

Examination On How Undergraduates' Desires To Attend Universities Affects The Administration And Leadership Of University

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Abstract

The primary aim of this study was to investigate and identify the determinants impacting the selection of an International University and assess their implications on the management and leadership of higher education institutions. Grounded in theoretical foundations, this research formulated theoretical models comprising five hypotheses (H1 to H5) along with one hypothesis (H6) to explore variations in decision-making based on demographic and sociological characteristics. There were 46 observed variables (43 independent variables and 3 dependent variables) on a 5-level Likert scale that included six theoretical scales. In order to evaluate correlations and their impact on university administration and leadership, qualitative investigation was also undertaken on the social media presence of a chosen group of international universities. The study successfully accomplished its primary objectives, specifically, examining the key determinants influencing students' choices of international universities and quantifying the extent to which these factors affect the administration and leadership of university.

Keywords: *Marketing in higher education, higher education administration and leadership, Gen Z's behavior, Consumer Behavior, Customer experience journey.*

INTRODUCTION

The globalization of colleges and universities has had a significant global increase during the past thirty years. First of all, it is generally agreed that the existence of students from other nations (IS) is the most telling sign of a country's internationalization of higher education. Being able to draw in professors and students from around the world has a significant impact on a university's reputation in the world. One-third of the factors used by the Times (2017b) to assess an institution's global focus is the ratio of international students to domestic students. ¹Second, according to Liu et al. (2018), the monetary investment made by international students in the form of educational costs and living costs can have a noticeably favorable effect on the regional economy.

More students are opting to pursue university abroad as a result of the current movement toward globalizing education. International students increased significantly from the 2 million reported in 1997 to 5.3 million in 2017, based on information gathered by the Organization for Economic Cooperation and Development. Notably, 662,100 of these overseas students in 2018 were from China, making up the majority of them. Over the next five years, it is projected that there will be between 700,000 and 800,000 Chinese students learning overseas due to China's continuing economic expansion and the rising income of Chinese households (Li et al., 2021).

Over the past 30 years, International Universities' (INI) enrolment numbers have increased dramatically, greatly contributing to their amazing growth. Private INIs have developed as a result of the broadening of higher education because state INIs are unable to accommodate all students. The number of students choosing to study abroad has increased as a result of

the globalisation of higher education. These modifications have increased the options available to students when choosing a school and heightened rivalry among INIs for the recruitment and retention of both domestic and foreign students. Higher education delivery across borders is linked to both concrete and abstract advantages, such as intellectual development, increased academic performance, better job opportunities, and social and cultural enhancement (Abbas et al., 2021).

Due to the growing interest in pursuing a degree from an International University (INI) located in Danang, especially in Vietnam, there has been an increase in the number of INIs opening in this area. As a result, the decision to select an accredited INI holds significant importance for high school students, as it profoundly influences their career paths, academic motivation, dedication, and interactions with higher education institutions. When high schoolers make uninformed choices about attending an INI, they may face challenges in continuing their reason to study, achieving strong academic performance, and ultimately reaching their desired careers. Therefore, it is essential to investigate the factors that impact high school students' decisions when choosing institutions, as this forms the foundation for attracting them and implementing educational programs. This, in turn, plays a critical role in the survival and growth of every INI within the highly competitive landscape of the higher education sector in Danang. At present, all the INIs in Danang are dealing with alike condition.

The study's findings address the following two main research questions (RQ):

RQ1. What considerations did Danang high school students (HSS) make when selecting an INI?

RQ2. What are the influences by these considerations on administrating and leading a higher education?

Based on the facts provided above, the researcher decided to conduct this study to look into the variables that have the biggest impact on an undergraduate's choice about which university to attend. As a result, precise suggestions are made to HSS as a foundation for legislation and as a way to help them when making decisions about INIs.

LITERATURE REVIEW

1. Pre-existing studies

This research embarks on uncharted territory by simultaneously investigating two aspects of international student migration: one involving movement from the Global South to the Global North and the other taking place within the Global North. To collect data, the study engages in in-depth interviews with foreign students from the UK and India and administers an online survey quiz to UK and Indian students who are either currently studying abroad or planning to do so. While the survey findings unveil noteworthy similarities in motivations for pursuing higher education abroad, the interviews bring to light more pronounced distinctions (King and Sondhi, 2018).

The research delves into the significant presence of Chinese students (CS) in the United States and aims to uncover the reasons behind their strong preference for international education in the United States. This group plays a substantial role in campus life and serves as a critical revenue source for many institutions. The findings indicate that CS are actively seeking a globally-oriented education and are intentionally diverging from the Chinese educational system (Chao et al., 2019).

This study delves into the evolving understanding of how adaptable foreign students are within higher education (HE). It specifically examines factors at the institutional level that influence the selection of British institutions by Chinese foreign students. Using national data for the first time, the research affirms that institutional status, in conjunction with other influences stemming from the broader social and cultural services provided by institutions, plays a pivotal role in CS' choice of British academic institutions. The results underscore

the significance of less tangible institutional factors, such as university rankings, and their acceptance by students as influential determinants (Cebolla-Boado and Soysal, 2018).

While recent attention in the field of international student migration has predominantly concentrated on the perspectives of the students involved in this mobility, this study adopts a different approach by scrutinizing discussions with international office personnel to analyze their strategies for attracting foreign students, particularly their interactions with commission-based educational intermediaries (Beech, 2018).

The decision to study abroad is influenced by various factors that either push or pull students towards this choice, shaping their migration experiences. This essay focuses on the experiences of international students, with a specific emphasis on credit-degree migration and bachelor-master's degree students. The goal of this research is to identify factors that facilitate or hinder international study experiences through the services provided throughout the foreign student's academic journey (Perez et al., 2021).

In this research, a multitude of variables impacting students' decisions regarding which universities to attend in the United Arab Emirates (UAE) are empirically examined. The evaluation system, based on five key aspects affecting student institution selection, is found to be highly accurate and applicable in this study. The results highlight that certain factors, including academic reputation, scholarships and financial aid, accessibility and location, amenities and services, as well as marketing and promotional pathways, significantly influence students' choices of universities in the UAE (Nuseir and El Refae, 2022).

2. Selection Concept

The Selection Concept (SC) offers a useful structure for understanding the factors influencing pupils who choose regarding enrollment in a foreign college. According to William Glasser's SC, people base their decisions on their goals and the benefits they think they will receive from them. The rational SC is one popular method for examining public issues. Along with its explanatory usefulness, advocates of this theory claim that it is effective in evaluating colleges and institutions. Behavioral analysts, who frequently suggest their technique as a substitute to or even an improvement on SC, are SC's most recent critics. They contend that SC's forecasts are at odds with actual data and that it is based on erroneous assumptions. Some detractors even claim that SC doesn't hold up to close examination, and they provide cognitive processes to explain its survival because proponents find it difficult to contest this idea. In essence, the argument contends that individuals who disagree with SC are more reasonable in assessing the applicability of views than those who support it. The idea that the two sides of the argument have different cognitive capacities doesn't seem tenable. Thus, it seems there are additional factors besides cognitive ones that keep rational people involved in financial structures. (Hudik 2019).

3. The AIDMA Framework and the AISAS Framework in Online Advertising

AIDA, which stands for Attention, Interest, Desire, and Action, was the original framework for analyzing the effects of marketing. A forerunner to Hall's AIDMA (Attention-Interest-Desire-Memory-Action) model, the AISAS (Attention-Interest-Search-Action-Share) model was then presented. A marketing company named Dentsu realized that as Internet technology influenced consumer behavior more and more, people actively sought out advertising content rather than passively consuming it. Dentsu created the AISAS model in reaction to this change to better reflect customer behavior in the Internet era. They noticed that instead of passively absorbing marketing messages, customers were increasingly actively seeking information. The new AISAS framework, which took their place, was found to be more effective at explaining contemporary consumer behavior than the previous AIDA and AIDMA models (Xue et al., 2021).

Early models used by the advertising industry to describe how audiences make decisions include the AIDA framework, which focuses on Attention, Interest, Desire, and Action, and the AIDMA approach, which also incorporates Attention, Interest, Desire, Memory, and Action. The AISAS framework was developed by Dentsu, a well-known marketing company in Japan, to enhance the AIDMA model. Attention, Interest, Search, Action, and Share, or AISAS, is a framework that considers how consumers use contemporary means

of communication, search engine tools, and sharing processes—aspects that were missing from earlier models.

The AIDMA concept essentially follows a continuous sequence from "attention" through "action," but the AISAS concept doesn't always adhere to all five stages. "Attention Interest Search Action Share" is how it moves forward. The AISAS framework is regarded as a useful and sophisticated method for creating marketing communication strategies and comprehending clients with various online purchasing behaviors. Although it doesn't directly address the emotions and identification processes of customers, it can be utilized to evaluate changes in attitude and behavior. Additionally, it combines consumer information sharing and search, reflecting the context of client purchasing journeys driven by smartphones and the internet. Because of this, the AISAS paradigm is especially well suited for examining how consumers make decisions online.

The AISAS model can be used to assess how image marketing and celebrity endorsements affect customers' purchasing decisions by including an online process flow. The methodology also takes into account scenarios in which customers might forego some anticipated decision-making phases. For customers who use their mobile devices for networking and socializing, it is critical that the final three stages of the framework place emphasis on consumer engagement and the connection between the searching and sharing phases. This cycle might go on forever given how frequently digital technology is used because anything that receives digital likes will continue to be investigated and shared (Cheah et al., 2019).

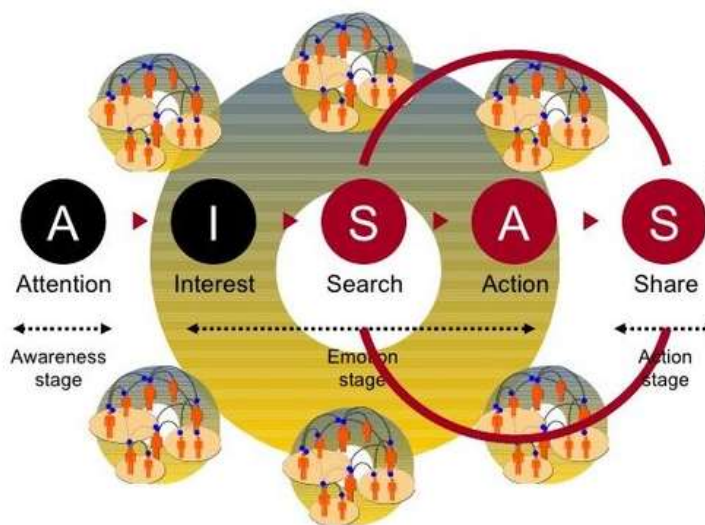


Figure 1. The AISAS created by Dentsu in 2004, and in 2005, Japan acknowledged its worth as a trademark.

Source: (Kotaro Sugiyama, Tim Andree, 2011)

4. Concept of Buyer Conduct

Concept of Buyer Conduct, also known as the Theory of Consumer Behavior, seeks to grasp and elucidate how individuals engage with products and services and make decisions regarding their purchases. This theory encompasses a wide spectrum of psychological, social, and economic factors that exert an influence on consumers' choices. The study of consumer choice and purchasing behavior has garnered significant attention across various academic fields. The insights gained from understanding consumer preferences are applied in various contexts, including investigations into attitudes, behaviors, and responses.

Consumer choice, according to Salomon et al. (1995) and countless other academics, is the process through which people or groups choose, acquire, use, and evaluate goods or services to fulfill their unique wants and desires. According to Tran Minh Dao (2012), a

customer's buying experience includes all the actions that customers conduct during transactions involving goods. Buying behavior can be seen as a decision-making journey that commences with the recognition of needs, proceeds with information gathering, entails the evaluation of available options, culminates in making purchasing decisions, and concludes with a post-purchase evaluation.



Figure 2. The Buyer's Taking Decisions Process

Source: (Comegys et al, 2006)

5. The Behavior of Generation Z

Gen Z, defined as those born between the mid-1990s and the early 2010s, is fast developing as an important group in modern society. To influence the future effectively, it is imperative for businesses, educators, and policymakers to gain a comprehensive understanding of Gen Z's conduct. In this segment of the literature review, we delve into key aspects of Gen Z's behavior, including their utilization of technology, social perspectives, and career aspirations.

Technology Usage

Because of their early exposure to technology, Generation Z is often referred to as the "digital native" generation. They are well-versed in the use of numerous digital devices and platforms (Anderson, 2018). Twenge and Campbell (2018) discovered that Gen Z spends a significant amount of time on cellphones and social media. Because excessive screen usage can contribute to anxiety and despair (Twenge et al., 2019), this constant connectedness has ramifications for their social interactions and mental health.

Social Attitudes

The progressive and socially concerned attitudes of Gen Z are what define them. They have a strong commitment to social justice concerns like racial equity, gender equality, and climate change (Seemiller & Grace, 2016). This generation is more accepting of many cultures and identities because they appreciate diversity and inclusivity (Schwartz et al., 2020). Their behaviors have boosted activity and involvement in movements like Black Lives Matter and Fridays for Future (Ferguson et al., 2021).

Career Aspirations

Career goals for Generation Z differ from those of earlier generations. They value employment security, work-life balance, and the chance to positively impact society (Nguyen & Nguyen, 2019). Entrepreneurship is another popular option, with many Gen Z people wanting to start their own firms (Duggan, 2015). However, if their expectations are not realized, their desire for meaningful employment may lead to more job-hopping (Lyons, 2018).

In conclusion, the deep technological immersion, progressive social ideals, and distinctive job objectives of Gen Z impact their behavior. These traits set them apart from earlier generations and have a big impact on a lot of different facets of society. Understanding Gen Z behavior will be crucial for adjusting to the shifting environment of education, business, and social activity as they continue to develop and enter the workforce.

6. Gen Z's behaviours toward choosing international universities:

When it comes to picking international universities in Vietnam, Gen Z demonstrates various behaviors and interests. This review of the literature examines key factors that

influence Generation Z's decisions in this regard, such as their global perspective, emphasis on English-taught programs, and considerations related to education quality, technology integration, financial aspects, career prospects, sustainability, social impact, peer influence, flexible learning options, and safety and health measures.

Global Viewpoint

Global experiences are generally prioritized by Gen Z students (Smith, 2019). They are drawn to foreign colleges in Vietnam because of the multicultural learning environments they provide.

Programs Taught in English

English proficiency is important for Generation Z (Smith, 2019). They are more likely to select institutions in Vietnam that offer English-taught programs, as this matches with their language learning objectives.

Quality of Education

Gen Z is noted for their emphasis on educational quality (Smith, 2019). When making their decisions, they evaluate aspects such as university repute, faculty qualifications, and innovative teaching methods.

Integration of Technology

For Generation Z, technology integration is critical (Smith, 2019). They favor universities with cutting-edge technology for teaching and learning.

Monetary considerations

The decision-making process for Gen Z is heavily influenced by financial considerations (Smith, 2019). They consider the price of school, financial aid options, and potential for part-time employment carefully.

Job Prospects

Future-focused, Gen Z (Smith, 2019). They give priority to Vietnamese colleges with good records of job placement and linkages to the business community.

Social Impact and Sustainability

(Smith, 2019) Gen Z is socially conscious. They might prefer colleges that place a strong emphasis on social responsibility and sustainability.

Peer Reviews and Influence

For Gen Z, peer feedback is essential (Smith, 2019). When deciding which universities to attend, many go to social media and internet reviews.

Options for Flexible Learning

For Gen Z, flexible learning alternatives are becoming more and more crucial (Smith, 2019). They could favor institutions that mix on-campus and online learning.

Safety and Health Measures

In regard to the COVID-19 pandemic in particular, Generation Z places a high priority on safety and health (Smith, 2019). Universities that have strict health and safety policies may be more desirable.

Understanding Generation Z's behaviors and preferences when it comes to picking international colleges in Vietnam is critical for educational institutions looking to recruit this generation. Their global perspective, linguistic preferences, emphasis on school quality, and concerns about technology, finances, careers, sustainability, and health all play important roles in their decision-making.

7. Research Design

There are several compelling reasons to delve into the factors that shape high school students' choices when considering enrollment in an International University (INI). Firstly, such research provides valuable insights into the preferences, motivators, and criteria that guide students in selecting overseas higher education institutions. This understanding is crucial for universities and governments, as they need to adapt their strategies in response to evolving patterns in international student mobility.

The variables that influence high school students' decisions are critical for guiding university recruitment efforts, improving educational offerings and experiences for students, and affecting both institutional and national education policies. Therefore, the primary goal of this study is to analyze the factors that influence high school students' decisions while considering attending a foreign institution.

These determinants encompass aspects such as costs, academic programs, facilities, the reputation of the university, the information high school students gather about foreign universities, personal social norms, and external influences. These factors are depicted in Figure 3 as integral components of the central hypothesis underpinning this research.

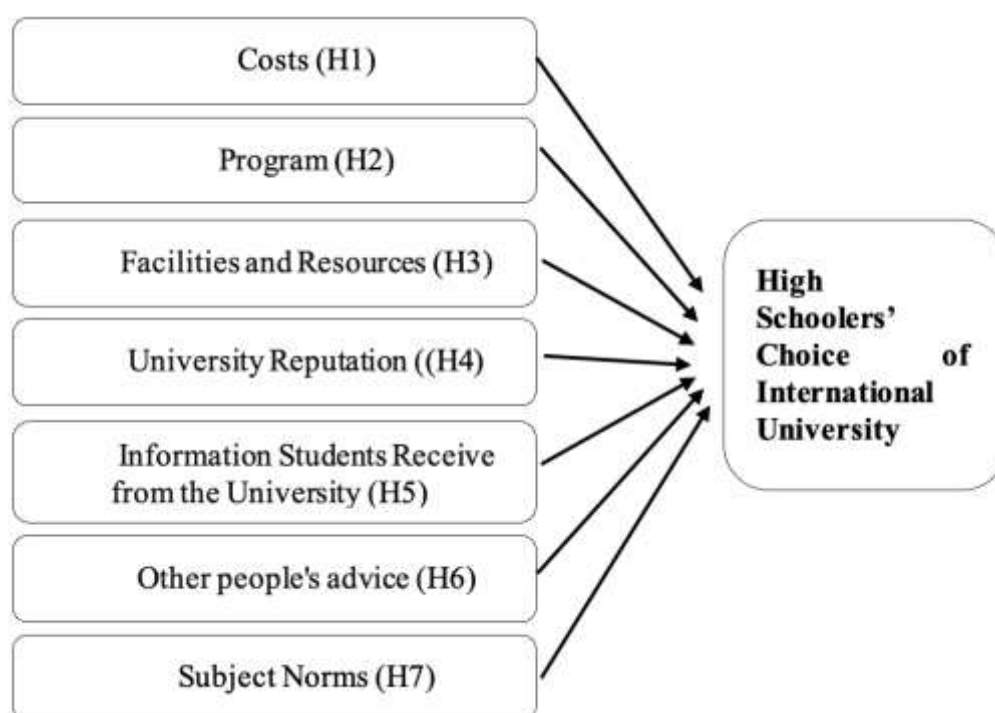


Figure 3. Investigation's hypothesis

RESEARCH METHODOLOGY

1. Investigation Plan

The author conducted this research in two distinct phases: an initial exploratory phase and an official comprehensive study. The preliminary investigation involved group discussions and the creation of an initial measurement scale. In contrast, the official study encompassed direct interviews utilizing questionnaires and interviews.

The research strategy was outlined as follows:

1. Identifying Research Challenges: Selection of an INI in Danang by High School Students (HSS).
2. Foundation in Scientific Theories: The study makes use of a number of theoretical frameworks, including organizational behavioral psychology, research on

institutional decisions, the Pareto rule, behavior concepts, the rational action principle, and advertising in colleges and universities.

3. Preliminary Study: HSS engagement included 20 interviews and 15 group discussions.
4. High School Student Survey: 100 high schoolers were the sample size for a survey that was done. The scale and questions were modified and made with this objective in mind.
5. Formal Study: An accredited study was carried out using a structured interview questionnaire. This involved surveying 500 high schoolers and 718 undergraduates from the INI in Danang. Data processing included information input, data cleaning, research summarization, encryption, as well as parametric demographic statistics, regression analysis, exploratory factor analysis (EFA), and the evaluation of Cronbach's Alpha reliability ratings.
6. Impact Assessment on Higher Education Management and Leadership: This was accomplished through case studies of selected popular International Universities via social media platforms.
7. Discussion of Findings and Conclusions: The study concluded with discussions on the research findings, conclusions drawn, contributions made, and recommendations put forward.

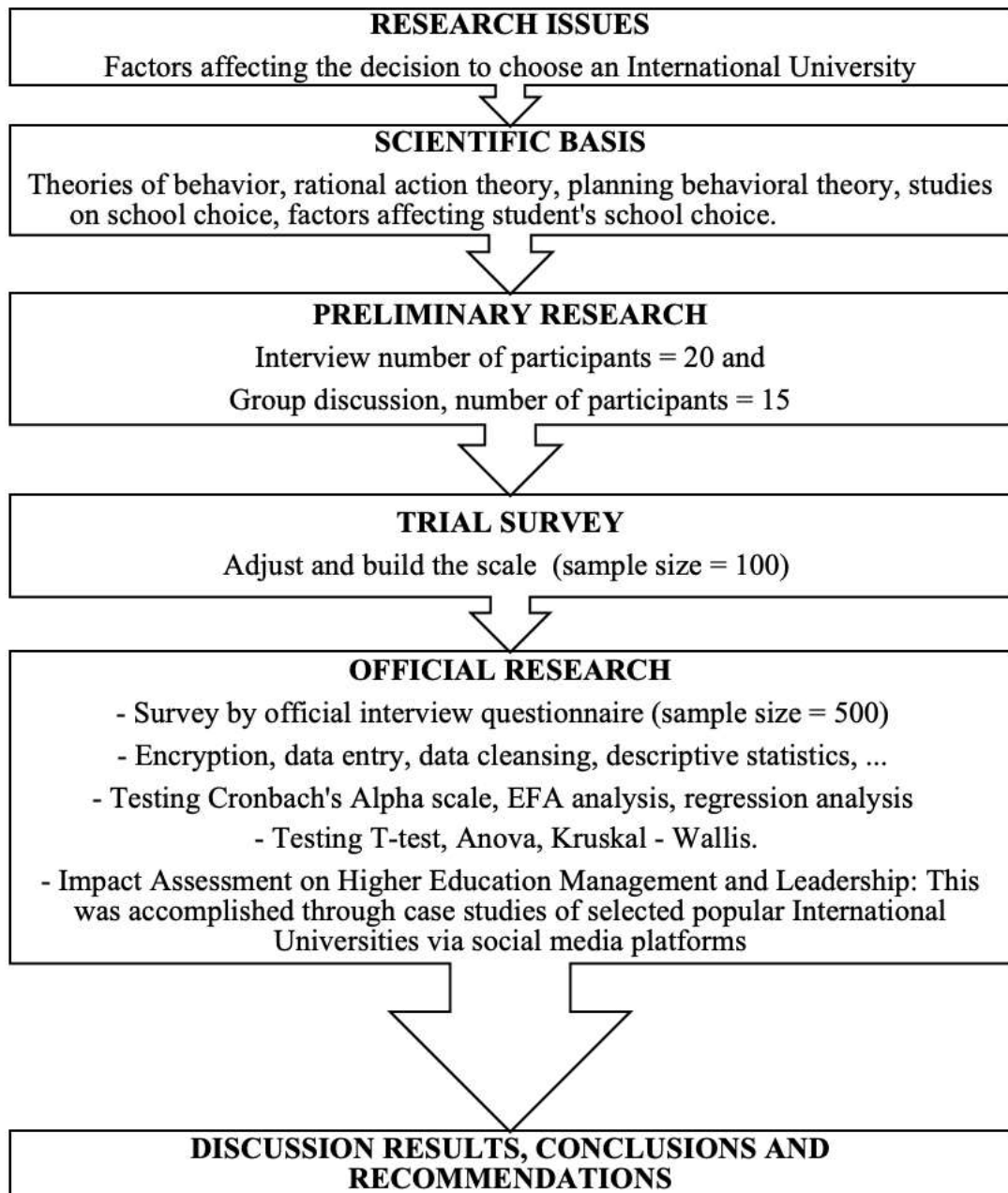


Figure 4. Author's Study Assembly

2. Sampling Method

When performing exploratory factor analysis (EFA), the set of variables should ideally have at least 50 data points, preferably 100, according to Hair et al. (1998). Additionally, the suggested ratio for measured variables is 5/1, which means that each evaluation factor needs to occur at least 5 times. 200 was the proposed sample size by Gorsuch (1983). Nevertheless, research indicates that larger sample sizes are generally more beneficial. For this study, the researcher opted for a sample size of 480 participants. Furthermore, 500 questionnaires were distributed to survey 500 high school students. This decision was motivated by the desire to maximize the sample size and compensate for any potential survey dropouts.

3. Data Analysis Methodology

The study used exploratory factor analysis (EFA) and the SPSS 20.0 software to test the reliability of the rating system. The validity of the evaluation was investigated utilizing the Cronbach's Alpha reliability coefficient (CARC) method.

RESULTS AND DISCUSSION

I. Decision-making aspects for highschoolers:

For university recruitment efforts, improving educational offerings and student experiences, and influencing institutional and national education policy, it is essential to comprehend the elements that influence high school students' decisions. As a result, this study explores the factors that influence high school students' decisions about entering a foreign institution. This section provides an analysis of the research findings. The author collected a total of 500 responses by administering questionnaires to high school students from various high schools. After excluding incomplete surveys (those with insufficient data, multiple correct responses, or a basis for inaccurate estimation), the number of valid participants was reduced to 406. The data analysis focuses on key demographic information concerning the author.

Table 1. Descriptive Statistics on the Number of High Schoolers in Danang

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	Hiền 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

Source: Authors' research

To the best of the writer's awareness, large high schools frequently select international colleges because of their top-notch academic offerings. Furthermore, the majority of these high school kids continue to have outstanding GPAs. The data from 718 high schoolers who participated in a study to compare statistics between high school and university

students are shown in Table 2 below, along with a list of prominent institutions. Figure 5 displays these prestigious institutions together with the corresponding student percentages. The Faculty of Advanced Science and Technology, Greenwich University, Sunderland University, "Duy Tan University - On-Spot Study Abroad," FPT University Danang, and the Vietnam-UK Research and Training Institute (VN-UK) are some of the well-known foreign universities in Danang. With the greatest number of students attending international universities in Danang among these, Greenwich University stands out.

Table 2. Information about HSS consumption at a renowned Danang INI

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

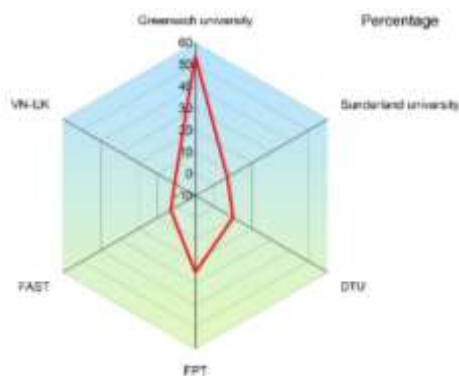


Figure 5: Information about HSS consumption at a renowned Danang INI

Table 3 provides an overview of the four primary regions from which 718 university students were drawn, namely, Đà Nẵng, Huế, Tam Kỳ - Quảng Nam, and Hội An - Quảng Nam. Among these regions, Đà Nẵng had the largest representation, with a total of 200 students from the sample group. Figure 6 visually represents the statistical distribution of these 718 undergraduates who were assessed and registered in numerous international universities.

Table 3. Descriptive Statistics of the 718 Undergraduates from the Four Major Regions That Were Evaluated and Registered at Different INI In Danang

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

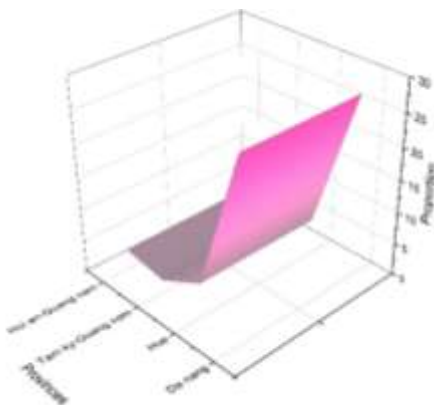


Figure 6. Information on the 718 undergraduates from the four major regions that were evaluated and registered at different INI in Danang

Pupils Have Strong Feelings About Choosing INI

Table 4 demonstrates when HSS started paying particular attention to INI. Figure 7 shows how HSS behaves when it has given INI and Considerations About Selecting INI the proper amount of attention. The recruiting divisions of INI should give priority to recruiting and advertising at this "Touch Point" in the buyer's journey. 11.8% of respondents live after high school, 61.1% are in grade 12, 14.3% are in grade 11, 4.4% are in grade 10, and 8.4% live before high school. Grade 12 has the highest percentage of Significant Thoughts, at 61.1%, it reveals.

Table 4. When highschoolers begin to seriously consider choosing 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

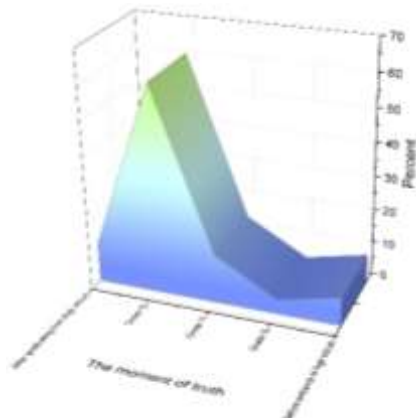


Figure 7. When high school students begin to seriously consider choosing INI

1. Cronbach's Alpha (CA) Test:

The results from CA test encompass the assessments for various factors, namely, "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), personal standards (SUB), and high school students' selection of university (DCS)." These assessments are deemed acceptable and possess the appropriate CA coefficients.

The "perception of cost (POC)" factor exhibits a CA value of 0.907, surpassing the minimum requirement (0.6) by a margin of 0.907. The lowest coefficient observed within POC is $POC4 = 0.744$, while the overall coefficients exceed the threshold (0.3). The alpha coefficients for the parameter type are all at 0.907, which is lower than the alpha confidence level (ACL). Consequently, no modifications are made to the measured POC scale parameters for the purpose of the EFA evaluation.

In the case of the "program factor (POP)," the CA value is 0.939, exceeding the necessary threshold (0.6) by 0.939 points. Among the parameters, POP1 has the lowest coefficient at 0.470, yet the overall coefficients surpass the threshold (0.3). Only parameter POP1 has an alpha coefficient greater than the ACL, which is 0.939. Therefore, the measured POP scale parameters remain unchanged for EFA evaluation.

The "facilities and resources factor (POF)" scale boasts a CA value that is 0.921 times higher than the required threshold (0.6). POF3 has the lowest coefficient at 0.528, but the overall coefficients exceed the threshold (0.3). Parameters POF1 and POF2 have alpha coefficients greater than the alpha confidence level (ACL) by 0.823 for their respective variable types. Thus, no modifications are made to the measured parameters of the POF scale for EFA evaluation.

The "university's reputation factor (POR)" scale exhibits a CA of 0.847, surpassing the necessary threshold (0.6). The overall coefficients exceed the threshold (0.3), with POR3

having the lowest coefficient at 0.528. All alpha coefficients of the variable type fall short of the ACL by 0.847, except for variable POR3.

The "data HSS receives from the institution factor (POI)" scale features a CA of 0.848, exceeding the required threshold (0.6). The overall coefficients surpass the threshold (0.3), with POI7 having the lowest coefficient at 0.507. Alpha coefficients for the variable type are below the ACL of 0.848, thus requiring no changes to the observed variables for EFA evaluation.

The "Other people's advice factor (ADV)" scale boasts a CA of 0.869, surpassing the necessary threshold (0.6). The overall coefficients surpass the threshold (0.3), with ADV5 having the lowest coefficient at 0.658. Alpha coefficients for the variable type are below the ACL of 0.869, indicating no need for adjustments to the measured variables for EFA evaluation.

The "Individual norm scale (SUB)" exhibits a CA of 0.671, exceeding the necessary threshold (0.6). The overall coefficients surpass the threshold (0.3), with SUB3 having the lowest coefficient at 0.402. Alpha coefficients for the variable type are below the ACL of 0.671, and therefore, no changes are made to the measured variables of the SUB scale for EFA evaluation.

Lastly, the "student's decision-making scale (DCS)" possesses a CA of 0.675, exceeding the required threshold (0.6). The overall coefficients surpass the threshold (0.3), with DCS3 having the lowest coefficient at 0.455. Alpha coefficients for the variable type fall short of the ACL by 0.675, indicating no need for alterations to the measured parameter of the DCS scale for EFA evaluation.

2. Independent parameter EFA

Table 5. Results of the Independent Factors in Detail for the First and Second Time for the EFA

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.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
POP3	.807							
POP8	.794							
POP2	.782							
POP9	.775							
POP5	.774							
POP10	.754							
POP4	.748							
POP7	.724							
POP6	.677							
POP1								
POF6		.767						
POF7		.759						
POF5		.759						
POF4		.757						
POF3		.740						
POF2		.565						
POF1								
POC1			.775					
POC2			.758					
POC5			.738					
POC3			.708					
POC4			.695					
POI3				.810				
POI2				.791				
POI1				.758				
ADV5				.615	.521			
POI4				.540				
ADV3					.807			
ADV4					.801			
ADV1					.631			
ADV2					.600			

POR3						.615		
POR4						.614		
POR1						.590		
POR2						.572		
POR5								
SUB1							.798	
SUB4							.668	
SUB2							.645	
SUB3							.642	
POI7								.734
POI5								.694
POI6								.651

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		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					
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		
SUB1							.802	
SUB4							.676	
SUB3							.648	
SUB2							.641	
POR3								.658
POR4								.657
POR1								.586
POR2								.564
Eigenvalue	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

(Source: Authors' research)

The results of the Exploratory Factor Analysis (EFA) show that:

As shown by the KMO coefficient of 0.902, the dataset is appropriate for EFA. A significant Chi-square statistic with a mean level of 0.000 is displayed by Bartlett's test of sphericity, demonstrating a general connection between the measured variables.

71.553% of the variation is explained by the components that were retrieved, and this eigenvalue is higher than 1 (1.086). In the second round of factor analysis, variables with factor loadings less than 0.5 are eliminated, leaving only variables with factor loadings above 0.5. This suggests that the variables that were measured are significant and necessary. A factor loading of 0.3 ensures factor distinction for each observed variable. Thus, from the initial 43 observed variables in the EFA analysis, 4 observed variables (POR5, ADV5, POF1, POP1) were eliminated, leaving 36 observed variables organized into 8 core factors. Notably, the information that university students provide to high school pupils has been divided into two new aspects.

The first component consists of the observed variables POI1, POI12, and POI13, which are related to selecting a college based on things like admissions counseling, career counseling, campus visits, and conversations with enrollment counselors. These observed factors concentrate on data obtained from the university via offline channels, which affected the preliminary selection result. This element is referred to as "information High Schoolers receive from the University through Offline Channels (POIOF)."

The second variable consists of the observed variables POI5, POI6, and POI7, which have to do with selecting a university based on data gathered online via websites and social media for universities. This element is referred to as "information High Schoolers receive from the University through Online Channels (POION)."

The scales meet the criteria of CA coefficients surpassing 0.6 and correlations with the total variable exceeding 0.3, according to the findings of the Cronbach's Alpha (CA) test after EFA. Therefore, it is appropriate to draw the inference that the independent variables are relevant to the EFA results.

The EFA also reveals that three measured parameters are combined into a single factor with loading factors greater than 0.5, indicating the significance and importance of these observed values. There is differentiation across the factors because each observed variable within this factor has a factor loading of less than 0.3. The KMO coefficient, which is 0.660, shows that EFA is reliable given the facts at hand. With a mean level of 0.000, The assessment of globularity by Bartlett yields a noteworthy conclusion, showing a

general correlation between the measured values. The extracted variance for the dependent variable scale is 60.607% with an eigenvalue of 1.818, supporting the validity of the EFA results.

3. Multiple Linear Regression Analysis (MLRA):

All other independent parameters, with the exception of one, have standardized beta coefficients that are significantly less than 0.05. Because their relevance thresholds exceed 0.05, the variables POIOF and ADV must be omitted from the framework. The remaining parameters are as follows: POC = 0.040, POP = 0.091, POR = 0.257, POF = 0.399, POION = 0.300, SUB = 0.061. These coefficients represent the relative relevance of each independent factor when integrating the independent parameters, namely POP, POR, POF, POION, and SUB, into the framework that characterizes the dependent parameter DCS. Table 6 and Figure 8 show statistical information for each parameter in the Multiple Regression Model.

Table 6. Statistics for each MLRA factor

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-.010	.112		-.088	.930		
POC	.000	.020	.071	2.066	.040	.504	1.983
POP	.082	.035	.091	2.348	.019	.398	2.512
POR	.248	.014	.257	7.184	.000	.407	2.143
POF	.338	.012	.399	10.658	.000	.427	2.341
POIOF	.001	.010	.001	.022	.982	.571	1.790
POION	.286	.010	.300	9.686	.000	.623	1.605
ADV	-.054	.019	-.062	-1.876	.061	.556	1.700
SUB	.052	.022	.061	2.372	.018	.807	1.115

Source: by author's research

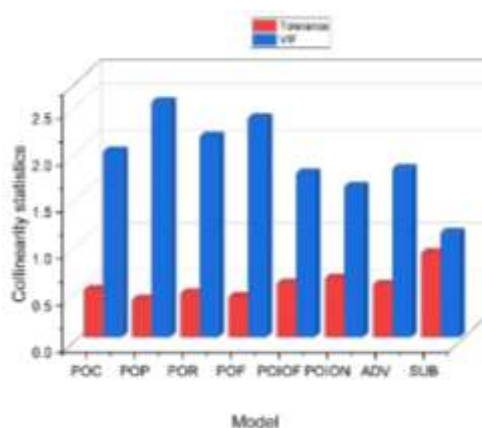


Figure 8. Author's own research

According to the regression analysis, five variables influence a high school student's college decision: perception of infrastructure and resources, perspective on information obtained from the institution's web stream, perception of university reputation, and personal assessment standard. The Multiple Linear Regression Analysis (MLRA) equation that represents the determination of a student's institution preference is as follows:

$$\text{Institution Preference (DCS)} = -0.010 + 0.40 * (\text{Perception of Cost}) + 0.399 * (\text{Perception of Resources}) + 0.3 * (\text{Perception of Online Information}) +$$

$$0.257*(\text{Perception of Reputation}) + 0.091*(\text{Perception of Programs}) + 0.061*(\text{Personal Assessment})''$$

4. Testing Hypotheses Results

The aim of this study was to examine and assess the connections between the criteria through which high school pupils make decisions about attending universities abroad. The researcher has made assumptions based on past research and the existing educational landscape in Vietnam. In order to investigate these possibilities, the author polled 500 high schoolers from various reputable schools in Danang. The findings of the hypothesis testing are displayed in Table 7 and Figure 9, which show that all other hypotheses in this study are validated but that the POC and POIOF hypotheses are not supported.

Table 7. Testing Hypotheses Results

Hypothesis	Content	Testing result
POC	Perception of cost	Accept
POP	Perception of curriculum	Accept
POF	Perception facilities and resources	Accept
POR	Perception of reputation	Accept
POIOF	Information received by students from the university through offline channel	Rejected
POION	Information that students receive from universities through online channel	Accept
ADV	Other people's advice	Rejected
SUB	Subjective standards	Accept

Source: Researchers drew inferences from the study's data as its source.

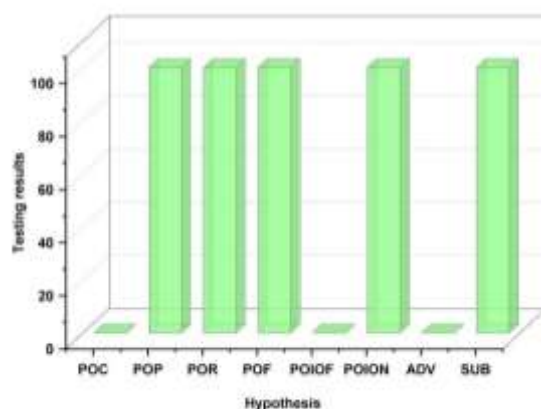


Figure 9. Testing Hypotheses Results

According to the study's findings, POC has a value of 0.040, amenities and assets have a value of 0.399, online information from the university has a value of 0.300, university reputation has a value of 0.257, course of study has a value of 0.091, and personal standards have a value of 0.061. These six factors are ranked in descending order of influence on high school pupils who choose to enroll in an overseas university.

These findings align with prior research conducted by scholars such as Kee Ming (2001), Chapman (1981), Burns (2006), Cosser and Toit (2002), Keling (2007), Sevier (1998), Paulsen (1990), Jackson (1982), Joseph (2000), Washburn et al. (2000), Tran Van Qui and Cao Hao Thi (2009), and Nguyen Phuong Toan (2011), providing substantial evidence to support the consistency of these results.

In practical terms, during the initial study phase, when these findings were discussed with participants in focus group discussions representing the target group of high school students choosing a university, the viewpoints expressed by the students were unambiguous. In order of significance, the following variables impact high school students' decisions regarding their university choice: perceptions of the institution's resources and facilities, information obtained online, reputation, educational program, and individual norms.

Based on the results of this study, the researcher makes a number of suggestions for international higher education institutions (INI):

- 1) In the competitive landscape of student recruitment, identify unique benefits and objectives that set each INI apart.
- 2) Implement targeted marketing strategies using three online communication channels, focusing on market segmentation, identifying target customers, and establishing a global university brand.
- 3) Implement the Pareto Principle (Haughey, 2020), sometimes referred to as the 80/20 rule, which states that 80% of revenue is generated by 20% of the products and services. As a result, focus enrollment efforts on high school pupils living in important regions including Hue, Quang Nam, and Danang.
- 4) Enhance program variation and flexibility in education.
- 5) Develop an appropriate pricing strategy for higher education.
- 6) Strengthen the reputation of the international university.
- 7) To examine marketing and development activities successfully, use an aid model for online content marketing.

The fact that this study emphasizes how individual norms affect high school students' decisions on which INI to attend is also important. Despite the fact that most high school kids have little if any influence from their parents, siblings, or friends, Table 7 and Figure 9 - Results of Testing Hypotheses shows that the media has a favorable affect. The university's image and dependability should therefore be improved by implementing oral advertising strategies and presenting exceptional high school students who significantly impact society in promotional materials. The institution and the community can both gain from encouraging excellent high school students to take part in enrollment counseling activities and share their educational experiences.

II. Assessing its impact on administrating and leading a higher education by case studies of some popular International Universities through social media:

Case Study 1: RMIT University (Vietnam)

Social Media Strategy: RMIT University's wide social media strategy includes sites like as Facebook, Twitter, Instagram, LinkedIn, YouTube, and TikTok. They routinely upload intriguing stuff, such as student success stories, highlights from academic research, campus life, and informative films.



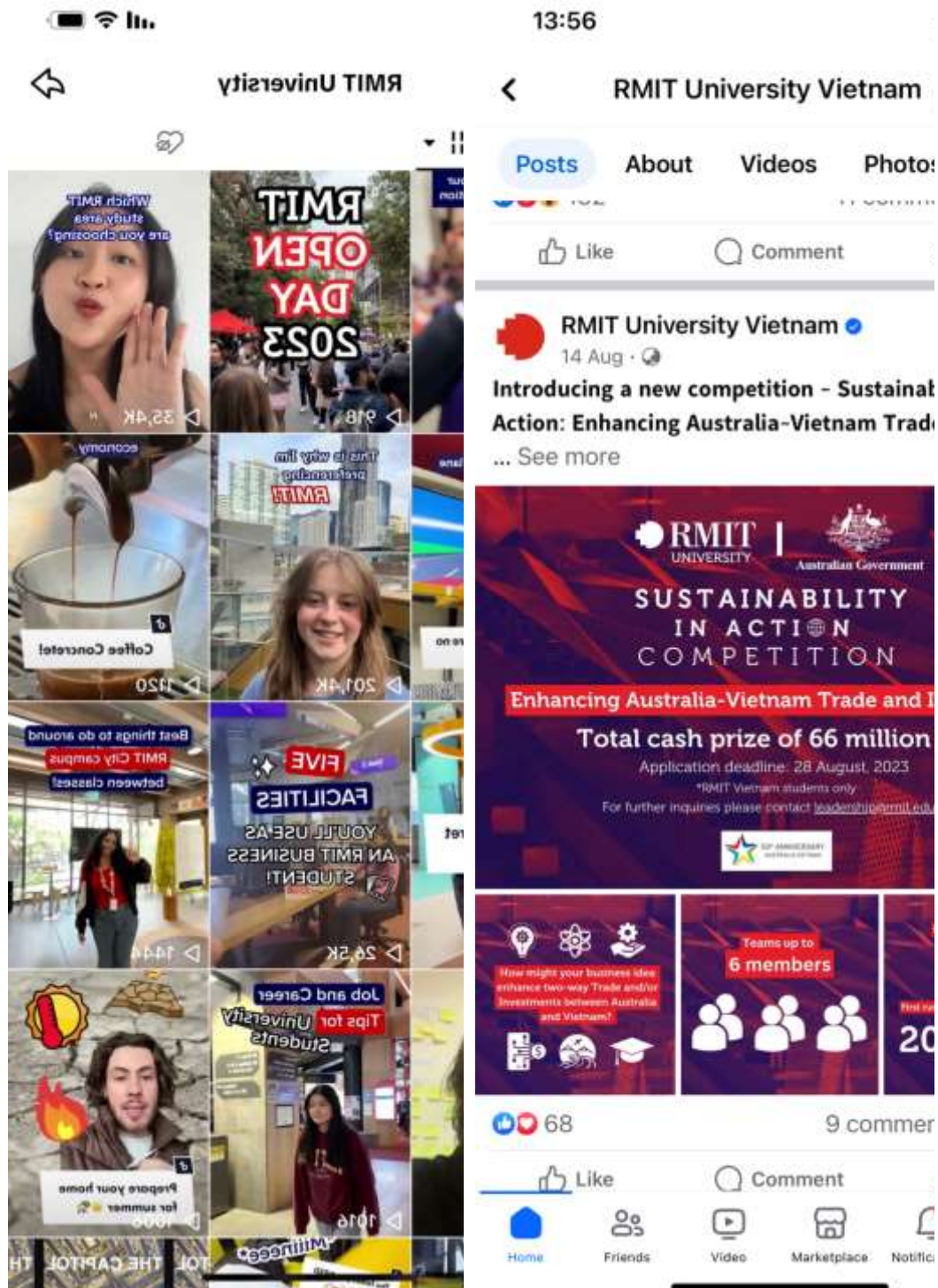


Figure 10. Social media posts on Facebook and Tiktok of RMIT Vietnam

Source: <https://www.facebook.com/RMITUniversityVietnam> and <https://www.tiktok.com/@rmituniversity>

Impacts on Administration and Leadership:

Increased Brand Visibility: RMIT's active presence on multiple social media platforms has significantly increased the university's brand visibility, both locally and internationally. It has allowed them to reach a broader audience and attract prospective students and faculty.

Effective Student Recruitment: The university's social media strategy has been instrumental in student recruitment efforts. By using targeted ads and content tailored to different demographics, RMIT has attracted a diverse and highly qualified student body.

Enhanced Alumni Engagement: RMIT's engaging social media content has strengthened its connection with alumni. The university uses platforms like LinkedIn to connect with graduates and showcase their achievements, fostering a strong alumni community.

Crisis Management: RMIT has effectively used social media to manage crises and disseminate important information during emergencies, such as the COVID-19 pandemic. The university's timely and transparent communication enhanced its reputation for safety and reliability.

Data-Driven Decision-Making: Social media analytics provide RMIT with valuable data and insights. The university can measure the impact of its social media campaigns, track engagement metrics, and adjust strategies to optimize outcomes.

Case Study 2: Swinburne University of Technology (Swinburne Vietnam)

Social Media Strategy: Swinburne University of Technology has a moderate social media involvement, focused mostly on Facebook, Twitter, and LinkedIn. They provide information on university activities, academic programs, industrial links, international mobility programs, and research efforts, but their audience involvement is low.

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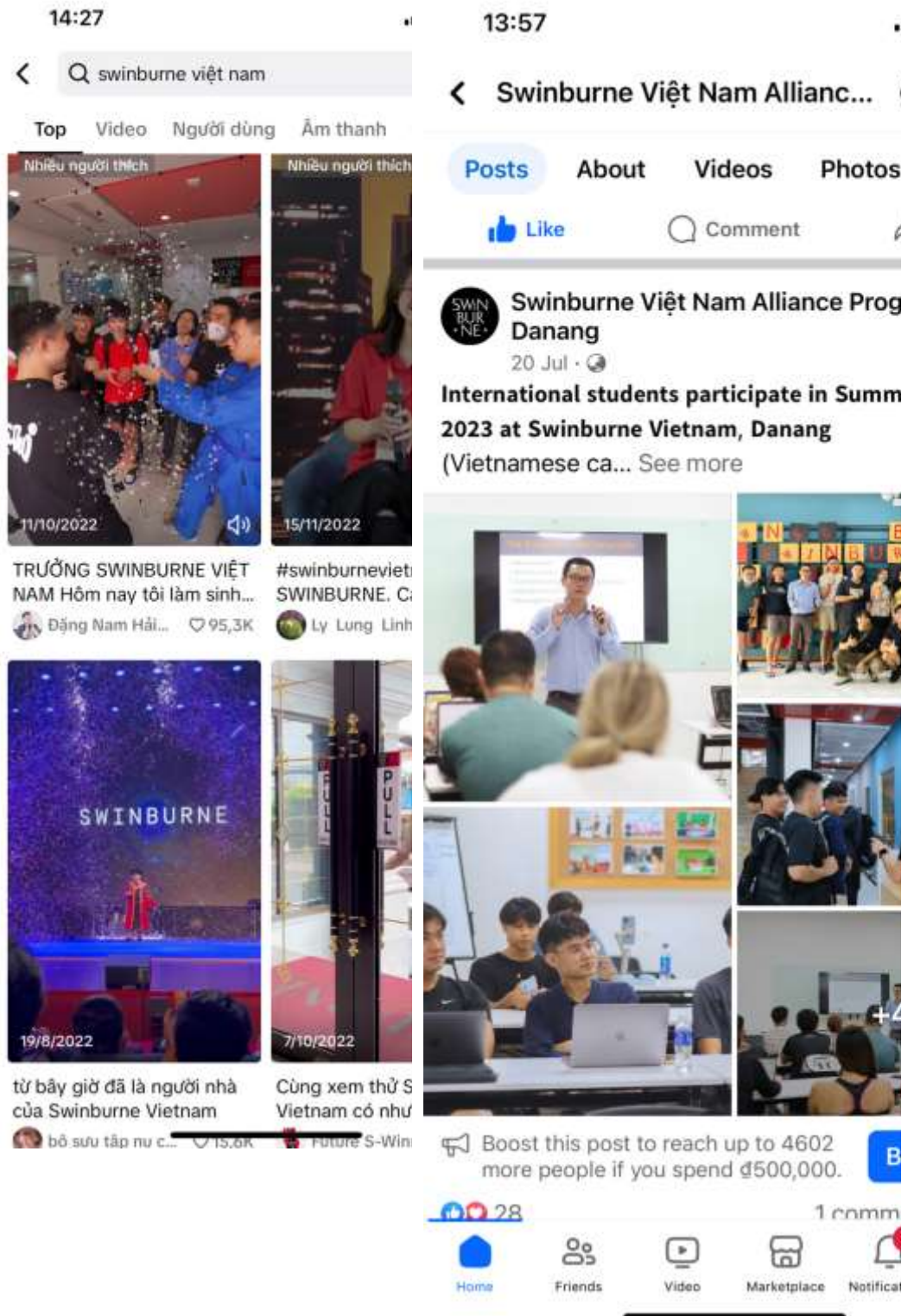


Figure 11. Social media posts on Facebook and Tiktok of Swinburne Vietnam

Source <https://www.facebook.com/SwinburneDanang> and <https://www.tiktok.com/discover/swinburne-vietnam>

Case Study 3: International School - Duy Tan University in Danang

Social Media Strategy: Duy Tan University (DTU) has implemented a comprehensive social media strategy that covers platforms like Facebook, Instagram, LinkedIn, and YouTube. They regularly share content about campus life, industry link, academic programs, job fair, faculty achievements, and student success stories. They also engage with their audience through interactive posts and respond to inquiries promptly.

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Figure 12. Social media posts on Facebook of International School - Duy Tan University

Source: <https://www.facebook.com/khoadaoquocte>

Case Study 4: Greenwich University (Vietnam)

Social Media Strategy: Greenwich University (Vietnam) maintains a limited presence on social media platforms, primarily focusing on Facebook and Instagram. They share occasional updates about academic programs, industry link, feedback from industry link, and campus events and have engagement with their audience.

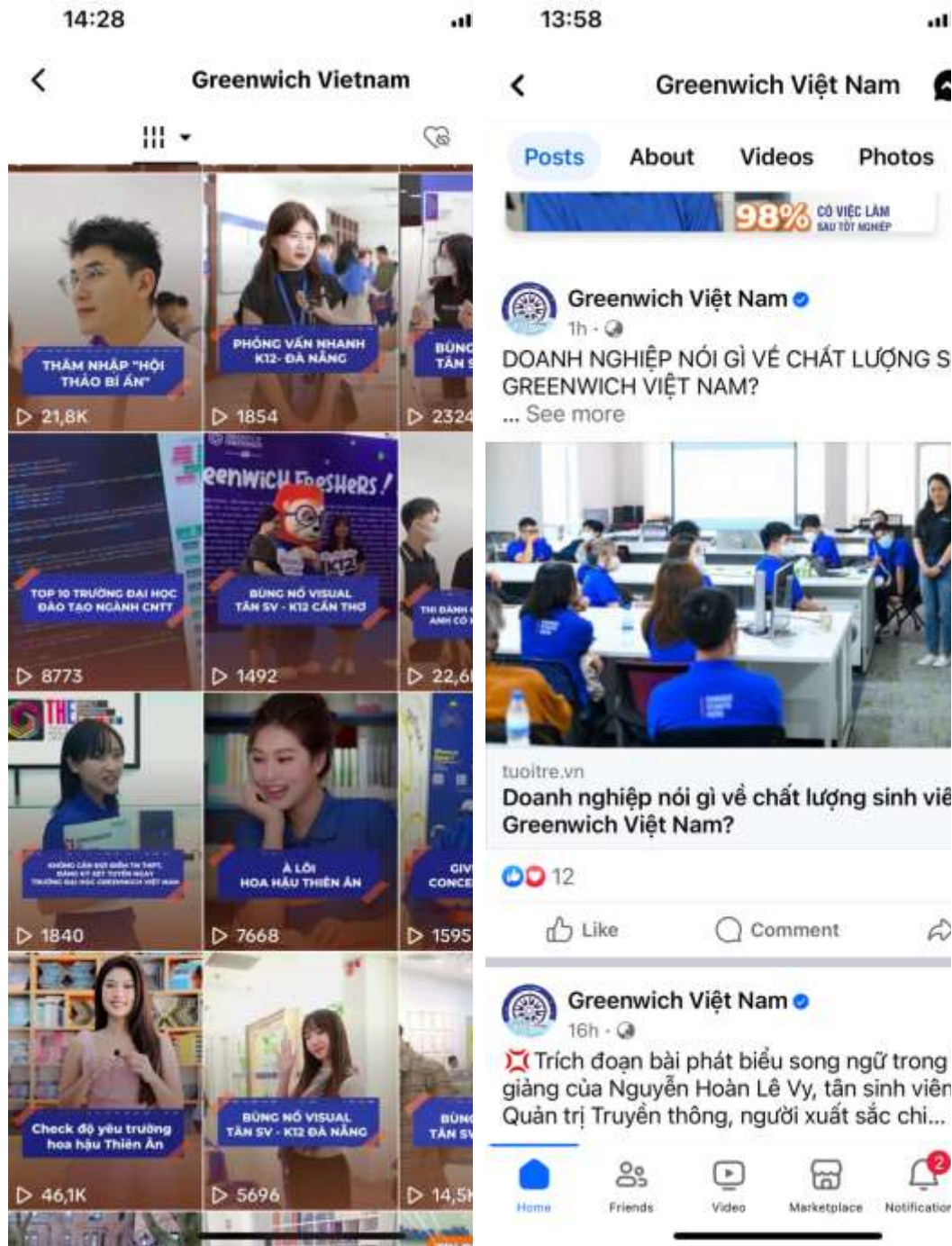


Figure 13. Social media posts on Facebook of Greenwich University (Vietnam)

Source: <https://www.facebook.com/GreenwichVietnam> and <https://www.tiktok.com/@greenwichvietnam>

III. Correlations between Gen Z's Behaviors toward choosing international universities and all the case studies on social media strategy above can be concluded:

1. **Invest in Comprehensive Social Media Strategies:** Create and implement thorough social media plans that take into account a range of channels and actively engage different stakeholders.

2. **Prioritize Engagement and Interaction:** Concentrate on producing compelling and interactive content that promotes feedback, community development, and a sense of belonging.
3. **Leverage Data Analytics:** Use social media analytics to support decision-making, evaluate strategy efficacy, and suggest areas for improvement.
4. **Internationalization:** Recognize the critical importance of social media in internationalization activities, such as student recruitment, global alliances, and global alumni participation.
5. **Continuous Learning:** To remain competitive and successful in accomplishing academic goals, keep up with social media trends and adjust your strategy as necessary.

CONCLUSION

A large number of students are lured to international colleges with an outstanding track record for providing excellent training, cutting-edge labs, and knowledgeable faculty. It is critical for educational institutions, governments, and stakeholders to have a thorough grasp of these impacting elements in order to improve recruiting efforts, encourage cross-cultural interchange, and build effective support systems for international students. As a result, the purpose of this article is to investigate major characteristics that have a significant impact on students' decisions to enroll in an international institution (INI). The researcher created a questionnaire for the quantitative research procedure that used a "5-level Likert scale" and included 46 observable qualities. The acquired data was thoroughly analyzed in SPSS 20 to validate the scales, including extensive study, differential evaluation, multivariate regression analysis, an exploratory factor analysis (EFA), and Cronbach's Alpha coefficient assessment.

Research results reveal that INIs must carefully identify the factors that resonate with their target audience, such as educational background and significance. Each INI should meticulously define its market segments, understand student behaviors, and identify the touchpoints in the high school student experience. They can then design an education-focused marketing strategy that makes use of the three basic media types: owned, paid, and earned media. This is especially crucial because the majority of today's Generation Z high school students choose their university on their own after performing extensive study.

The impact of a well-executed social media strategy on higher education administration and leadership cannot be underestimated. Universities that strategically utilize these platforms can gain significant advantages in today's competitive educational landscape. Whether students or parents want to stay informed about university activities, including academics, student services, alumni engagement, industry collaborations, competitions, seminars, faculty updates, and facilities, they can easily access this information through the university's social media channels. These elements collectively contribute to the overall effectiveness of higher education administration and leadership.

THEORETICAL CONTRIBUTIONS

Studying Generation Z (Gen Z) behavior and choices regarding international colleges in Vietnam has substantial theoretical ramifications across multiple academic disciplines. This section focuses on the theoretical contributions that come from studying Gen Z's behavior in this environment.

1. Generation Z as a Distinct Cohort

One of the key conceptual impacts of this research is to reaffirm Generation Z as a distinct cohort of generations with distinct qualities and desires. By studying their decisions in relation to foreign schooling, this study emphasizes the importance of discovering generational inequalities in choices and behavioral processes. This contributes to the fields of generational studies and social psychology by contributing empirical data to the evolving understanding of Gen Z as a cohort with certain views, priorities, and actions (Lancaster & Stillman, 2002).

2. Shifting Paradigms in Educational Decision-Making

The research conducted on Gen Z's behavior in selecting international colleges in Vietnam adds to the body of knowledge on educational choice processes. It gives insight on how this generation's worldwide viewpoint, reliance on technology, and job goals influence their decisions. By including these modern aspects and underlining the importance of an internationalized approach to education, the findings improve the theoretical basis of educational choice (Hossler et al., 2015).

3. Technology as a Determinant of Behavior

The high reliance on technology among Gen Z is a huge theoretical advancement. The digital proficiency of this generation and their preference for schools with tech-integrated learning environments demonstrate how technology has had a profound effect on educational choices. Given the possible implications in marketing, psychology, and education, this highlights the need for more research on technologically driven patterns of behavior and processes for making decisions (Gioia et al., 2020).

4. Sustainability and Social Impact as Motivators

The study also adds to the corpus of information on how to take sustainability and social effect into account when making decisions. The preference of Generation Z for colleges that emphasize sustainability and social responsibility emphasizes the need of incorporating these values into theoretical models of consumer behavior and educational choices. This contribution fits into the increasing conversation on conscious consumption and its implications for marketing and corporate social responsibility. (Kotler and colleagues, 2019).

5. Influence of Peer Networks and Online Reviews

The theoretical significance of peer influence and online reviews in Gen Z's decision-making processes is also shown by this study's findings. Their reliance on peer recommendations and social media as information sources exemplifies how the landscape of information transmission is evolving and how it affects consumer behavior. Sociological and marketing theoretical frameworks must change to reflect the expanding influence of peer networks and online communities on people's decision-making (Van Doorn et al., 2010)s.

Finally, the research of Gen Z behavior and their preferences for international institutions in Vietnam enriches theoretical understandings in a variety of academic disciplines. It underlines the importance of peer influence and online evaluations, highlights the changing dynamics of educational decision-making, promotes the role of technology, sustainability, and social effect, and reinforces the distinctiveness of this generation. These theoretical contributions lay the groundwork for future study and applications in education, marketing, psychology, and sociology.

MANAGERIAL CONTRIBUTIONS ON HIGHER EDUCATION ADMINISTRATION AND LEADERSHIP STRATEGY

For educational institutions, recruiters, and policymakers, knowing how Generation Z (Gen Z) behaves and what they value in an international university in Vietnam can be extremely useful. This section looks at how managers can use this study to guide their strategy and making choices.

1. Strategic Recruitment and Marketing

The conclusions of this study could help educational institutions improve their advertising and enrollment tactics. Technology, sustainability, and social effect are factors that Gen Z values highly, so universities should emphasize these factors in their marketing and communication materials. Universities can improve their ability to draw in and keep students by making adjustments to Gen Z's preferences for technologically advanced

learning settings. This knowledge of Gen Z's beliefs and interests gives recruitment attempts a tactical advantage (Johnson et al., 2021).

2. Curriculum Development

Universities can tailor their curricula to Gen Z's interests and professional goals. The emphasis among Gen Z students on career stability, work-life balance, and entrepreneurship argues that institutions should provide degrees that appeal to these interests. Creating courses and extracurricular activities around sustainability and social effect might also attract Gen Z students who want to make a difference in society (Pereira et al., 2021).

3. Technology Integration

The management of educational institutions is impacted by Gen Z's increasing reliance on technology. Universities should make investments in digital infrastructure and assistance programs that improve the quality of online and hybrid learning. Additionally, teachers need to be trained in how to use technology well to engage Gen Z students in a virtual or hybrid classroom setting. Incorporating Gen Z's digital expectations into managerial decisions about technology adoption and training is recommended (Bryant et al., 2020).

4. Campus Sustainability and Social Responsibility

Universities can prioritize environmental programs and corporate social responsibility (CSR) efforts to appeal to the values of Generation Z. Implementing eco-friendly practices on campuses and participating in social impact projects can help institutions build a positive image. Furthermore, emphasizing these projects in promotional materials helps attract Gen Z students who are interested in sustainability and social change. 2019 (Hollender).

5. Online Reputation Management

Universities must aggressively manage their internet reputation given Gen Z's reliance on peer influence and online reviews. It is essential to keep an eye on feedback and reply to it on channels like social media and school review websites. The university's online presence and image can be improved by connecting with current students and graduates to hear about their positive experiences. Online reputation management managerial choices should take Gen Z's information-seeking habits into account (Kietzmann et al., 2011).

6. Career Services and Industry Partnerships

University career services departments should adjust their offerings to Gen Z's job goals. It can be advantageous to provide resources for job security, work-life balance, and entrepreneurial initiatives. Furthermore, forming alliances with firms that share Gen Z's interests might facilitate internship and job placement opportunities, increasing the university's appeal to potential students (Brown et al., 2018).

Finally, this study on Gen Z's behavior and preferences for international universities in Vietnam provides useful managerial insights for educational institutions and stakeholders. Adapting recruitment techniques, curriculum, technology integration, sustainability efforts, online reputation management, and career services to Gen Z preferences might help institutions compete and attract this generation of students.

LIMITATION AND FUTURE STUDY

Limitations

While this study gives vital insights into Gen Z behavior and their choices of international colleges in Vietnam, it is important to recognize numerous limitations that may affect the findings' generalizability:

1. Limited Sample Size and Scope: The study's sample size may not represent the full Gen Z population, and it was limited to a single geographic location, Danang, Vietnam. As a result, the findings may understate the variability of Gen Z behavior across different locations and cultural circumstances.

2. Temporal Factors: The results from the study could have been influenced by specific temporal circumstances such as economic situations, political events, or worldwide pandemics, which could have influenced Gen Z's behavior and tastes differently at different times.

3. Limited Exploration of Subgroups: This study does not delve deeply into potential subgroups within Gen Z, such as variations based on socioeconomic background, urban or rural upbringing, or cultural factors. A more in-depth analysis of these subgroups could yield nuanced insights.

4. External Validity: The study may not account for the influence of external factors on Gen Z's choices of international colleges in Vietnam, such as family, peers, or societal expectations. Future research could delve deeper into these extrinsic factors.

Future Studies

Building on the insights gained from this research, several avenues for future studies emerge:

1. **Cross-Cultural Comparisons:** Future research might look at how Gen Z's attitudes and choices toward international colleges varies across different countries and regions. Comparing Generation Z in Vietnam to other countries might provide a more comprehensive picture.
2. **Impacts from Parental and Friends:** Understanding how parents' and peers' opinions affected Gen Z's decision to pursue higher education will provide us a clearer understanding of the process.
3. **Comparison with Other Generations:** Comparing Gen Z behavior to that of other generational cohorts, such as Millennials or Generation X, can emphasize generational contrasts and give light on Gen Z's distinct qualities.
4. **The Impact of Technological Advances:** Future study can look into how developing technologies like virtual reality and artificial intelligence are impacting Gen Z's higher education choices, as well as the consequences for university administration.
5. **Post-Graduation results:** Investigating the post-graduation results and career paths of Gen Z students who chose international colleges in Vietnam can provide insights into the long-term consequences of their decisions.

Data Availability Statement

The results underlying the conclusions of the current research can be found on Figshare.com at <https://doi.org/10.6084/m9.figshare.24106140>. The dataset is in Ms. Excel format and includes demographic information, survey responses, and experimental results. Access to the data requires permission from the corresponding author. For inquiries or data access requests, please contact the Author.

Underlying Data

Figshare: EXPLORATION OF UNDERGRADUATES' DESIRES TO ATTEND UNIVERSITIES IMPACTING ON HIGHER EDUCATION ADMINISTRATION AND LEADERSHIP STRATEGY. Dataset. <https://doi.org/10.6084/m9.figshare.24106140>

This project contains the following Underlying Data:

- Demographic of high schoolers and university students such as Age, Gender, Major, name of high school, university, GPA, Location.
- Views on going to College/University.
- Factors influence College/University's choice.

Ethical Approval Statement

The Author does not need ethical approval for the questionnaires' survey on his university students and High Schoolers because all the names and students ID of participants were NOT collected to protect the privacy of the participants. The Dataset which goes with this

research does not show any personal information of all the participants. Also, Author had permission from his students to survey them.

Statement about Consent from The Participants

The participants completing the questionnaires in-person with Authors. We used Google Form to do the survey. On the form of the Questionnaires, before completing the questionnaires, we wrote a note as instruction and agreement: "This survey does NOT record your personal details and will NOT display your information in research results nor will it affect your academic performance at your school. The results of this survey are completely INDEPENDENT with your study". This note as instructions and agreement could be seen as written consent from participants which means that consent was recorded during answering the survey by participants. Participants consented and this was how consent was obtained.

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