















SI3				.675
SI1				.570
<b>KMO coefficient</b>		0.918		
<b>Bartlett's test</b>	<b>Chi-Square</b>	3733.951		
	<b>Df</b>	190		
	<b>Sig.</b>	.000		
	<b>Change</b>	<b>Eigen value</b>	<b>Extracted Variance</b>	<b>Cronbach's Alpha</b>
X1	8	8.235	41.173	0.891
X2	5	2.680	54.571	0.888
X3	4	1.611	62.629	0.887
X4	3	1.038	67.816	0.818

Source: Author's compilation

First, all Factor Loading factors were above 0.5, which ensured convergence and discriminant validity of the data when EFA was conducted. Next, the coefficient KMO was 0.964 ( $0.5 < \text{KMO} < 1$ ), which was appropriate for the actual data. In Table 5, we saw Bartlett's test at Sig level of 0.000, which was well below 0.05, which showed that the observed variables had a linear correlation with the representative factor. Next, Eigenvalues were all greater than 1, showing that they were all significant and retained. The total variance extracted was 67.816%, which exceeded 50%, proving that the four factors extracted could explain the 67.816% of the variability of the data of 20 participating observed variables and EFA. Analyzing the results of Cronbach's Alpha test, the components of all the scales were satisfactory with

Cronbach's Alpha in the range of 0.818 to 0.891, which meant the scale was at a good level.

### 4.3 Factors Affecting Students' Decision to Choose a University

Multivariable linear regression model analysis to identify important factors affecting the satisfaction and certainty of university choice of VNU University of Education students was used. Then, the normalization coefficient in the regression model to determine the proportion of each factor's contribution to the satisfaction level of students' college choice was used. The detailed results of regression model analysis and the results of calculating the importance of each factor in the model in turn were presented in Table 6 as follows.

Table 6. Summary of results of the regression model

Independent variables	Unnormalized regression coefficient (B)	Value t	Statistical significance level (Sig.)	VIF	Normalized Regression (Beta)	Absolute Value of Beta	Contribution of variables (%)	The importance of variables
(Constant)	2.17E-15		0.896					
X1	0.491	6.375***	0.000	2.219	0.370	0.370	40.5	1
X2	0.252	4.469***	0.000	1.737	0.230	0.230	25.2	2
X3	0.127	3.587***	0.000	1.135	0.149	0.149	16.3	4
X4	0.174	2.997**	0.003	1.968	0.164	0.164	18.0	3
<b>Total</b>						<b>0.913</b>	<b>100.0</b>	
<b>Dependent variable: DEC - University choice decision</b>								
Observation sample capacity			316					
F coefficient $R^2$			86.742***					
Corrected coefficient $R^2$			0.527					
Durbin Watson			0.521					
			1.826					
Note: *** $p < 0.01$ ; ** $p < 0.05$ ; * $p < 0.1$								

Source: Author's compilation

The results were shown in Table 6 with Sig level of the F test under 0.01. This indicated that in the regression model, there was always a 99% confidence level. The level of statistical significance (Sig.) showed that except for the variable X4 "Information - promotion"  $< 0.05$ , all factors from X1 to X3 had an influence on students'

decision to choose a university with 95% of confidence.

Analysis of the correction coefficient reached the value of 0.521. 52.1% of the changes in the student's decision to choose a university were directly explained by the independent variables in the model and the model was consistent with the data. VIF coefficients (variance magnification



factor) were all  $< 10$ , meaning that the regression model did not have multicollinearity. Durbin Watson coefficient  $1 < d = 1.826 < 3$ , so the regression model did not have autocorrelation.

The normalized regression coefficient illustrated the influence of the independent variables in a percentage. The results indicated that variable X1 had the strongest impact (40.5%), followed by X2 (25.2%), X4 (18.0%), X3 (16.3%) respectively. As expected of the research hypothesis, the groups of factors affecting students'

decision to choose a university in the level of influence were school quality, reputation – employment, information-promotion, and advisory opinion.

#### 4.4 Satisfaction Level of Selected Students

Questionnaire to explore the satisfaction level of the students about their choice of university was used to collect the needed information. The findings were presented in Table 7 as follows:

Table 7. Satisfaction with university choice of students

Location	Rate of satisfaction rating with the choice in Current university by level (%)					Average	Satisfaction level
	1	2	3	4	5		
Inside Hanoi	1.7	2.6	28.4	42.2	25.0	3.86	Satisfied
Outside Hanoi	1.5	4.0	16.0	42.5	36.0	4.08	
<b>Total</b>	<b>1.6</b>	<b>3.5</b>	<b>20.5</b>	<b>42.3</b>	<b>31.9</b>	<b>4.0</b>	

Source: Author's compilation

Table 7 showed that 31.9% of the respondents felt very satisfied with their decision to choose university, 42.3% of the students were satisfied, 20.5% had neutral feelings towards their university choice, 3.5% were not satisfied and only 1.6 % were totally unsatisfied. In short, the majority of the surveyed students were satisfied with their choice of university.

#### 4.5 Discussion

The study of factors affecting the decision to choose to study at the University of Education, VNU, Hanoi was of great importance to create a basis for the University's policy-making in the future. Although the study still had some limitations due to the small sample size, the research subjects were only first-year students, but the research has built a theoretical model for exploring the factors affecting students' choice of a university (which is University of Education, VNU in this research). The study identified four factors affecting the decision to choose a university including quality of the university, reputation - employment, information - promotion and consulting. The analysis results showed that students were satisfied (4.0 /5.0 points) with their decision to choose the university. More importantly, their decision to choose the university depended largely on its comprehensive quality. This was also consistent with the research results of Tran Van Qui & Cao Hao Thi in [25], and the research of Nguyen Thi Minh Huong in [19]. The quality of the school was reflected in many different aspects, but it was always the first factor

that the students considered when choosing a university because they thought this would affect the quality of their output.

Reputation and future job opportunities were also attractive factors for students to make university choices, which was also confirmed in the study of Burn in [4], and Tran Van Qui & Cao Hao Thi in [25]. The purpose of learners was to look for good job opportunities in the future. The school's reputation as well as the high employment rate of graduates were the patronage of learners' goals. The results of this study were similar to those of the aforementioned studies.

Although the information – promotion factor did not have as great an impact as the above two factors, they still had a positive relationship with the students' decision to choose the University of Education, VNU. This study did not contradict the research results of Quy, K. V., Linh, L. T, M in [21] and Ming, J. S. K. in [16].

Consultation helped students better understand the university, the field of study and other necessary information necessary for them. This was also a factor that has been determined to have a positive impact on the decision to choose a university, which was similar to the research in [5], [25].

Although the world has overcome the shock of the COVID-19 pandemic, in order for universities to return to normal operations, it is necessary to keep pace with the general recovery of society.

The findings of the research have shown that the strategy to promote school quality to attract learners is of great significance. For the social

community, the research has provided a lot of valuable information on the university selection criteria in general, and the University of Education in particular, helping students to choose suitable universities and improve their satisfaction of the institution they have chosen. Although the influences of surrounding factors are not large, the people around them can still act as a reliable reference.

## 5 Conclusion

Based on the results of the study, the author would like to emphasize the significance of the research for universities, especially for the University of Education. To be more specific, the research findings can provide a reliable reference for universities to plan and make better activities to attract students. The following are some recommendations from the authors.

Firstly, develop a plan to develop school quality in specific stages of short-term, medium-term and long-term visions in order to effectively implement the fundamental and comprehensive reform of education and training. Develop support policies, scholarship regimes and determine tuition fees appropriate to students' socio-economic conditions. Human resources development focuses on training high-quality staff and successfully realizing the educational and training development goals of the industry. Improve infrastructure and equipment to meet training needs. At the same time, diversifying forms of admission to attract learners to study and research.

Second, the university needs to continue focusing on creating opportunities for students to find jobs after graduation. In addition to ensuring the school's input, make sure that the graduates can find jobs in the industry in line with their majors. Graduates get jobs that not only create an effective output but also affirm the school's reputation to the society.

Third, developing a team of professional and sensitive admissions and career counselors as they play a very important role and directly affect the enrollment results. In addition, it is also necessary to regularly organize support counseling sessions at high schools according to thematic, career orientation topics and foster these skills for both teachers at the grassroots.

Fourth, focus on developing the school's website/page with a variety of information. Use a variety of methods on admissions and career counseling activities such as integrating school news into ads on YouTube, Facebook videos.

Encouraging students to like and share articles on the school's page is advised. Promote field trips for students to experience on campus disciplines and promote international student exchange.

Within the limitations of this study, this paper points out four factors influencing the decision to choose to study at the University of Education, VNU, with the particularity that the field of study does not have to be tuition free in Vietnam. However, the next research direction will be extended to different universities, and other factors such as financial factors (tuition fees), physical facilities or learning conditions.

### References:

- [1] Azzone, G., & Soncin, M. (2020). Factors driving university choice: a principal component analysis on Italian institutions. *Studies in Higher Education*, Vol.45, No.12, 2426-2438. <https://doi.org/10.1080/03075079.2019.1612354>, Published online: 11 May 2019.
- [2] Basha, N. K., Sweeney, J. C., & Soutar, G. N. (2016). International students' university preferences: how different are Malaysian and Chinese students? *International Journal of Educational Management*.
- [3] Briggs, S., & Wilson, A. (2007). Which university? A study of the influence of cost and information factors on Scottish undergraduate choice. *Journal of Higher Education Policy and Management*, Vol.29, No.1, 57-72.
- [4] Burns, M. J. (2006). *Factors influencing the college choice of African-American students admitted to the college of agriculture, food and natural resources*. Doctoral dissertation, University of Missouri – Columbia.
- [5] Cabrera, A. F., & La Nasa, S. M. (2000). Understanding the college-choice process. *New directions for institutional research*, Vol.2000, No.107, 5-22.
- [6] Chapman, D. W. (1981). A model of student college choice. *The Journal of Higher Education*, Vol.52, No.5, 490-505.
- [7] Cooper, D. R., Schindler, P. S., & Sun, J. (2013). *Business research methods*, The Twelfth Edition, New York: Mcgraw-hill.
- [8] Dinh Phi Ho. (2011). *Quantitative research methods and practical studies in development economics – agriculture*. Oriental Publishing House.
- [9] Do Thi Hoai Van. (2019). Research on some factors affecting the choice of schools of students at Van Hien University, *Education Journal*, Vol.7, 313-315.
- [10] Garwe, E. C. (2016). Increase in the demand for private higher education: unmasking the "paradox". *International Journal of Educational Management*.

- [11] Gatfield, T., & Chen, C. H. (2006). Measuring student choice criteria using the theory of planned behavior: The case of Taiwan, Australia, UK, and USA. *Journal of Marketing for Higher Education*. Vol.16, No.1, 77-95.
- [12] Ghansah, B., Benuwa, B. B., Ansah, E. K., Ghansah, N. E., Magama, C., & Ocquaye, E. N. N. (2016). Factors that Influence Students' Decision to Choose a Particular University: A Conjoint Analysis. *International Journal of Engineering Research in Africa*, Vol. 27, 147-157.
- [13] Hossler, D., Braxton, J., & Coopersmith, G. (1989). Understanding student college choice. *Higher education: Handbook of theory and research*, Vol.5, 231-288.
- [14] Kusumawati, A., Yanamandram, K.V. and Perera, N. (2010). "University marketing and consumer behavior concerns: the shifting preference of university selection criteria in Indonesia". In *the 18th Biennial Conference of Asian Studies Association of Australia, Adelaide, South Australia*, 1-16.
- [15] Maringe, F. (2006). University and course choice: Implications for positioning, recruitment and marketing. *International journal of educational management*.
- [16] Ming, J. S. K. (2010). Institutional factors influencing students' college choice decision in Malaysia: A conceptual framework. *International Journal of Business and Social Science*, Vol.1, No.3, 53-58.
- [17] Nguyen Phuong Toan. (2011). *Survey on factors affecting school choice of 12th grade high school students in Tien Giang province*. Master thesis, Institute of Education Quality Assurance - Hanoi National University.
- [18] Nguyen Thi Kim Chi. (2018). "*Study on factors affecting the decision to choose a university of high school students - The case of Hanoi*". PhD thesis in economics, University of Economics Citizen.
- [19] Nguyen Thi Minh Huong. (2021). Factors affecting the decision to choose a university of high school students in Quang Ngai province. *Version B of the Vietnam Science and Technology Journal*. Vol.63, No.4, [https://doi.org/10.31276/VJST.63\(4\).01-07](https://doi.org/10.31276/VJST.63(4).01-07)
- [20] Nguyen Thi Thu Trang. (2017). Student unemployment after graduation – Causes and solutions. *Industry and Trade Journal*.
- [21] Quy, K. V., Linh, L. T, M. (2020). Factors affecting the decision to choose a university of high school students in Vietnam: Survey evidence 2020. *Phenikaa University, Vietnam*.
- [22] Dan. (2019). *Many students make mistakes in choosing a career*, *VnExpress International*, July 11. Available: <https://vnexpress.net/nhieu-sinh-vien-mac-sai-lam-trong-cach-chon-hear-3950376.html>.
- [23] Prime Minister. (2014). *Decision No. 26/2014/QĐ-TTg promulgating the Regulation on organization and operation of the National University and its member higher education institutions*, March 26. Available: <https://thuvienphapluat.vn/van-ban/Giao-duc/Quy-dinh-26-2014-QĐ-TTg-to-chuc-hoat-dong-Dai-hoc-quoc-gia-co-so-delivery-duc-thanh-vien-224656.aspx>.
- [24] Prime Minister. (2019). *Decree No. 99/2019/ND-CP of the Government detailing and guiding the implementation of a number of articles of the Law amending and supplementing a number of articles of the Law on Higher Education*. December 30. Available: <https://thuvienphapluat.vn/van-ban/Giao-duc/Quy-dinh-26-2014-QĐ-TTg-to-chuc-hoat-dong-Dai-hoc-quoc-gia-co-so-giao-duc-thanh-vien-224656.aspx>
- [25] Tran Van Qui & Cao Hao Thi. (2009). Factors affecting the decision to choose a university of high school students. *Journal of Science and Technology Development*, Vol.12, No.15, 87–102.
- [26] Vo Hai. (2019). *25% of students have not had a job or have to change careers*, *VnExpress International*, April 21. Available: <https://vnexpress.net/25-sinh-vien-chua-co-viec-lam-hoac-phai-doi-nghe-3912597.html>.
- [27] Wilkins, S., Stephens Balakrishnan, M., & Huisman, J. (2012). Student satisfaction and student perceptions of quality at international branch campuses in the United Arab Emirates, *Journal of Higher Education Policy and Management*, Vol.34, Issue.5, <https://doi.org/10.1080/1360080X.2012.716003>, 543-556.

#### Creative Commons Attribution License 4.0 (Attribution 4.0 International, CC BY 4.0)

This article is published under the terms of the Creative Commons Attribution License 4.0

[https://creativecommons.org/licenses/by/4.0/deed.en\\_US](https://creativecommons.org/licenses/by/4.0/deed.en_US)