university's reputation; increase efficiency of international university advertising and promotion.

This study's noteworthy result is that high school students' choice to attend an international university is influenced by individual norms. Outcomes of Testing Hypotheses suggests that high school students are not swayed by the counsel of their parents, siblings, or friends, but are instead impacted positively by the media. As a result, increasing the emphasis on word-of-mouth advertising (WOM) in the digital sphere will provide excellent results. Colleges may do more to improve the public's perception and confidence in High School students by highlighting the achievements of prominent High School alumni. Successful high school students, for instance, may be asked to help out with the admissions process by sharing their stories and advice with prospective students. It is also recommended that international universities base their Content Marketing strategies on real-life experiences and anecdotes gleaned from the studies and investigations of high school and university students. From there, the International University's ideals may permeate the institution and society at large.

VI. CONCLUSION

Academic achievement, geographical priority, and other criteria may be used by international universities to choose their ideal clientele. Therefore, it is important for each International University to define their target market, learn about their customers' preferences, and identify key moments in the Customer Journey of High School Students. The researcher additionally created a suitable questionnaire for the quantitative research

method in order to collect important data. The study made use of a "5-level Likert scale" and 46 observable qualities. To confirm the scales' validity, the acquired data was investigated in SPSS 20 utilizing methods such as complete research, testing for differences, multiple regression analysis, EFA analysis, and Cronbach's Alpha coefficient. The study's findings indicate that university can select its targeted factors, such as their educational background, importance, and so on. Each university must so exactly identify its market division, appreciate consumer behaviors, and understand the points at which high school students' client experience contacts. Then, companies may develop an education-specific marketing strategy, utilizing the three main media types—Owned, Paid, and Earned Media—because the majority of Generation Z high school students today choose their institution independently after investigating their possibilities.

VII. References

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