

Determination of Factors Affecting the Study Decision of Students at University of Education, Vietnam National University Hanoi

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Abstract: - This research aims to determine and evaluate factors influencing the choice of university of students at University of Education, Vietnam National University, Hanoi (UEd, VNU). In this study, the author used exploratory factor analysis and linear regression methods with survey data of 316 freshmen who are currently studying at the UEd, VNU. The results indicated four important factors affecting students' decision to choose a university, which are 1) quality factor; 2) brand/employment factor; 3) information-promotion factor; 4) consultation factor. The findings of the research provided reference for UEd, VNU to develop appropriate enrollment plans and strategies and improve its effectiveness in the coming time.

Key-words: - Student, high school, admissions, decide to choose a university, university selection model, VNU-University of Education.

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1 Introduction

In recent years, enrollment plays an important role for all universities because good enrollment strategies likely help universities select high-quality students with knowledge, skills and qualifications in line with the training goals of the university. Amid the orientation of socialization in education in Vietnam, many universities have been established, leading to greater competition for enrollment and admission of new students in [9]. According to the data of the Ministry of Education and Training, as of May 13, 2022, the total number of students registering for the high school graduation exam was 1,001,011. In detail, the number of candidates registering for the online exam was 934,186 (accounting for 93.32%); while the number of candidates registering for the direct exam was 66,827 (accounting for 6.68%). In addition, the total number of freelance candidates who were not in the lists of any high school was 58,797 (accounting for 5.87%). There were two groups of candidates: those who took the exam for high school graduation certification and those taking the exam for university admission, which respectively accounted for 3.81% (38,108 candidates) and 85.87% (859,531 candidates) in [22].

The authors in [1] strongly agreed that from an institutional management viewpoint, any difference between expectations and reality, one example of which was the management of

institutions, could possibly lead to students' loss of interest or higher dropout rates. For example, more and more graduates are now working in fields that are not in line with their majors in university [22], [26], or even facing unemployment. Besides, there are more high-school students taking up jobs which do not require university degrees. It is not unusual that a lot of graduates are now working as factory workers or doing jobs that do not require a university degree in [20]. As a result, students' intentions to enroll in a university after high school have changed, leading to the fact that several universities cannot enroll enough students. The question posed to both educators and parents now is to orient their students and children to choose the proper path in line with their capabilities; and if they want to attend university, which institution and major they should follow.

Higher education institutions around the world are experiencing greater autonomy, and Vietnam is not an exception. Hence, higher education institutions inevitably face more complicated challenges in [13]. In recent years, sufficient enrollment has become a common issue faced by most universities in Vietnam, especially under the Decree 99/2019/ND-CP (Prime Minister) on autonomy mechanisms in universities in [24]. In order to create favorable conditions for universities to implement and extend their autonomy, the Government has issued Decision No. 26/2014/QĐ-TTg, promulgating regulations on the organization and operation of VNU and its member institutions

in [23]. University of Education has been assigned to implement autonomy in a specific plan by VNU, in which autonomy of enrollment is one of the earliest to be implemented and currently showing positive results.

Since then, with the autonomy of enrollment, along with an open training model towards the connection and association in multi-disciplinary, multi-field, high-quality universities, more high school students have chosen to apply for University of Education as their place for study and research; and the number is increasing year by year. In education, determining the factors affecting the decision to choose a university is of great importance, which requires more efforts from the managers who are seeking long term effectiveness in the enrollment strategy of the institution. However, exploring factors affecting a student's choice of a higher education institution is a difficult and complex task in [3].

2 Theory Basis

2.1 Researching the Decision to Choose a University

The decision to choose a university is defined as a complex and multi-stage process in which an individual develops aspirations to continue attending college after high school, followed by the decision to choose a particular university, college or training program such as an advanced vocational institution in [13]. The decision to choose a university of high school students is also understood as the ability or intention to make the decision to choose a university. The decision to choose a university is made when a student intends to choose a certain university for enrollment in [19].

According to the author in [19], a student's decision to choose a university refers to the result after he has weighed all requirements, options and considered different sources of information. Before graduation, grade-12 students are often consulted by their schools, families and relatives in choosing schools and majors that are suitable for their academic abilities and career goals. After choosing a major of interest based on criteria such as personal capacity, benchmarks, social needs, employment possibilities and geographical locations, students determine the appropriate level of education and the institutions they would like to apply for according to their abilities and the enrollment criteria. Finally, they complete the registration procedures for the exam. In the study

of the scholar in [17], the concept of deciding to choose a university (or an academy) is the act of registering for the entrance exam and applying for a university after graduating from high school.

Studies by the authors in [2], [10], [1] identified variables that influence the decision-making process to enter higher education. However, the factors influencing students' choice of institution vary from country to country due to cultural differences. The authors in [14] stated that "there are many factors that students consider when choosing a university, but these factors have different levels of importance for each country". In addition, the decision-making process of students' university choice is also characterized by two factors of motivation and attraction in [15]. Motivational factors are expressed by the students' needs and desires, [11]. Attraction factors include external influences through language, reputation, scale, etc., in [27].

The scholars in [12] continued to point out that many studies have tried to find out the factors affecting students in the decision to choose a university to study and these studies are mainly based on the theoretical model of customer choice behavior. This is like a customer's behavior in terms of the process of identifying needs, finding information, evaluating options, choosing and, finally, evaluating the product in [20].

2.2 Theory of Research Model

In the context of competitive admissions among universities, the factor of choosing a university is one of the topics of interest to all universities. In the world and in Vietnam, there have been many studies on the decision to choose a university, which helps the enrollment and admissions team in higher education institutions to develop an effective plan to attract students.

Research results on institutional factors affecting students' decision to choose a university in Malaysia by the author in [16] emphasized and clarified a group of external factors in Chapman's model (in 1981). Student's decisions are influenced by "universal fixed features" such as geographical location, education program, academic reputation, infrastructure, tuition fees, financial support, and job opportunities. "Student engagement efforts" include promotion, enrollment representative, exchange from high schools, and university campus. In the proposed model, the determinants of university decision by the authors in [2], [12] include: (1) individuals (students and personal attributes) (2) environment (public policy and

media influences), (3) school characteristics (e.g. quality), and (4) HEI (characteristics and actions).

The scholars in [4] found that it is the school's reputation, along with its highly qualified teaching staff, that influences students' decision to choose a school. In addition, the "ratio" of input and the school's benchmark are factors that affect the decision to choose a school. Adapted from Chapman's model, the scholars in [5] studied a three-stage model of university selection. To be more specific, Cabrera and La Nasa highlighted how students' future job expectations influence their college decisions in [5]. The author in [9] confirmed that in addition to the strong influence of parents, friends also greatly impact a student's decision to choose a school. Furthermore, besides parents, siblings and friends, those who work at the student's high school, such as his teachers, also have remarkable effects on his decision to choose a university.

Concerning the topic "Factors affecting the decision to choose a university of high school students" in Vietnam, the authors in [25] proposed a model with 7 factors including the factors of personal charges, university characteristics, factor about the individual students themselves, opportunities for further learning in the future, future employment opportunities, efforts to communicate with students, and gender-specific factors in [25]. Research by the scholars in [21] showed four important factors affecting the

decision to choose a university with decreasing magnitude, naming information and advertising factor, reputation and employment factor, student's own factors and tuition and facilities.

Synthesis of theories on customer choice behavior, research model of the authors in [16], [5], [18], [19] proposed a research model of five factors affecting the decision to choose a university which are suitable for the context of higher education in Vietnam, which are learning conditions, university's reputation, communication activities, students' own factors, and influential individuals. In general, there are many different factors that affect students' decision to choose a school for each country and region. However, to suit the purposes of this particular study, the authors have developed an experimental research model by selecting, adjusting and synthesizing from previous models.

3 Research Methods

3.1 Research Hypothesis

Based on the theoretical basis of the research models in the world and Vietnam, with consideration to the appropriate development and completion of the actual context in the country, the authors proposed 5 hypotheses about the factors affecting students' decision to choose a university, which are presented in Table 1 as follows:

Table 1. Hypotheses proposed in the study based on theories

Hypotheses	Contents	References
H1	Students tend to choose a university with highly appreciated characteristics that meet the needs of learners.	[4]; [16], [19]
H2	If the training program and admission score are in line with their abilities and interests, students tend to choose that university.	[4], [6], [12], [25]
H3	The decision to choose a university is formed based on the University's efforts to give and promote information to make a good impression on students.	[6], [16], [21]
H4	The tendency of students to choose a university is greatly influenced by the advice and orientation of those around them.	[6], [9], [25]
H5	A student's future job expectations have a great influence on the decision to choose a university.	[5], [25]

Source: Author's compilation

3.2 Research Model and Scale

On the basis of theoretical models and empirical research hypotheses, the author proposes a model to study the factors affecting the decision to choose a university that adheres to the sustainable

development goals. In the actual setting of the research which was carried out in the University of Education, the developed model consists of 5 factors (1) characteristics of the university, (2) characteristics of students themselves, (3) students'

ability to access to and the university's promotion of information, (4) advice from people around, and (5) opportunities for future careers. These factors are assessed using a scale representing students' level of satisfaction and certainty in their decision

to choose a university (Figure 1) with 27 observed variables. The factors that are found to be appropriate in the current educational context in Vietnam are as follows:

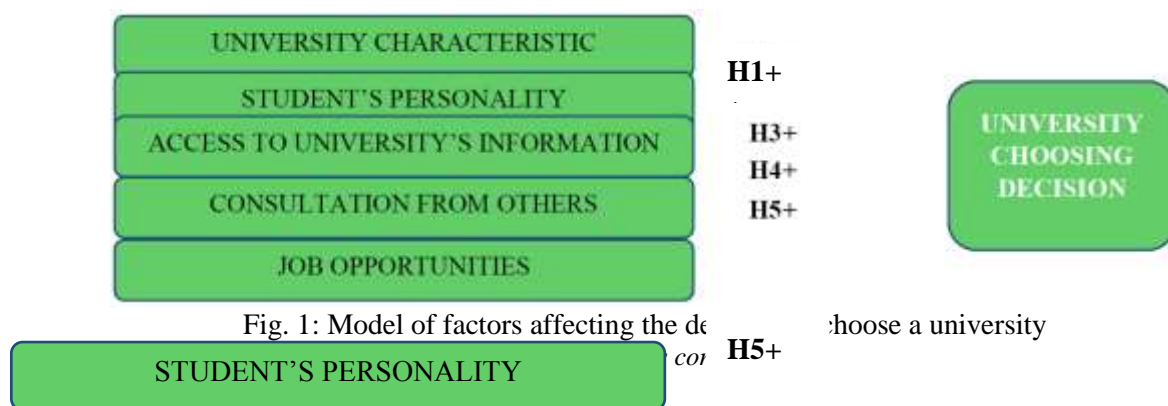


Fig. 1: Model of factors affecting the decision to choose a university

STUDENT'S PERSONALITY

The School characteristics (SC) factor included seven observed variables:

- (SC1) The school is located near the living area, convenient for commuting
- (SC2) Modern infrastructure and equipment to meet learning and research needs
- (SC3) Highly qualified and experienced teaching staff
- (SC4) Diversified, attractive and high-quality training courses, meeting the needs of high school students
- (SC5) Tuition fee that is suitable for students' family's economic condition
- (SC6) Scholarship and support policies for students
- (SC7) Prestige, an academic reputation, and a brand in Vietnam

Student's personal characteristics (ST) consist of four observed variables:

- (ST1) Admission criteria are suitable for student's ability, high chances of admission
- (ST2) The training program is in line with his/her interests and aspirations
- (ST3) The school has a graduate training program that is developed on the basis of the undergraduate level
- (ST4) Desire to become a teacher or a working officer in the Education industry

Factors of access to and promotion of the university's information (SI) involves three observed variables:

- (SI1) The school strives to providing complete and detailed information which are easily accessible through the media (school website, social network, internet)
- (SI2) The school organizes school tours for high school students and its exchange students

- (SI3) The school has good recruitment counseling and career guidance activities in different methods

Factors of advice from people around (AA) includes five observed variables:

- (AA1) Influenced by parents' opinions
- (AA2) Influenced by the advice of the principal teacher of the high school
- (AA3) Influenced by siblings who have been and are studying at the school
- (AA4) Influenced by/according to the advice of university officers who are in charge of admission and enrollment consultation
- (AA5) Influenced by friends, close friends in class/high school

Factor of future career opportunities (CO) consists of five observed variables:

- (CO1) The good opportunity to find a job after graduation
- (CO2) Hope to find a job with high income
- (CO3) Opportunity to find a job in the right industry/suitable with his/her training program
- (CO4) Being recruited into high positions in organizations, agencies and enterprises
- (CO5) Teaching profession which is admired by society

The level of satisfaction and certainty (SL) with the decision to choose a school includes three observed variables:

- (SL1) I am satisfied with the university I have chosen and am attending.
- (SL2) I would not change my mind if I had to choose a school again
- (SL3) I will recommend this school to a relative who is preparing to take the college entrance exam this year

3.3 Data Collection

The research team conducted a survey to gather data from May to June 2022. Online/online, random and convenient survey methods were used. A total of 316 students participated in the survey, including 116 students in Hanoi and 200 students outside of Hanoi (Figure 2). The survey questionnaire was divided into two main parts:

respondents' general information and the survey content. The study used a 5-point Likert scale to measure the perception of survey subjects: 1) Completely disagree, 2) Disagree, 3) Neutral, 4) Agree, and 5) Completely agree. The SPSS 2.5 software, as well as factor discovery analysis and regression analysis were used to characterize and analyze the data collected from the survey.

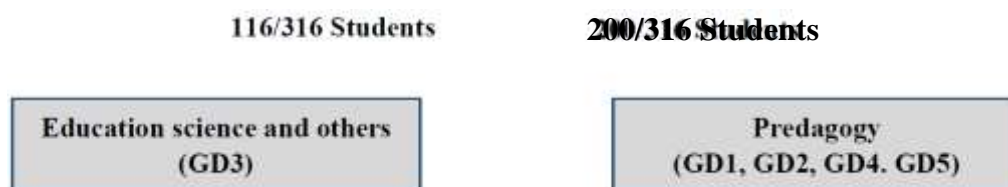


Fig. 2: Distribution of survey subjects
Source: Author's compilation

3.4 Factor Exploratory Analysis

The purpose of factor exploratory analysis was to identify the important and reliable variables to determine the factors for the later analysis, which is the regression one. According to Dinh Phi Ho in [8] factor exploratory analysis must consider and satisfy the following criteria:

- Evaluate the reliability of the scales (Cronbach's Alpha coefficient > 0.6)
- Reliability of observed variables (Factor loading > 0.5)
- Check the suitability of the model ($0.5 < KMO < 1$)

- Bartlett test on correlation of observed variables (Sig. < 0.05)
- Test of cumulative variance (Cumulative variance $> 50\%$)

3.5 Adjusting the Scale System

After removing 4 unsuitable observed variables, the research team performed factor analysis with 20 observed variables. The detailed variables and symbols were rearranged and presented in Table 2 as follows:

Table 2. Question system after the test

Explain factors (independent variable)		Code
Factor 1	School quality	X1
	Modern infrastructure and equipment to meet learning and research needs	SC2
	Highly qualified and experienced teaching staff	SC3
	Diversified, attractive and high-quality training disciplines; Meeting the needs of high school students	SC4
	The school has a tuition fee that is suitable for your family's economic condition	SC5
	The school has a very good scholarship and support policy for students to study	SC6
	The school has prestige, academic reputation, brand in Vietnam	SC7
	Admission standards are in line with ability, high chances of admission	ST1
	The school has a graduate training program that continues from the undergraduate level	ST3
Factor 2	Brand – Job	X2
	Good opportunity to find a job after graduation	CO1
	Hope to find a job with high income	CO2
	Opportunity to find a job in the right industry / occupation	CO3
	Being recruited into high employment positions in organizations, agencies and enterprises	CO4

Teaching profession is always respected by society		CO5
Factor 3	Consulting advice	X3
Influenced by the advice of the high school teacher		AA2
Influenced by brothers and sisters who have been and are studying at the school		AA3
Influenced by/according to the advice of university admission teachers		AA4
Influenced by friends, close friends in class/high school		AA5
Factor 4	Information – Marketing	X4
The school strives to provide complete and detailed information that is easily accessible through the media (school website, social network, internet).		SI1
The school organizes school tours for high school students and exchange students		SI2
The school has good recruitment counseling and career guidance activities, diverse in methods		SI3

Source: Author's compilation

3.6 Regression Analysis

Cooper and Schindler in [7] regression analysis and hypothesis testing were used to test and explain the causal theory. The factors and observed variables in the general regression model were adjusted after the factor discovery analysis. The model came in the following form below:

$$DEC = (X1, X2, X3, X4)$$

To be more specific, DEC was the dependent variable; X1, X2, X3, X4 were the independent variables.

The empirical model (linear regression) of the factors affecting the overall satisfaction had the following form:

$$DEC = \beta_0 + \beta_1X1 + \beta_2X2 + \beta_3X3 + \beta_4X4$$

To be more specific, the variables included in the regression analysis were determined by the scoring of the factors.

The variables in the linear regression model were explained in Table 3. There were five scales of independent factors (20 observed variables) and one scale of dependent factors (3 observed variables).

Table 3. Explanation of variables in the model

Name of factors	Code	The observed variables of the factors	Expectation sign
Deciding to choose a university	DEC	SL1, SL2, SL3	
School quality	X1	SC2, SC3, SC4, SC5, SC6, SC7, ST1, ST3	+
Brand – job	X2	CO1, CO2, CO3, CO4, CO5	+
Consulting opinion	X3	AA2, AA3, AA4, AA5	+
Information – promote	X4	SI1, SI2, SI3	+

Source: Author's compilation

4 Research Results

4.1 Survey Sample Characteristics

The research team used a stratified, random method to select the survey sample. The survey respondents were first-year students in the University of Education - Vietnam National University, Hanoi. The survey results showed that 83.55% of survey participants were female students, and 16.45%

were male students. The percentage of students choosing a school in grade 12 accounted for a major percentage of 52.22%. Most students studied in non-specialized schools, which accounted for 92.09% (n=291). Only 7.91% of students graduated from specialized schools (n=25). The details were shown in Table 4 below.

Table 4. Students' characteristics in the interview sample

Type	Inside Hanoi area		Outside Hanoi area		Total	
	Student	%	Student	%	Student	%
1. Gender						
Male	19	6.01	33	10.44	52	16.45
Femal	97	30.70	167	52.85	264	83.55
2. High school groups						
Gifted high school	9	2.85	16	5.06	25	7.91
Normal high school	107	33.86	184	58.23	291	92.09
3. Major in admission						
Group A	41	12.97	49	15.50	90	28.47
Group B	5	1.58	9	2.85	14	4.43
Group C	26	8.23	74	23.42	100	31.65
Group D	43	13.61	64	20.25	107	33.86
Talent major	1	0.32	4	1.27	5	1.59
4. Major that the student is studying						
Educational major GD1	35	11.08	49	15.51	84	26.59
Educational major GD2	5	1.58	35	11.08	40	12.66
Educational major GD3	67	21.20	53	16.76	120	37.96
Educational major GD4	4	1.27	43	13.61	47	14.88
Educational major GD5	5	1.58	20	6.33	25	7.91
5. Student belong to groups						
Full time	110	34.81	196	62.03	306	96.84
Part-time	6	1.90	4	1.26	10	3.16
6. When to start choosing a university						
Grade 10	4	1.27	24	7.59	28	8.86
Grade 11	11	3.48	17	5.38	28	8.86
Grade 12	67	21.20	98	31.02	165	52.22
After high school exam	34	10.76	61	19.30	95	30.06
Total	116	100	200	100	316	100

Source: Author's compilation

4.2 Exploratory Factor Analysis of Elements

The results of the EFA test for the scales were shown in the following table:

Table 5. Exploratory Factor Analysis (EFA) results of the components

Observed variables	Factor (elements)			
	1	2	3	4
SC5	.817			
SC3	.728			
SC6	.714			
SC2	.688			
SC4	.686			
ST1	.657			
SC7	.603			
ST3	.507			
CO4		.834		
CO3		.832		
CO2		.814		
CO5		.696		
CO1		.663		
AA4			.884	
AA5			.865	
AA2			.837	
AA3			.809	
SI2				.855

SI3				.675
SI1				.570
KMO coefficient		0.918		
Bartlett's test	Chi-Square	3733.951		
	Df	190		
	Sig.	.000		
	Change	Eigen value	Extracted Variance	Cronbach's Alpha
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
Total						0.913	100.0	
Dependent variable: DEC - University choice decision								
Observation sample capacity			316					
F			86.742***					
coefficient R^2			0.527					
Corrected coefficient R^2			0.521					
Durbin Watson			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	
Total	1.6	3.5	20.5	42.3	31.9	4.0	

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.

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