

AN INVESTIGATION OF THE PREDICTIVE RELATIONSHIPS BETWEEN IDENTIFIED FACTORS AND GRADUATE STUDENTS' DECISION TO STUDY HUMAN SCIENCES PROGRAMS AT ASSUMPTION UNIVERSITY

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Abstract: This quantitative study aimed to identify predictable factors, different choices between male and female graduate students, and between Thai and non-Thai graduate students to enroll in the Human Sciences programs at Assumption University. Four hundred quota samples were distributed with an e-questionnaire for data collection. Descriptive statistics, Omnibus Tests of Model Coefficients, Hosmer and Lemeshow Test, and Logistic Regression Analysis were applied to Statistical Analysis. It was found Program Characteristics, Institution Characteristics, and Interest in the Subject were the highly significant predictors of a decision to enroll in the Human Sciences programs. Institution Characteristics and Program Characteristics significantly differentiated the male students' decision. In contrast, the Program Characteristics, Institution characteristics, and Interest in the Subject significantly differentiated the female candidates' decision to enroll in the Human Sciences programs. Interest in the Subject was the significant factor in Thai students' decision. In contrast, Institution Characteristics, the Program Characteristics, and the Influence of People and Media were highly significant factors in the non-Thai students' decision to enroll in the mentioned program. All three hypotheses were accepted.

Keywords: Organization characteristics; program characteristics; student characteristics; male-female students' comparison; Thai- Non-Thai students' comparison.

Introduction

AU is wholly supervised and accredited by OHEC. The Civil Service Commission of Thailand recognizes its academic standards. AU has been

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recognized too in the U.S.A., Europe, Australia, Asia, Africa, and Oceania. Credits were transferable to many universities abroad. Its graduates could acquire higher degrees worldwide. Since 1985, the graduate studies admission is 26,351 while the achievers are 16,204 (61.49%), the underachievers and in the process are nine, 856 (37.40%), and the drop-out is 291 (1.11%).

AU offers many degrees in Human Science_n program_n on the master's and doctoral levels of Counselling Psychology, Education, English Teaching, and Philosophy and Religion. The number of graduate applicants increased by 20% in 2017/2018 compared to Semester 2019/2020 to enroll in Human Sciences programs at AU. The phenomenon appears not to be a safe zone for non-profit organizational survival. There should be some indicators of a decision to enroll in Assumption University.

Ariffin et al. (2008) and Keling et al. (2007) found that marketing strategies were influential. Still, Ismail N. et al. (2007) and Keling (2006) found that institutional image and reputation, tuition fees, and academic programs had a high explanatory power on how students decide which university to study. The importance of quality, type, and variety of academic programs, as well as the presence of distinguished teaching staff, were factors raised in a study by Hsieh (2010) as having a moderating effect on students' decisions to choose a university to study. Ivy (2008), in her study, also found that educational facilities, as well as conveniences such as parking areas and sporting facilities, had a significant predictive influence on students' decisions to choose a university.

Shanka et al. (2006), Beneke et al. (2010), and also Karl and Yousefi (2009), in their different studies, also found that the location of the institution as well as opinions of other people such as parents, friends, teachers, and others had a significant moderating influence on how students choose universities to study at. Mubaira and Fatoki (2012) in their study found that access to learning facilities such as information communication technologies (ICT), cultural diversity, international partnerships, institutional social life, admission requirements, flexible study modes, and campus attractiveness had a significant influence on how students make their decisions about which university to choose for studies. Moogan (2011), in his study, also cited the desire to get a degree as the main factor, while Kusumawati et al. (2010), in their study, found that marketing (especially the marketing mix) had a significant influence on how students choose universities to study at.

The study of Agrey and Lampadan (2014) on factors moderating students' decisions on choosing universities to study found that the following categories

of factors had a significant impact on the decision-making processes of students when choosing a university to study because of support systems that include both physical (bookshops and counseling offices) and non-physical (availability of scholarships, credit transferability, etc.), the learning environment which relates to the presence of modern learning facilities, institutional reputation, library, computer labs, affordable tuition fees, etc., job prospects of graduates leaving the university, strong student life programs such as health care, residential accommodation, and extra-curricular activities, friendly environment which relates to a safe campus and supportive staff.

Lucrative predictors of directing graduate students, either male or female ones or Thais or non-Thais, to enroll in the Human Sciences Program were the Program Characteristic involving preparation for a future career, offering various courses/modules for their choice, appropriate timeline, and lectures qualified with doctoral holders and with long-years of teaching experience on interactive learning. Institution Characteristics involved academic reputation well, known international atmospheres and business success, adequate amenities and facilities on campus, convenient accessibility from home, strategic location, convenient accessibility from the work office, easing to reach public transportation and amid business center and community lifestyles, available online learning, students with diversified backgrounds and experiences, Having linkages with local and international institutions, with business and industrial firms, an active and well-known alumni network, facilitating processes for in-bound and outbound exchange institutions and cross-study among local and international institutions. Finally, Student characteristics involved the influence of people and media, attitudes towards the program and institution, and interest in the subject.

Research Objectives

1. Determine which of the selected variables, namely Program Characteristics, Institution Characteristics, and Student Characteristics, predict the choice of Human Sciences Programs by the graduate students at Assumption University.
2. Identify the significant predictors from a set of selected variables (Program Characteristics, Institution Characteristics, and Student Characteristics) separately for male and female students that determine the choice of Human Science programs at Assumption University.
3. Identify the significant predictors from a set of selected variables (Program Characteristics, Institution Characteristics, and Student Characteristics) separately for Thai and Non-Thai students that

determine the choice of Human Science programs at Assumption University.

Literature Reviews

Program Characteristic

Program Characteristic involves preparing for a future career, offering various courses/modules of my choice, appropriate timeline, referring to teachers being doctoral holders and with prolonged teaching experience, and encouraging interactions and discussions. Yusof et al. (2008) found that the availability of the required program is "the very important attribute" for first-year university students in choosing a higher education institution. Ford et al. (1999) revealed that program issues such as the range of programs of study, the flexibility of degree programs, major change flexibility, and the range of degree options are the most important factors for students to choose higher education institutions. Ismail N. et al. (2007) indicated that students are satisfied with college choice based on their information satisfaction with academic recognition, according to Sevier (1998). Paulsen (1990) contended that students often chose potential future career opportunities. The University of Barcelona Spain (2020-2021) attracted applicants during semester 2/2020 through its programs and scholarships/Grants, Fellowships, doctoral degrees, postdoctoral degrees, and work offers.

Institution Characteristics

The Institution Characteristics involve Academic Reputation, which is referred to; as a) good academic reputation and well-known international atmospheres and business success; b) adequate amenities and facilities on campus, convenient accessibility from home, strategic location, convenient accessibility from the work office, c) easing to reach public transportation and amid business center and community lifestyles, available online learning, and d) students with diversified backgrounds and experiences contended Lay & Maguire, (1981); Keling, (2006); Keling (2007) and Yusof et al. (2008). According to Weiler (1996), institutional characteristics played a significant role in the final enrollment decision at a particular college. Institutional characteristics such as costs, social atmosphere, special academic programs, etc., begin to take on actual and specific qualities reported by Hossler et al. (1989) and Hossler et al. (1999). Strategic location, COVID-19 grant or health safety, bifurcation fee pays, building long-term trust and reputation maintain Cole Clark, Peter Fritz and Tiffany Fishman (2021).

Student Characteristics

Student Characteristic involves survey items developed to identify the

underlying dimensionalities of the psychosocial aspects of students. These items included statements that reflected student attitudes and behaviors regarding their college choice, including the influence of people and media, attitudes towards program and institution, and interest in the subject, said Harokopio, Rosemary. & Brown (2017). Relevant studies on motivation and human behavior (Pintrich and Schunk, 1996 (cited by Liu, 2010); Van Dinther et al., 2011) mainly explore how different types of motivation relate to students' learning, their achievements, their adjustment to a college environment (preparedness) and their performance – which is not the case in this paper. However, peoples' behavior and motivation are strongly associated with peoples' choices, needs, and goals – three factors that are interdependently related in a sort of "chain reaction," as Koontz and O'Donnell (1983, pp. 53-55) described them.

Choice of Human Sciences Programs between the male students and the female students

The male candidates maintained by Heather Kenny (2020) are attracted by highlighting relevant academic and/or professional background and skills, individuals showing evidence of commitment, emphasizing support resources, and excitement about learning and adding to their skills, not just getting a credential. Nevertheless, it is found that the Institution Characteristics embodied with a reputation of the university, equipped with amenities and facilities in its campuses, strategic location, furnishing with online learning, intercultural with diversely cultural students, and partnered with local and international institutions empirically yielding, by statistics, significantly attract applicants' enrolment in the Human Sciences programs. Regarding the program characteristics, the INOMICS Team (2021) maintains that the program should be a one-year program, advanced field research with fund support, and extensive related courses for elective choice so that candidates gain insights about research-related activities jobs within and outside of academia.

In the meantime, Sevier said that female participants decided to enroll in the Human Sciences program because of the Program Characteristics, Institution Characteristic, Interest in the Subject (1998). Female Students often make college choices based on existing future career opportunities for college graduates. Paulsen (1990) and Moogan (2011) found that the main factor was the desire to get a degree. However, Female students favored too Economics and Business, Humanities, Law, Sciences, Social and Behavioral Sciences, Medicine, Psychology, and Politics, as declared University of Amsterdam (2021). But Heather Kenny (2020) said female students were attracted by supporting resources, excitement about learning, and adding to their skills.

Interest in the Subject

Interest in the Subject refers to feelings and expectations on the subject one has learned and is encouraged to acquire more knowledge. Mustafa & Serra (2014) found that "Area of Interest" was the most important criterion for choice, and they made their own decisions and were not affected by third parties such as family and friends. However, when dimensions for program preferences were analyzed, it was found that "Area of Interest" was a more important criterion for Law and Linguistics students. Yet, surveys conducted by Katie Hale from 1-31 January 2021 revealed that business and management, economics, global factors, subjects allied to medicine (physical and mental health –psychological counseling), education and teaching, social sciences, engineering and technology, law, computing, creative arts and design and biological and sport sciences are selected by postgrad candidates.

Attitude towards the Program and Institution

It referred to personal attitudes and belief that it was the right decision to study in the program, the institution has a good academic reputation, the intention to recommend others to study in this institution, and the program met personal expectations. Mpinganjira (2009) found that students were usually influenced by their beliefs, perceptions, and aspirations, such as the need to broaden personal experience, learn about new cultures, and better living. According to Engelke (2008), most international students choose universities that are committed to satisfying and addressing their needs and expectations

Influence of People and Media

People and Media contain Reference friend's recommendations, member of family recommendations, impersonal static media like brochures/ flyers, interactive media like websites with full advertisement or columns in impersonal static media with sufficient information about the program, and acceptable program fees, possible installment pay. Chapman, R. G. (1993), showed three specific ways in which significant persons can influence a student's college choice: (a) personal comments, (b) direct advice, and (c) where a close friend or family member and parents may have attended college themselves.

International Student's Decision to Study

Non-Thai students are international students who enrolled in a Master's and Doctoral Degree program at Assumption University since they were ready to pay a higher rate than the local students. According to EduPASS (2013), an online resource site provides relevant financial aid information from international organizations, private sponsors, or the host Government or the University. Push and pull factor, particularly among female students; their

parents usually push their children to study abroad if affordable. On the other hand, the pull factors that encourage international students to pursue higher education abroad (Maringe, 2006; Mazzarol & Soutar, 2002; Maringe & Carter, 2007; Pimpa, 2003) include language commonality and the opportunity to enhance their second language; the higher education institution's reputation for quality; teaching personnel's credential, qualification, and reputation; availability of courses and programs; and the institution's effective recruitment and marketing campaigns. According to Engelke (2008), most international students choose universities that are committed to satisfying and addressing their needs and expectations. Chen and Zimitat (2006) thus conclude that for many Asian international students, the main motivations were job prospects, understanding of the Western culture, and enhancing their English skills and proficiency. According to Mazzarol and Soutar (2006), word-of-mouth recommendations and referrals are strong factors that can influence students' decision-making processes. Still, strategic location, COVID-19 grant or health safety, a bifurcation fee pays, focus on building long-term trust and reputation with current and prospective students maintain Cole Clark, Peter Fritz and Tiffany Fishman (2021). Regarding the program characteristics, the INOMICS Team (2021) maintains that the program should be a one-year program, advanced field research with fund support, and extensive related courses for elective choice so that candidates gain insights about research-related activities jobs within and outside of academia. Rahul Jain (2019/2021) contends that the People and Media involve knowing the target audience, knowing the right social channels for promotion, using more videos than static posts, making sure messaging conveys a welcoming environment to international students. Appropriate language of communication and different time zones when posting content, being attentive to message language too, using direct and simple messaging, avoiding being unclear and ambiguous, focusing on creating need-based content, using paid advertising to optimize your campaign and improving the search rankings using SEO tools.

Thai Students' Decision to Study

Thai Students refer to native Thai people who enrolled in a Master's or Doctoral Degree Program at Assumption University. There have been previous studies of factors influencing Thai students' selection university programs, Pummaree Obmalee (2001) found that (1) institution and aspiration, (2) personal reason, (3) people and the media, (4) concentration, and (5) the expenses attracted the Thai students to universities whereas Sangsuk (2004) founded that (1) the self-development based on environment (2) the job development (3) the institution exceptions (4) life progression and (5) the continuing education need. Pichet Tawpim (2007) found that (1) the self-

development, (2) the socio-economic factor, (3) the institution exceptions, (4) job development, and (5) stakeholders' expectations attracted Thai students to universities, whereas Nantida Chorm-ngam (2008) founded that (1) the personal factor (2) the socio-economic factor and (3) the five-year Bachelor of Education programs factor. Chatchai Inthasang et al. (2009) found that (1) the institution exceptions, (2) the course syllabus, (3) the expenses, (4) social and economic factors, and (5) occupation attracted the Thai students to universities, whereas Witawat Yanyongrit (2009) founded (1) the self-development based on environment (2) the development of working institute (3) the institution exceptions (4) the growth needs and (5) the continuing education. But K. Ann Renninger (2021) identified each of which reflects different amounts of knowledge, value, and feelings embracing situational interest, individual interest (sometimes referred to as topic interest), and well-developed individual interest.

2.9. Conceptual Framework

The study will focus on the Program Characteristics factors, Institution Characteristics factors, and Student Characteristics factors to predict the choice of a graduate program.

The Program Characteristics factors are focused on program relevancy, course design, and teacher quality with students' decisions to choose the program in which they are enrolled. The Institution Characteristics factors involve *academic reputation, campus environment, accessibilities and location, and collaborations & Connectivity* with students' decisions to choose the program in which they are enrolled. The Student Characteristics are focused on the influence of people and media, attitude towards the program and the institution, and interest in the subject with students' decisions to choose the program in which they are enrolled. The conceptual diagram is shown below.

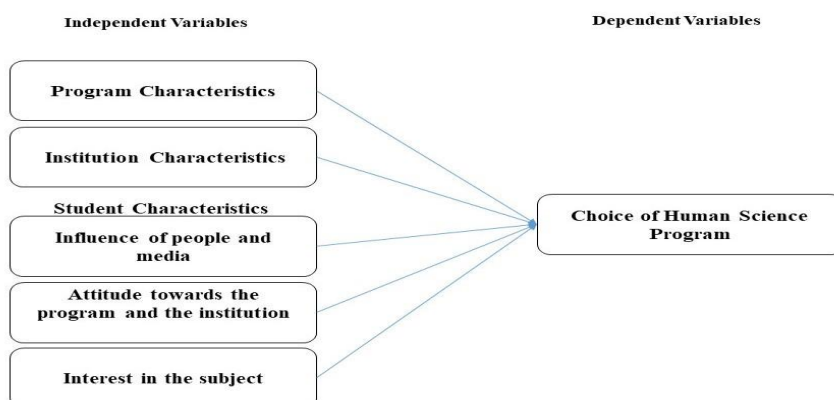


Figure 2: Conceptual Framework

Research Methodology

Research Instrument

The research instrument was an e-questionnaire modified by the researcher after exploring documents, research papers, articles, books, and texts. It included Part I: Personal data of the participants were in the form of a checklist and fill-up the blank containing school/faculty, gender, age, nationality, work occupation, monthly income, and sponsor. Part II: Variables affecting Graduate Students' Decision to Study at AU – They contained five major factors with 24 items. Student participants were measured using a five-point Likert-type scale ranging from (5) strongly agree, (4) agree, (3) neutral, (2) disagree, (1) strongly disagree, and were treated as interval data. Factors were (A): Program Characteristics - they contained six items (a1 – a6) referring to program relevancy, course design, and quality of teachers. (B): Institution Characteristics - they contained six items (b7 - b12) referring to academic reputation, accessibilities, location, collaboration, and connectivity. (C): Influence of People and Media Variable - they contained four items (c13 – c16) referring to reference friend's recommendation, member of family recommendation, impersonal static media like brochures/ flyers, interactive media like websites with full advertisement or columns in impersonal static media with sufficient information of the program, and acceptable program fees, possible installment pay, affordability, and reasonable fees compared to other universities. (D): Attitude towards Program and Institution Variable - They contained four items (c17–c20) referring to personal attitudes and beliefs that it is the right decision to study in the program, the institution has a good academic reputation, the intention to recommend others to study in this institution and the program is met personal expectation. (E): Interest in the Subject Variable - they contained four items (c21 – c 24) referring to feelings and expectations on the subject I have learned and encouraging me to acquire more knowledge. Part III: Additional suggestions (if any). Creswell (2008) contended that online survey instruments with email capabilities were inexpensive and easy to access. Thus, an e-survey was lucrative to conduct surveys.

Population

The target participants of this study were 400 graduate students at Assumption University enrolled in the academic year 2/2020 with a quota sampled from 701 populations of every program. The participants were based on the email addresses utilized by the university. The 400 participants were 100 Thais and 100 non-Thais from the Human Sciences program. 100 Thais and 100 non-Thais from the non-Human Science programs.

Validity and Reliability

Three experts checked the content validity. The criteria employed for retaining items are: (1). suppose Cronbach's alpha of a scale was lower than 0.7. In that case, any item with 'Corrected item-total Correlation' (1-T) < 0.33 would be discarded (as .332 represents approximately 10% of the variance of the total scale accounted for), and (2) The deletion of an item would not be lower than the scale's Cronbach's alpha (Hair, Black, Babin, & Anderson, 2010). The reliability of the program characteristics earned Cronbach's alpha = .87. The institution characteristics earned Cronbach's alpha = .87. The student characteristics earned Cronbach's alpha = .79. The interest in Subjects earned Cronbach's alpha = .92 and the psychological factors earned Cronbach's alpha = .90. 'Corrected item-total Correlation' (1-T) earned > 0.33. Therefore, the content validity and the reliability were justified for conducting an e-survey.

Findings

50% (N = 200) were students of Human Sciences program, 39% (N = 156) were students of Business and Advanced Technology programs, 9.5% (N = 38) were students of Management and Economics programs, and 1.5% (N = 6) were students of Sciences and Technology programs. 71% (N = 284) were female and 29% (N = 116) were male. 54.8% (N = 219) were 21-30 years old, 27.5% (N = 110) were 31-40 years old, 15.8% (N = 63) were 41- 50 years old, and 2% (N = 8) were older than 51 years old. 71% (N = 284) were Non-Thai nationality and 29% (N = 116) were Thais. 65.8% (N = 263) were employees, 26.3% (N= 105) were non-employed, 8% (N = 32) were self-employed.33.8% (N = 135) earned 25,001–35,000 THB, 21.8% (N = 87) earned 15,000 THB and less than 15,000 THB, 19.8% (N = 79) earned 15,001–25,000 THB, 8.8% (N = 35) earned 35,001–40,000 THB and 16% (N = 64) earned 40,001 THB and above. 42% (N = 168) were self-supporting, 40% (N = 161) were supported by parents and 17% (N = 71) were under scholarships.

Means and Standard Deviations for the Five Computed Subscales

Table 1: *Means and Standard Deviations for the Five Computed Variables (N=400)*

	Mean	Std. Error	SD
Program Characteristic	4.29	0.029	0.58
Institution Characteristic	4.15	0.03	0.67
Influence of People and Media	3.61	0.05	0.95
Attitude towards program and Institution	4.28	0.03	0.66
Interest in the Subject	4.44	0.032	0.64
Valid N (list wise)			

Table 1 showed that the Interest in the Subject earned the mean score of 4.44, followed by the Program Characteristic, earning the mean score of 4.29. The Attitude toward the Program and Institution earned the mean score of 4.28, followed by the Institution Characteristic, earning the mean score of 4.15, and the last one was the Influence of People and Media showed the lowest mean score of 3.60, respectively.

Correlations between the Predictor Variables

Table 2. *Correlations between all Variables of the Study (N = 400)*

	1	2	3	4	5
1. Program Characteristic					
2. Institution Characteristic	.76**				
3. Influence of People and Media	.63**	.73**			
4. Attitude towards program and Institution	.71**	.77**	.59**		
5. Interest of the Subject	.53**	.61**	.41**	.74**	

Note: ** $p < 0.001$

The Pearson correlation results indicated as a significant correlation between the Institution Characteristic with the Attitude towards the program and Institution ($r = .77, p < .001$). In contrast, there was a significant correlation between the Program Characteristics with the Institution Characteristics ($r = .76, p < .001$) and a significant correlation between the Attitude towards program and Institution with the Interest of the Subject ($r = .74, p < .001$).

Results of the Logistic Regression Analysis

Table 3. *Statistical Test Results of Hypothesis -1*

		β	S.E.	Wald	df	Sig.	Exp.(β)
Step	Program Characteristic	-1.47	0.37	15.42	1	0.000*	0.23
1a	Institution Characteristic	1.48	0.37	16.11	1	0.000*	4.39
	Influence of People and Media	-0.27	0.18	2.13	1	0.145	0.77
	Attitude towards program and Institution	0.19	0.34	0.33	1	0.567	1.21
	Interest in the Subject	0.99	0.29	11.56	1	0.001*	2.66
	Constant	-4.14	1.02	16.57	1	0.000	0.02

Results of Hypothesis-1Test

Hypothesis 1 assumes that the identified variables are significantly predicting the choice of Human Sciences programs at Assumption University. The research revealed that the Program Characteristics, the Institution Characteristics, and the Interest in the Subject was, by statistics, the highly significant predictors at 0.000, 0.000, and 0.001 levels, respectively, on students' decision to enroll in the Human Sciences programs at Assumption University. Therefore, the results of the study partially support the Hypothesis.

Table 4. *Statistical Test Results for Male Participants.*

		β	S.E.	Wald	df	Sig.	Exp.(β)
Step	Program						
1a	Characteristic	-2.75	1.02	7.32	1	0.007*	0.06
	Institution						
	Characteristic	2.63	0.94	7.74	1	0.005*	13.82
	Influence of People						
	and Media	-0.19	0.37	0.27	1	0.606	0.83
	Attitude towards						
	program and						
	Institution	0.14	0.79	0.03	1	0.861	1.15
	Interest in the						
	Subject	0.99	0.76	1.73	1	0.189	2.70
	Constant	-3.52	1.93	3.32	1	0.069	0.03

Table 5. *Statistical Test Results for Female Participants.*

		β	S.E.	Wald	df	Sig.	Exp.(β)
Step	Program						
1a	Characteristic	-1.10	0.41	8.45	1	0.004*	0.30
	Institution						
	Characteristic	1.20	0.42	7.10	1	0.005*	3.32
	Influence of People						
	and Media	-0.32	0.21	2.27	1	0.132	0.73
	Attitude towards						
	program and						
	Institution	0.21	0.38	0.32	1	0.573	1.24
	Interest in the						
	Subject	1.07	0.32	11.04	1	0.001*	2.92
	Constant	-4.42	1.22	13.19	1	0.000	0.01

Results of Hypothesis-2 Test

Hypothesis 2 assumed a low difference in the significant predictors of males and females on the decision to enroll in the Human Sciences program. In Table 4, the Institution Characteristics and the Program Characteristics were the moderately significant predictors at 0.005 and 0.007 levels, respectively, for the male participants deciding to enroll in the Human Sciences programs at Assumption University. At the same time, in Table 5, the Interest in the Subject, the Program Characteristics Institution Characteristics and were by statistics the highly and moderately significant predictors at 0.001; 0.004, and 0.005 levels, respectively for the female participants on their decision to enroll in the Human Sciences programs at Assumption University. The results of the study partially support the Hypothesis.

Table 6. *Statistical Test Results for the Thai Participants.*

		β	S.E.	Wald	df	Sig.	Exp.(β)
Step	Program						
1a	Characteristic	-1.12	0.83	1.82	1	0.177	0.33
	Institution						
	Characteristic	0.86	0.91	0.89	1	0.345	2.36
	Influence of People						
	and Media	0.27	0.38	0.51	1	0.476	1.31
	Attitude towards						
	program and						
	Institution	-0.73	0.72	1.03	1	0.309	0.48
	Interest in the Subject	3.15	0.83	14.62	1	0.000*	23.41
	Constant	-11.38	2.70	17.77	1	0.000	0.00

Table 7. *Statistical Test Results for the Non-Thai Participants.*

		β	S.E.	Wald	df	Sig.	Exp.(β)
Step	Program						
1a	Characteristic	-1.31	0.44	8.74	1	0.003*	0.27
	Institution						
	Characteristic	1.57	0.42	14.11	1	0.000*	4.79
	Influence of People						
	and Media	-0.51	0.23	4.92	1	0.027*	0.60
	Attitude towards						
	program and						
	Institution	0.45	0.41	1.21	1	0.271	1.57
	Interest in the Subject	0.40	0.35	1.24	1	0.265	1.48
	Constant	-2.59	1.14	5.16	1	0.023	0.08

Results of Hypothesis-3 Test

Hypothesis 3 stated that there was a difference in the significant predictors of Thai and Non-Thai participants on the decision to enroll in the Human Sciences program. In Table 6, the Interest in the Subject was, by statistics, the only highly significant predictor at the 0.000 level for the Thai participants on their decision to enroll in the Human Science program. In the meantime, the Institution Characteristics, the Program Characteristics, and the Influence of People and Media were by statistics the highly, moderately, and lowly significant predictors at 0.000; 0.003, and 0.027 levels for the non-Thai participants on their decision to enroll in the Human Science program in Assumption University. Therefore, the study's results provide sufficient evidence to support the Hypothesis.

Discussions

The discussions on Hypothesis 1 (H.1): the identified variables are significant predictors of choosing Human Sciences programs at Assumption University. Hypothesis 2 (H.2): there is a low significant difference in the predictors between males and females on the decision to enroll in the Human Sciences program at Assumption University. Hypothesis 3 (H.3): There is a significant difference in predictors between Thai and Non-Thai participants on their decision to enroll in the Human Sciences program at Assumption University.

Hypothesis 1

The Program Characteristics, the Institution Characteristics, and the Interest in the Subject is, by statistics, highly significant predictors of students' decision to enroll in the Human Sciences programs at Assumption University consecutively. Yusof et al. (2008) also found that availability of the required program is "the very important attribute," and Ford et al. (1999) also found that program issues such as range of programs of study, flexibility, and range of degree options are the most important factors for students to attract enrollment. Ismail (2007) indicated that students are satisfied with the college to academic recognition (external influence). However, this study finds that the Program Characteristics tangibly prepare students for their future career with appropriate due time, an appropriate time for each course, active-based learning, qualified instructors including class interaction and discussions by instructors empirically yielded by statistics, significantly attract applicants' enrolment in the Human Sciences programs. Yet, the University of Barcelona Spain (2020-2021) attract applicants during the semester 2020/2021 through not only its programs but also Scholarships/Grants, Fellowships, doctoral degree, postdoctoral degree, and work offers. Institutional image and reputation have persuasively tremendous effects on college choice, which are powerful influences on prospectus students. College reputation is extremely

persuasive in the college search and selection process at 74.6%, say Lay & Maguire (1981), Keling (2006-2007). The existence of this relationship justifies that there is a positive relationship between college reputation and college choice decisions (Yusof et al. (2008). This study finds that the Institution Characteristics embodied with a reputation of the university, equipped with amenities and facilities in its campuses, strategic location, furnished with online learning, intercultural with diversely multicultural students, and partnered with local and international institutions by statistics, significantly attracts applicants' enrolment in the Human Sciences programs. Still, strategic location, COVID-19 grant or health safety, a trifurcation fee pays, focus on building long-term trust, credential and reputation attract applicants maintain Cole Clark, Peter Fritz and Tiffany Fishman (2021).

However, this study further finds that the Interest in the Subject offers well-rounded knowledge, explores the deepest core, and meets their expectations by statistics, significantly attracting applicants' enrolment in the Human Sciences program. Yet, Katie Hale (2021) finds that business and management, economics, global factors, paramedicine (physical and mental health –counseling psychology), education and teaching, social sciences, engineering and technology, law, computing, creative arts, design and biological and sport sciences attract the postgrad candidates.

Hypothesis 2

On male participants' decision to enroll in the Human Sciences program, this study discloses that the Institution Characteristic is a significant moderate predictor. In contrast, Program Characteristics is a low significant predictor. In the meantime, female participants decide to enroll in the Human Sciences program because of its Program Characteristics, Institution Characteristics, and particularly its Interest in the Subject of statistics.

The Institution Characteristics, maintained by Agrey and Lampadan (2014), provides support systems including both bookshops and counseling offices (physical) and availability of scholarships, credit transferability, etc. (non-physical), the learning environment which relates to the presence of modern learning facilities, institutional reputation, library, computer labs, affordable tuition fees, etc., job prospects after graduation, strong student life programs such as health care, residential accommodation, and extra-curricular activities, with a safe and friendly environment which relate to a safe campus and supportive staff. However, the male candidates maintain Heather Kenny (2020) are attracted by highlighting relevant academic and/or professional backgrounds and skills, commitment, support resources, and authentically learning zeal. Nevertheless, this study finds that the Institution Characteristics

embodied with university reputation and equipped with facilities in its campuses, strategic location, furnished with online learning, intercultural with diversely multicultural students, and partnered with local and international institutions empirically yielding, by statistics, significantly attract applicants' enrolment in the Human Sciences program. As for the program characteristics, the INOMICS Team (2021) maintains that the program should be a one-year program with advanced field-funded research and extensive related courses for elective choice so that candidates gain insights about research-related jobs inside and outside of academia.

In the meantime, female participants decide to enroll in the Human Sciences program because of its Program Characteristics, Institution characteristics, and Interest in the Subject. With the Program Characteristics, students say Sevier (1998), Paulsen (1990), and Moogan (2011) are often attracted to higher education because of the career opportunities, sense of society and degree certification, and university academic performances. However, Economics and Business, Humanities, Law, Sciences, Social and Behavioral Sciences, Medicine, Psychology, and Politics also attract female participants maintaining the University of Amsterdam (2021). The institution's characteristics play a significant role in a college's final enrollment decision (Weiler, 1996). Instead of idealized qualities of institutional characteristics such as costs, social atmosphere, special academic programs, etc., begin to take actual and specific accounts (Hossler et al., 1989; Hossler et al., 1999). However, this study finds that male and female candidates embrace the same Institution Characteristics. Heather Kenny (2020) contends female students are attracted by relevant academic and/or professional backgrounds and skills, commitment, supporting resources, and learning zeal added to their skills cultivation.

Regarding the Interest in the Subject, there are perceptions associated with higher quality education abroad, the need to achieve worldwide recognition and higher credentials and status associated with studying in progressive countries, says Mpinganjira (2009). Further, Engelke (2008) states that most international students choose universities committed to satisfying and addressing their needs and expectations. However, this study finds that the Interest in the Subject offering favored subjects in the program, acquiring completed knowledge in the subject, exploring more in the subject they learn, and learning subjects meeting their expectations by statistics significantly attract applicants' enrolment in the Human Sciences program. Interest in the Subject can be, contended by K. Ann Renninger (2021), each of which reflects different amounts of knowledge, value, and feelings embracing situational

interest, individual interest (sometimes referred to as topic interest), and well-developed individual interest.

Hypothesis- 3

The Interest in the Subject is statistics, a highly significant predictor of the Thai participants' decision to enroll in the Human Sciences program. In contrast, the Institution Characteristics and Program Characteristics are statistically significant predictors of the Non-Thai participants' decision to enroll in the Human Sciences program. Still, the Influence of People and Media is a significant moderate predictor of their decision by statistics.

For the Thai candidates, only the Interest in the Subject is statistics, a highly significant predictor of their decision to enroll in the Human Science program. Chatchai Inthasang et al. (2009) find that what attracts them are the institution recognition, the course syllabus, the expenses, social and economic factors, and occupation. In the meantime, Witawat Yanyongrit (2009) finds that the self-development-based environment, the development of the working institute, the institution recognition, the growth needs, and the continuing education. However, this study finds that favorite subjects in the program, acquiring deeper knowledge in the subject, exploring more in the subject they learn, and learning subjects meeting their expectation scores by statistics significantly attract applicants' enrolment in the Human Sciences program. Interest in the Subject can be, contended by K. Ann Renninger (2021), each of which reflects different amounts of knowledge, value, and feelings embracing situational interest, individual interest (sometimes referred to as topic interest), and well-developed individual interest.

For the non-Thai candidates, the Institution Characteristics and Program Characteristics are statistically high significant predictors to enroll in the Human Sciences program, while the Influence of People and Media is, by statistics, a significant moderate predictor of their decision. The Institution Characteristics are the pull factors encouraging them to pursue higher education abroad (Maringe, 2006; Mazzarol & Soutar, 2002; Maringe & Carter, 2007; Pimpa, 2003), including the geographic propinquity of the host nation like the CLMV countries to Thailand, opportunity to enhance second language, the institutional quality reputation, teaching gurus, and trendy course availability. However, this study here finds that the Institution Characteristics embodied with the university's reputation, equipped with full academic facilities on its campuses, strategic location, furnished with online learning, intercultural with diversely multicultural students, and partnered

with local and international institutions significantly attract, by statistics, applicants' enrolment in the Human Sciences program. Still, strategic location, COVID-19 grant or health safety, a bifurcation fee pays, focus on building long-term trust and reputation with current and prospective students also attract applicants maintain Cole Clark, Peter Fritz and Tiffany Fishman (2021).

As for the non-Thai candidates (Taiwanese students), the Program Characteristics attract them to enroll in the Human Sciences program, and their decision to acquire higher education degrees in Australia is influenced by their perceptions and beliefs, while those who attend American schools are influenced by their peers and family members (Chen & Zimitat, 2006). Chen and Zimitat thus conclude that for many Asian international students, the main motivations for choosing a college in the United States and Australia are related to improved job prospects, understanding of the Western culture, and enhancing their English skills and proficiency. However, this study finds that the Program Characteristics tangibly prepare students for their future career with appropriate time for graduation, an appropriate period for each course, active-based learning, qualified instructors including class interaction and discussions by instructors empirically yielded, by statistics, significantly attract foreign applicants' enrolment in the Human Sciences program. Regarding the program characteristics, the INOMICS Team (2021) maintains that the program should be a one-year program, advanced field-funded research, and extensive related elective courses to gain insights about the research-related jobs inside and outside academia.

The finding reveals that the Non-Thai candidates decide to enroll in the Human Sciences program because of the People and Media. Chapman, R. G. (1993), convince thus in three specific ways, i.e. (a) personal comments, (b) direct advice, and (c) where close friends or a family member are alumni. However, this study finds that the People and Media embrace introduction by peers, family, information from social media, and reasonable program fees. Still, Rahul Jain (2019/2021) contends that the People and Media involve knowing the target audience, knowing the right social channels for promotion, using more videos than static posts, making sure messaging conveys a welcoming environment to international students. The appropriate language of communication and different time zones when posting content, being attentive to message language, using direct and simple messaging, avoiding ambiguous message, creating need-based content, optimizing campaign and improving the search rankings through SEO tools (Search Engine Optimization).

Recommendations for Policy and Practices

Since the Assumption University of Thailand envisions itself as an international community of scholars, enlivened by Christian inspiration, engaged in the pursuit of Truth and Knowledge, serving human society, especially through the creative use of interdisciplinary approaches and cyber technology; it needs the policy to adapt itself to meet the new trend and long-term trust among existing students, candidates and societies. Assumption University is imperative to win candidates ever better than in the past by implanting the module of "*Scientia et imaginatio potentia est* (knowledge and imagination are powers)." As for practices, Assumption University should brainstorm academic and backup personnel to revise and impose the program characteristics, the institution characteristics, the influences of people and media, and interest in the subject to gain short- long term trust and credentials among existing students and prospectus candidates.

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