COMPARATIVE IMPORTANCE OF CHARACTERISTICS OF ASSUMPTION
UNIVERSITY IN THE PERCEPTION OF PUBLIC AND PRIVATE HIGH
SCHOOL STUDENTS FOR SELECTING A UNIVERSITY

By

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A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

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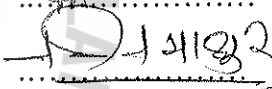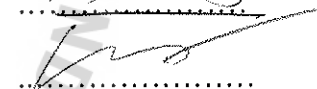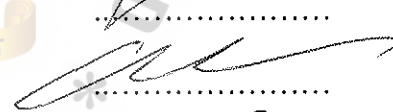
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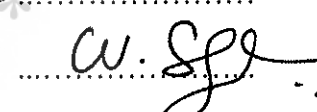
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A Thesis submitted in partial fulfillment
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Master of Business Administration

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TABLE OF CONTENTS

List of Tables

List of Figures

ABSTRACT

Due to expansion of the global competitive business environment, students today pay higher attention to International Higher Education in selecting a university.

This research is conducted on the basis of the question of "what is the relative importance of the Characteristics of Assumption University in influencing Public and Private High School Students to Select a University?" with the objective to rank the comparatively important factors in perception of Public and Private high school students on the Characteristics of Assumption University. Scope of this study is 382 high school students from target sources of 8 schools further divided into 188 public students and 194 private students.

With regard to the research hypothesis, there are four independent variables which are; type of school, Gender, Parent's income, and Parent's occupation, ten dependent variables which are; university image, medium of instruction being English, curriculum and instruction, effective teaching, cost, future career, convenient transportation, parental involvement and scholarships.

Therefore, 14 hypotheses are organized to test different perceptions of high school students and to rank the most significant and important characteristics for selecting Assumption university. The investigation is tested in order to achieve the objectives of the research.

The research testing is implemented by using an Independent T-Test and Chi-Square test. The major result of thesis is that there is no difference in the perception of Public and Private high school student on the importance of the characteristics of Assumption University, yet another result is that Future Career Path is the most significant factor in selecting a university.

ACKNOWLEDGEMENT

In my opinion , this is the most significant page in my thesis. That is because without the encouragement of the people around me who gave me motivation to complete my thesis, it would have been an impossible task for me.

Thanks to Assumption University , my educational institution at Bachelors as well as Masters level;. My love for you have made me complete this thesis to move on to the next stages of life.

I would very much like to thank my wonderful Advisor , Dr. Isamail Ali Siad who showed interested in my thesis and encourage me to start , I always appreciate to his motivation and recommendations. I am also thankful for the co-operation and recommendations from my thesis committee, Assoc. Prof. Dr.Navin Mathur , Chairman, Dr.Chittipa Ngamkroeckjoti and Dr.Tang Zhimin, Committee membesr.

I deeply appreciate and give a big thank you to my lovely family who always stay besides me in all situations.

This paragraph is contributed to my Boss, Mrs. Kitiya Nawawatanasub , who encouraged me to achieve my masters with her words " fly higher than what you dream of ".

Chapter 1

Generalities of the Study

1.1 Introduction of the study

Education is the most important factor for the development of human thought and the country. Therefore, many students are concerned with the selection of an educational institution, which is suitable to their field of interest. The characteristics attributed to an institution are important to convince students to feel good or bad with the educational institution.

Hayden, et al (2000) stated in their research that in the last few decades leading to the turn of the century, one characteristic associated with the developed world has been a growth in the numbers of multinational companies and international organizations which operate across locations in different countries, often in different continents, which employs professionals who have an expectation of being based in more than one such location during the course of their career. As the global mobility of such professionals and their families becomes increasingly common, more and more schools worldwide, often describing themselves as 'international schools', respond to the need to provide 'international education' and the development within their students of what has been described as 'worldmindedness' (Sampson & Smith, 1957) or an 'international attitude (Hayden & Thompson, 1995b).

The Ministry of University Affairs also accepts this point and stated that for Thailand to play a more active and dynamic role in the Asian-Pacific region and the World community, the Ministry of University Affairs has given prime importance and continuous support to the heighten the quality of instructors and programs. (http;//www. Inter.mua.go.th/info./index.htm dd.5/04/03)

All through the years, Thai higher education institutions have worked in close collaboration with many leading institutions around the world from Australia, Japan, Canada, Germany, United Kingdom and United States. With increased expertise and accumulated experiences, Thailand's international programs have attracted not only Thai students but also students from neighboring countries and those across the region. (http;//www. Inter.mua.go.th/info./index.htm dd.5/04/03)

Private Higher educational institutions

Since 1979, the Ministry of University Affairs has been the coordinating unit between the government and private tertiary institutions. The Office of the Permanent Secretary serves as a secretariat to the Private University Committee, which gives advice to the Ministry of University Affairs on relevant rules and regulations needed to ensure the standards and accreditation of private higher education institutions. The committee also considers granting approval to the programs of study offered by these institutions. (http://www.mua.go/bphe/u_data/central.htm dd. 5/04/03)

Table 1.1: Number of new enrollments classified by types of institution and levels of education in academic year 2001

Type of Institution	Education Level					
	Total	Lower than Bachelor	Bachelor's	Graduate Diploma	Master's	Ph.D.
(Grand Total)	423,669	14,008	369,710	1,680	36,728	1,543
1. (Public Institute)	339,628	14,008	289,395	1,680	33,013	1,532
1.1 (limited admission university	88,946	910	63,018	1,578	22,294	1,146
1.2 (open university)	244,793	13,098	221,786	40	9,546	323

1.3 (autonomous university)	5,889	-	4,591	62	1,173	63
2. *(private institute)	84,041	-	80,315	-	3,715	11
3. Public : Private	80:20	100:0	**78:22**	100:0	90:10	99:1
Source * Higher Education Development , Department of Private Higher Education						

Table 1.1, shows the number of students in higher levels of education, from below Bachelors students to the Ph.D. students in all Institutions in Thailand, in both Public or Private Schools. At the Bachelors level, the table presents the ratio of students who study in Public school and Private school, which is 78:22. From the ratio of 78:22 or nearly 4:1, Private Educational Institutions play a role of an alternative choice for students who whish to choose the field of their study.

Internationalization and Regionalization

With the rapid movement of globalization, international collaborative relationships among nations are highly valued. As a result, the Ministry of University Affair (MUA) has launched internationalization and regionalization projects to meet the expected demands. The underlying strategies are to promote international education programs and enact staff and student exchange programs with foreign institutions.

Additionally, the MUA, under this plan, hopes to connect closer to regional and international universities. The MUA also promotes additional links with other regions by means of Memorandums of Understandings, linkage programs and other specially designed projects. (http:/www.inter.mua.go.th/info/index.him, dd.7/04/03)

Privatization and Corporatization

Under the privatization and corporatization plan, the Ministry plans to promote the establishment of private universities and integrate corporate management strategies into the university administration. This policy furthermore is aimed to encourage the increased role

of the private sector in collaborating with higher educational institutions for improved quality of higher education provisions.

Each private institution has its own council, which is an administrative body responsible for the general functioning of the institution as well as organizing its internal administrative structure. (http:/www.inter.mua.go.th/info/index.him, dd.7/04/03)

However, although there are many private institutions to serve the increasing number of students, most students give high importance to the image of the university, especially, nowadays as , many public universities provide international programs to serve the demand of following the global business.

At present, both Thai public and private universities offer altogether 387 international programs using English as medium of instruction, both at undergraduate and graduate levels, i.e. , 128 undergraduate programs in 70 areas of studies in 26 universities; 190 master's degree programs with 112 areas of study in 26 universities; and doctoral degree programs with 32 areas of study in 12 universities. Foreign and Thai students can take courses for credits from such programs. The admission requirements vary depending on the nature of the program and university admission policies.

According to the Ministry of University Affairs data, there are a total of 28 Universities and Institutions that provide international programs. These programs can be divided into two categories, Public and Private sections.

There are 11 Public Universities and Institutions, which provide international programs as follows:

Table 1.2 : Number of bachelor degrees and number of certificates offered by Public

Universities	Established year	Number of bachelor degree	Number of certificate
Burapha universities	1990	4	
Chularlongkorn universities	1917	1	4
Kasetsart university	1943	1	2
KingMongkut's university of Technology Thonburi	1960	2	
Maejoe University	1934	3	
Mahidol University	1943	2	
Prince of Songkla university	1967	1	
Silpakorn university	1943	1	
Thammasat university	1934	5	2
Srinakarinwirot university	1949	1	

Universities

As shown in table 1.2 above, there are 10 Public Universities, which provide International programs. Among the 10 Universities, there area total of 21 Bachelor degrees and eight Certificates. Thammasat University has the highest number of Bachelor degrees of five programs and two programs at Certificate level. While, Chulalongkorn University has the highest number of International Certificates withfour programs, but there is only one program at the Bachelor level.

There are 17 Private Universities and Institutions, which provide international programs, and are as follow:

Table 1.3 : Number of bachelor degree and certificates offered by Private Universities

Universities	Established year	Number of bachelor degree	Number of certificate
Asian university of science and technology	1997	3	
Assumption university	1969	10	
Bangkok university	1962	4	
Dusit thani college	1993	1	
Eastern asia university	1996	1	
Kasem bundit university	1987	1	
Krik university	1970	1	
Mission college	1986	3	
Payap university	1974		1
Rangsit university	1986	4	
Saint john's university	1989	1	
Siam university	1973	1	
Sripatum university	1970	1	
Stamforn international college	1995	2	
University of the Thai chamber of commerce	1940	1	
Webster university(thailand)	1997	5	
Yonok college	1988	1	

Source : Web site of Ministry of University Affair

http://www.inter.mua.go.th/info.indix.html dd.23/6/03, title of International program, undergraduate program and title of universities at a glance)

- Remarks : *the information in table 1.2 and table 1.3 identified only number of bachelor degree in each Public and Private Universities and institutions which excluded Master and Doctoral degrees that educational institution and from table 1.2 and table 1.3 source are from Ministry of University Affaire website*

As shown in Table 1.3 , there are total of 40 Bachelor Degrees and only one Certificate. The table shows that Assumption University has the highest number of Bachelor degrees of 10 programs while Payap University does not have any International programs at the Bachelor degree level but there is only one program at the certificate level.

According to table 1.2 and table 1.3 Assumption University has three significant characteristics with the International Education in Thailand ; these are, being the first International University in Thailand with a registered record at the Ministry of University Affairs in Year 1969 and currently provides the most International programs at Bachelor degree level. Also, according the record at the ministry of university affairs dd. 23/06/03 , Assumption University has the most number of foreign students at 1,779 students or 41.0% in the academic year 2002, this characteristic creates an international culture within the university atmosphere.

1.2 Statement of the problem

The Educational institutions in Thailand now, unlike before, are facing the challenge of time. The number of higher education institutions has doubled and tripled, compared to yesteryears (Saenghiran, 1995). In the higher education Industry of Thailand, the Ministry of Education plans to promote the establishment of private universities and integrate corporate management strategies into university administration. According to the Government policy, the Education Industry in Thailand becomes a free market for new

entrants, and although entry barriers may be high, if the incumbent's strategic group shows high profits or growth potential beyond the rest of the market, it is likely to attract the new entrants (Hooley & Saunders, 1993).

With regard to the records of Ministry of Education Affair provided in Table 1.2 and Table 1.3 there are many recently established institutions in both Public and Private sectors which offer International Program for the student. And moreover, there are many well-known Educational Institutions also currently providing International Programs as per the student choice. In this environment, Assumption University which is a pioneer of the industry, since 1969 ,is now in a situation of competitive positioning where it has to face many new comers.

According to the office of the Registrar Assumption University ,(Dated 22 February 2003) the following presenting data observations of a fluctuating growth rate in number of new students during year 1997-2002 can be noted

Tables 1.4 : Showing number of new students studied in Assumption University during 1997-2002 for every faculty in Bachelor degree level

Academic year	1997	1998	1999	2000	2001	2002
Male	1553	1577	1567	1622	2018	2109
Female	1956	1708	1538	1487	1735	1961
total	3509	3285	3105	3109	3753	4070
Growth rate (%)		*-6.38*	*-5.47*	*+0.13*	*+20.71*	*+8.44*

Source : Registrar Department , Assumption University, DD: 22/02/03

Figure 1.1 : Illustrating graph of growth rate of new students during year 1997-2002

Growth rate (%) of new students in Assumption University
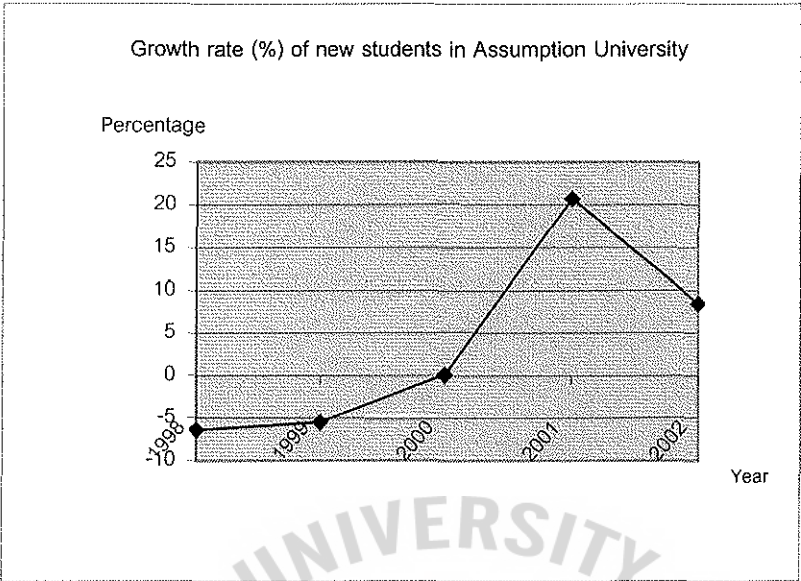
Remark: The total number of students in each academic year.

Due to the declining of growth rate of new student from 20% in year 2001 to 8% in year 2002. Therefore, institutions should attempt to address and meet the needs and expectations of these prospective students to stay competitive, and to investigate the target idea about the university. This lead to the problem that Assumption University should study its consumer behavior for decision making by doing a survey on problem of :

What is the relative importance of the characteristics of Assumption University s in influencing Public and Private High School student in selecting a university?

1.3 Research objective

Sun Tzu, the Great Chinese General from the fourth century BC, encapsulates the importance of competitor analysis:

"If you know your enemy, as you know yourself, you need not fear the result a hundred battles.

If you know yourself but not the enemy, for every victory you gain you will suffer a defeat.

If you know neither the enemy or yourself, you will succumb in every battle".

(Hooley & Saunders, 1993 p. 117)

Therefore, without knowing about the self, it is quite difficult to compete with the competitors.

According to the data received from the Office of the Registrar of Assumption University, the maximum capacity of accommodating students at Assumption University in the Bangna campus is 8,000 , but the current student population registered in semester 2002/2 in Bangna campus is 6,400, which means, the Assumption University's capacity utilization is 80%, with 20% idle capacity. This data will help Assumption University attract more students to reach its full capacity utilization (100%) and optimize the use of its facilities at Bangna Campus in the future and satisfy the students.

The Significant objectives of this research are :-

1. To identify the perception of the characteristics of Assumption University target group. This will highlight the university strengths and weaknesses in the view of its target market

2. To investigate and identify differences in perception of Public and Private high school students on the importance of characteristics of the university.

3. To rank the comparative importance factor in perception of Public and Private High School Students on the Characteristics of Assumption University.

4. To investigate the respondent's demographic which influent to a difference in perception of Public and Private high school students.

1.4 Scope of research

Target population in this research is

1. The prospect students selected from major sources the eight schools which have the Highest number of their students studying in Assumption University between 1997-2002, data is provided by the Office of the Registrar of Assumption University.

2. High school students in last year from both private and public schools that are located in the Bangkok area make up to about 400 respondents. About 200 high school students from private schools and 200 high school students from public schools in a multiple level including boys, girls and co-education would be selected.

1.5 Limitations of the research

1. Different background of students and size of each school are also limitations of the study.

3. This research will not include other international schools, which have grade 9-12 (similar to high school students.)

4. The components or variables used to construct the model are limited depending on the source of related literature and studies. With the time and resource limitations, the model includes some main factors alone.

5. Data would be collected depending on the cooperation and convenience of the chosen schools.

6. The environment mentioned in the related literature is different from the current environment in Thailand.

1.6 Significance of the study

1. Assumption University can achieve a better understanding of the relative importance of university characteristics in relation to the expectations of high school student perception and influences in choosing Assumption University.

2. Assumption University can realize the important factors related to the characteristics of university, and to measure the level of importance of each characteristic university in the high school student's perception.

11

3.   Assumption University may apply the results of investigation to improve the least important factors and to strengthen the most significant t factors attract and to reach the student's satisfaction level.

1.7 Definition of Terms

- **High School students** : According to the Minister of Education under the National Scheme of Education 1992 the high school is an Upper-secondary level educational institution which offers grades about 9-12, and serves student age of between 16-22 years.

- **Perception :** is a process by which an individual selects, organizes, and interprets information and inputs to create a meaningful picture of the world (Kotler, 2000).

- **Private School** : is a school which belong to or are run by an individual or an independent company rather than State; non-state-controlled body (Hornby, 1989)

- **Private University** : is a higher educational institution under the Ministry of University Affairs. Each private institution has its own council which is the administrative body responsible for the general functioning of the institution as well as organizing its internal administrative structure (Ministry of University Affairs)

- **Public School** : In Britain, a Public school is a private school that provides secondary education which parents have to pay for. The pupils often live at school during the academic term. In USA , Austria and some other parts of the world, a public school is a school that is supported financially by the government and usually provides free education.(Cobuild,1997).

Chapter 2

Review of Related Literature and Studies

This studies about the perception of high school students towards the Characteristics of Assumption university.

2.1 The Supporting Literature

The structural Analysis of Industries (Porter, 1980)

The essence of formulating a competitive strategy is related to a companies environment. Although the relevant environment is very broad, encompassing social as well as economic forces, the key aspects of the firm's environment is the industry or industries in which it competes. Industry structure has a strong influence in determining the competitive rules of the game as well as the strategies potentially available to the firm.

Competition in an industry continually works to drive down the rate of return on the invested capital towards the competitive floor rate of return, or the return that would be earned by the economist's "perfect competitive" industry. This competitive floor , or "free market' return, is approximated by the yield on long-term government securities adjusted upward by the risk of capital loss. Investors will not tolerate returns below this rate in the long run because of their alternative of investing in other industries, and firms habitually earning less than this return will eventually go out of business. The presence of rates of higher return than the adjusted free market returns serve to stimulate the inflow of capital into an industry either through new entry or through additional investments by the existing competitors. The strength of the competitive forces in an industry determines the degree to which this inflow of investment occurs and drives the returns to the free market level, and thus the ability of firms to sustain the above-average returns.

The five competitive forces are threats to entry, threat of substitution, bargaining power of buyers, bargaining power of suppliers, and rivalry among current competitors—

reflect the fact that competition in an industry goes well beyond the established players. Customer, suppliers, substitutes, and potential entrants are all "competitors" to firms in the industry and may be more or less prominent depending on the particular circumstances. Competition in this broader sense might be termed extended rivalry.

The Scene of the Education Industry in Thailand

Education is the most important factor to develop human thought and a country that is because; educational development has always been in the National Economic and Social Development Plan for every Thai Government.

The initial period of the Higher Education industry in Thailand, there were just a Public school and due to, the increasing number of students who attempted to study at Higher Education levels, the Ministry of University Affairs considered to allow Private schools to serve the increasing demand.

After the development and improved quality in Private school, they became a significant choice for students in pursuing Higher Education.

Table 1.1 shows that at the Bachelor degree level , the ratio of public and private students is 78:22 or approximately 4:1, which means that, in every five bachelor degree students , there is one student who is studying in a Private School.

With the present economic trend, and the growing in numbers of multinational companies and international organizations (Haden, et al., 2000) to survive international competency, many schools in the world have offered international education as a choice. In Thailand ,the Ministry of University affairs has accepted the importance of Global business and communication.   It allows and supports the universities to provide international studies for local and foreign students which cause the expanding of the size and volume of this industry.

The broader of this industry is because of entering of more new comers such traditional universities offered international programs as Chulalongkorn University and new universities which established and registered as International Universities such as Stamford International College (established in 1995).

However, although there are many Public and Private universities offering international programs, most students still consider a university in terms of reputation and quality of the programs offered.

Due to the student's consideration reputation and quality of the programs (Canale , 1996 and Hayden , 2000) , Assumption University should study its consumers behavior for decision making by doing a survey on the "comparative importance of the characteristics of Assumption University in the perception of public and private higher school students in selecting a university", and stay competitive by attracting more new students to maximize to full capacity utilization (100%) at the Bangna campus and also increas the growth rate of new students in the future.

Figure 2.1: Service-quality model (Kotler 2000)
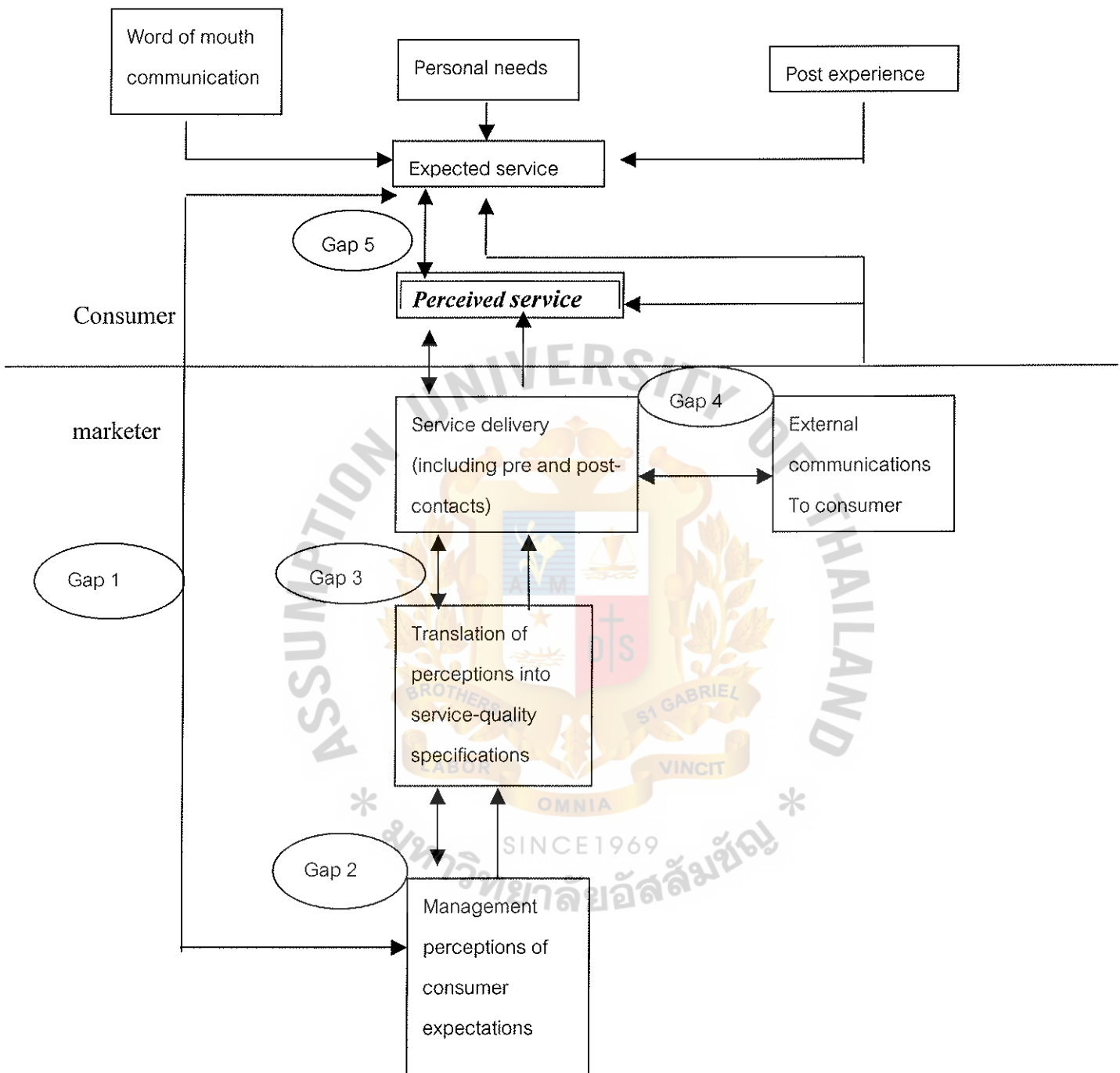
Figure 2.1 is related to the institutional market which consists of schools, hospitals, nursing homes, prisons and other institutions that must provide goods and services to people in their care. Many of these organizations provide products in forms of intangible

products. Therefore, consumer perception on the quality of their services is an important factor to evaluate before making buying-decision.

Figure 2.1 shows the input of information frame such as word of mouth communication which, delivered to the consumer, influences the perceived quality of a service. High school students mainly learn about University from the information from their seniors, peers or teachers and that is an important source of perceived service quality to a university.

Managing Service Quality (Kotler, 2000)

A service firm may win by delivering consistently higher-quality service than its competitors and exceeding the customer's expectations. These expectations are formed by their past experiences, word of mouth, and advertising. After receiving the service, customers compare the *perceived service* with the *expected service.* If the perceived service falls below the expected service, customers lose interest in the provider. If the perceived service meets or exceeds their expectations, they are ready to use the provider again.

Parasuraman, Zeithaml, and Berry formulated a service-quality model that highlights the main requirements for delivering high service quality. The model identifies five gaps that cause unsuccessful delivery:

1. *Gap between consumer expectations and management perceptions:* Management does not always perceive correctly as what customers wants.

2. *Gap between management perceptions and service-quality specifications:* Management might correctly perceive the customers' wants but has not set a specified performance standard.

3. *Gap between service-quality specification and service delivery :* personnel maybe poorly trained, or incapable or unwilling to meet standards or they may be held atconflicting standards, such as taking time to listen to customers and serving them fast.

4. *Gap between service delivery and external communications:* consumer expectations are affected by statements made by company representatives and ads.

5. *Gap between perceived service and expected service:* this gap occurs when the consumer misperceives the service quality.

The same researchers found five determinants of service quality. These are presented in order of importance.

1. *Reliability :* the ability to perform the promised service dependably and accurately.

2. *Responsiveness:* the willingness to help customers and to provide prompt service.

3. *Assurance :* the knowledge and courtesy of employees and their ability to convey trust and confidence.

4. *Empathy :* the provision of caring, individualized attention to customers.

5. *Tangibles :* the appearance of physical facilities, equipment, personnel and communication materials.

Perceived Service Quality (Grunig, 1997)

The used-based model of quality incorporates elements which are common to the construct *perceived service quality* in the marketing literature and also closely related to the construct *attitude toward the object* (Bouliding, Kalra, Staelin & Zeithaml, 1993). Perceived service quality is the extent to which consumers find a service to be excellent or better than comparable services. The marketing literature suggests that consumer perceptions onhigher educational service quality are primarily formed through the consumer's experiences during encounters with the institution, they are also influenced, to

some degree, by the consumer's prior expectations about what will and what should occur during such encounters.

Figure 2.2 : Proposed relationship of construct that influences behavior toward institutions and resource acquisitions. (Grunig, 1997)
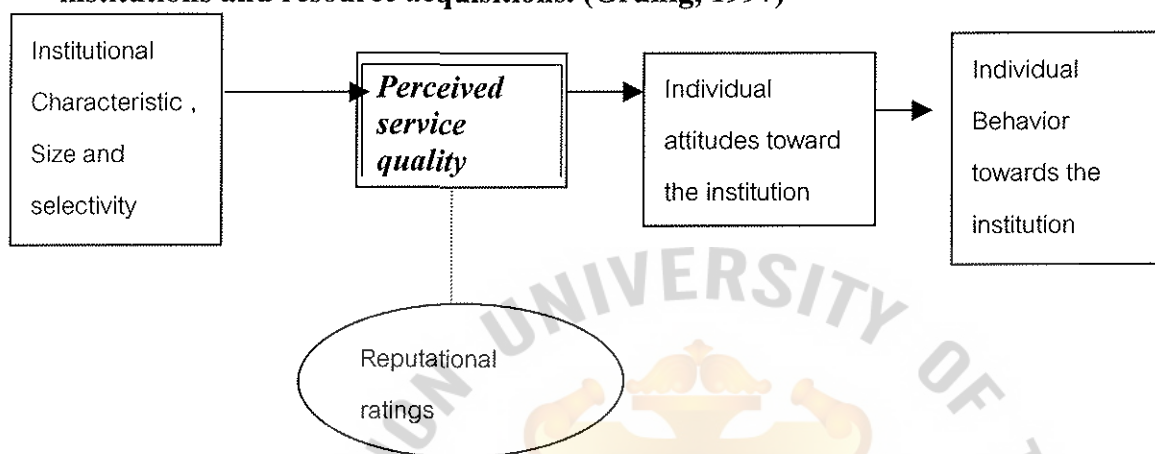
From the Figure 2.2 it can be described that attitudes towards an institution are likely to be greatly influenced by the institution's perceived service quality among consumers. Consumer attitudes toward a college are closely related to their intentions to act with respect to the college and are closely related to their actual behavior. Examination of reputation ratings may offer opportunity to learn more about factors that have an important influence on individual decisions in such matters as college attendance choices, employer choices regarding college graduates , college tuition settings, and perhaps also the awarding of research grants to faculty members, and charitable gifts to institutions.

In the view of Grunig (1997) Customer satisfaction related to marketing and educational institutions. *Perceived service quality* is distinct from the related concept of , *customer satisfaction.* Previous studies have shown that an individual's level of satisfaction is primarily a matter of the degree to which perceived service quality meets individual expectations, that is, people are satisfied when they receive the benefits that they thought they were going to receive from a college or university (Oliver, 1995;

19

Zeithaml, Berry, & Parasuman, 1996). People's expectations about the prevailing educational service quality at an institution acts as a standard or a baseline against which they measure the actual institutional performance. The higher the expectation in relation to actual performance, the greater the degree of disconfirmation of beliefs and the lower the satisfaction (Bearden & Teel,1983;Boulding, et al.,1993; Churchill & Surprenant, 1982). Surprisingly, the level of perceived service quality itself may have a relatively minor direct impact on satisfaction (Boulding, et al.,1993; Churchill & Surprenamt,1982); the main determinant is disconfirmation of beliefs. Thus, a college that is perceived to possess low or moderate service quality might still rate high in student satisfaction if perceptions of its actual delivered service quality meet or exceed the level of service quality that students expects to find there.

Definition of an Institution

Institution concept defined by Kotler and Fox (1985) proposed several attributes of the organization that should be considered :

1. **Institutional environment**. Institutional environment is the unique character of an institution that has evolved through time. Relevant aspects include the institution's founders, its history, its geographical location, its size, the local climate, the success of the founding institution, and the match between the institution's offerings and its markets. In the case of Assumption University, the founders were a group of Fathers of the Saint Gabriel foundation who establish an International Higher educational Institution in Thailand in 1969 under the name of Assumption School of Business: ASB (Damrongsunthornchai , 2002).

2. **Institutional life cycle**. An institution may be characterized as being in particular point in its life cycle (for example, in a period of growth, maturity, or decline). An educational institution should make an attempt to assess the organization's position in

its life-cycle, and in doing so it should make a reference to its potential for continued adaptation, since adaptability may help prolong each phase or produce newer life cycles. In the case of Assumption University, there is always development of curriculum and educational programs according to the economic trends. For example the opening of a new faculty to serve the employment trends such as the faculty of Bio-Tech and Science & Technology which have been opened in recent years.

3. **Potential for an adaptation**. An institution must be able to adapt to change in its environment. Large institutions tend to be slow in responding to exterior changes. Kotler and Fox (1985) aptly define "an adaptive institution" as "one that operates systems for monitoring and interpreting important environmental changes and shows a readiness to revise its mission, goals, strategies, organization, and systems to be maximally aligned with its opportunities". In the case of Assumption University, there are many adaptive programs that follow the education trend such as the opening of the Institute of English Language Education, The College of Internet Distance Education and their research facilities, including the locally popular ABAC Poll.

4. **Tangible resources and marketing assets**. An institution needs to identify its strengths and weaknesses so that strategic decisions can be made to pursue those goals that relate to opportunities outside and strengths within. In the case of Assumption University, due to rapid International business development, they expanded to the new campus at Bangna to serve the increasing number of new students from both Thailand and Abroad.

In the study by Saenghiran (1995), Institutional assessment included five elements:

1. Institutional environment, including beliefs, values, aspirations, customs and traditions;

2. All the tangible resources available in the institutions, including income, cash, and in-kind goods;

3. Intangible resources such as past success and public image;

4. The development of the institution's potential , or its capabilities;

5. Factors internal to the institution.

From the above analysis, the institutional analysis can be consisted with eight factors (Saenghiran,1995) as the following :

•   Manpower planning,

•   Personnel development,

•   Facility acquisition,

•   Budgeting planning,

•   Study of financial trend,

•   Study on teaching and learning methods,

•   Evaluation of teaching performance,

•   The academic achievement of students

Definition of Education (National Education Act of B.E. 2542) means the learning process for personal and social development through imparting of knowledge; practice; training; transmission of culture; enhancement of academic progress; building a body of knowledge by creating a learning environment and learning society and the availability of factors conducive to continuous lifelong learning.

Definition of Educational Institutions (National Education act of B.E.2542) means early childhood development institutions, schools, learning centers, colleges, institutes, universities, educational agencies and other state or private bodies with powers and duties or aims of providing education.

Definition of Teachers (National Education act of B.E.2542) means professional personnel with major responsibilities for learning and teaching and encouragement of

learning among learners through various methods in both state and private educational institutions.

Private school (Cobuild, 1997) is a school which is not supported financially by the government and which parents have to pay for their children to go to. Private school (Hornby, 1990) is belonging to or carried out by an individual or an independent company rather than the State; not state-controlled such as private education.

Public school (Cobuild, 1997) in Britain, public school is a private school that provides secondary education which parents have to pay for. However, in USA, Australia, and some other parts of the world. A public school is school that is supported financially by the government and usually provides free education.

By Hornby (1990), in Britain, especially England private school (usually a boarding school) for pupils aged between 13 and 18 whose parents pay fees for their education. For USA public school is a local state school providing free education.

Being International institution

Hayden, at al (2000) state that as the number of schools worldwide which cater for the children of globally mobile professionals from many different national and cultural backgrounds expands, and as individuals, commercial organizations, educational organizations and national systems grow increasingly reliant or interaction with those in other parts of the globe, an understanding of what it means to be "international" becomes ever-more relevant to increasing numbers of individuals worldwide.

For the purposes of analysis, and comparison of perceptions of students and teachers, the 32 items were grouped into constructed categories as follows:

- *International experience and international-mindedness:* items relating to travel and living in other countries, plus those (using Sampson and Smith's definition of international mindedness) relating to being informed about other cultural contexts.

- *Parental factors and type of institution attended:* those relating to the importance of home and school factors in influencing the perception of being "international"

- *Second language competence:* only one item is included here, relating to being able to speak more than one language fluently

- *"Neutrality":* the items in this category all focus on the extent to which taking a 'neutral' stance *vis-à-vis* national affiliations is seen as a part of being 'international'.

- *Open-mindedness/flexibility of thinking and action:* items reflecting on the importance of open-mindedness, compromise, cooperation and flexibility of thought and action as features of being 'international'

- *Attitude towards other systems and cultures:* those relating to the importance of other cultures, and relationships with people of those cultures, as part of being 'international'.

- *Attitude towards own value system and culture:* items investigating the extent to which being "international" relates to being prepared to 'defend' or 'promote' one's own cultural value system.

- *Respect for others:* those relating to the importance of respecting cultural conventions of others and their right to express themselves freely.

- *Tolerance of the behavior and views of others:* items designed to elicit the extent to which 'tolerance' is an importance feature of being 'international'.

Assumption University (Graduate-undergraduate Bulletin 1996)

Historical background

The St. Gabriels Foundation, a worldwide organization founded in France in 1705, is responsible for the establishment and administration of Assumption University. The Foundation has been dedicated to education and philanthropic activities in Thailand for more than 100 years and it now operates 14 educational institutions providing all levels of education (Assumption University Brochure , 2003).

ABAC or Assumption University as it is now known, was originally initiated in 1969, it was formally established in June 1972 and accredited by the Ministry of Education and the Ministry of University of Education and the Ministry of University Affairs in May 1975. The founding fathers of this institution are Brother Philip Aumnuay Pinratana and Brother Bernard Mary of the Brothers of St. Gabriel, a Catholic religious congregation devoted to education and philanthropic activities in Thailand and other countries. The congregation runs 17 educational institutions in Thailand (ABAC Bulletin , 1996).

The University is administered by a Council, which takes policy initiatives and provides guidance for long-term planning and formulation of control procedures (Brochure 2003).

Beginning its operations with only 51 students, two classrooms, three administrative personnel, and part-time faculty, the University has grown by leaps and bounds with a student body of more than 18,000 and 800 high-calibered full-time and part-time faculty (Bullentin , 1996).

Today, Assumption University is considered the leading private university in Thailand in the fields of Business, Management and Information Technology as demonstrated by the placement of many of its graduates in key management and technological positions in industry, government, banking and multi-national conglomerates worldwide (Brochure 2003).

The University's curriculum is patterned after the American semester hour credit system and most textbooks are similar to those used in international universities. Graduates receive an education that is both globally marketable and flexible leading to highly productive careers within the various sectors of society from which the students come and to which they aspire.

Some of the reasons why students choose Assumption University (Brochure 2003)

- Reputation as the First International University in Thailand

- The medium of instruction is English

- Fully recognized in Thailand and by other leading accredited institutions abroad

- Culturally, academically and professionally diverse instructors

- Outstanding study and IT facilities

- A high rate of graduate employment

- Comparatively low frees and living costs

- Ideally located in the center of Southeast Asia

- Availability of reasonably priced and well-located accommodation

- Friendly staff dedicated to serving the university

- Excellent social , sports and leisure facilities

Demographic characteristics

Public and private schools student

Steinberg (1993) stated that the initial investigations by sociologist James Coleman and His colleagues (e.g., Coleman, Hoffer, and Kilgore, 1982; Coleman and Hoffer, 1987) pointed to clear advantages for students attending private high schools, and especially for those attending Catholic schools. Even after taking into account pre-existing differences between students from public and private schools that could explain their achievement differences (for example, we know that IQ scores are positively correlated with social class, and wealthier families can better afford private schools; even with social classes, parents may be more likely to invest money in the education of more capable students), the studies found that students from private schools achieved more. This was especially true in comparisons of juniors and seniors (Entwisle, 1990).

High school system in Thailand

School levels by educational institutions are characterized by a class system, and the use of a curriculum specified for the level and type of education so as to develop learners in accordance with curriculum objectives. In the other hand, education from way-of-life learning process is self-learning from various sources of knowledge and environment related to ways of life naturally existing or modified to enhance and service learning.

Education in the school-related system is divided into four levels: pre-school education, primary education, secondary education and higher education.

In this research , we emphasis only in the upper secondary level which is the secondary education.

1. **Secondary Education** is divided into two parts, i.e., lower secondary and upper secondary education.

- **Lower Secondary Education** aims to promote learners' morality, knowledge, ability and skills beyond the primary level; to enable them to identify their needs and interests and to be aware of their aptitude both in general and vocational education; and to develop their ability for work and occupational practices relevant to their age.

- **Upper Secondary Education** aims to enable learners to progress according to their aptitude and interests and acquire the basis either for furthering to higher education or for working and pursuing a career suitable for their aptitude both as entrepreneurs and paid workers; to promote their morality, ethics, and social skills necessary for working pursuing, a career and leading peaceful social lives

Figure 2.3 : Showing Thailand's educational System

Level of education	Pre-school education	Elementaly education	Lower Secondary education	Upper-Secondary education	Higher education
					Lower than Bachelor's degree and Bachelor's degree level
					Graduate level
				Vocational education Special vbocational education Vocational education for specific groups Short-courses Training	
				Special vocational education Vocational education for specific groups Short-course training	
Special education					
Approximate grade	1 2 3 4 5 6 7 8		9	10 11 12 13 14 15 16 17 18	
Approximate age	3 4 5 6 7 8 9 10 11 12 13	14 15 16 17 18 19 20 21 22 23 24			

Source : Website of Ministry of Education(http://www.moe.go.th/mail/map/m-e01.htm
dd.23/5/46)

The table 2.3 shows the levels in upper-secondary education are students in the age group of 17-23. In the level of education, this range includes approximate grades 9-12 at schools in Common educational Affairs and vocational educational programs or lower bachelor degree levels.

In the past, there were other ways to graduate from the upper-secondary school level. But, the Ministry of education cancelled this system. Therefore, only the successful high school students can take entrance exam to enter public universities and private colleges or universities.

Gender

Etzel et al ,(1997) suggested that at one time gender differences in marketing were quite distinct, but the lines are not as clear as they used to be. Two factors are particularly significant in this movement. Stienberg (1993) suggested that gender is a critical

component of one's identity. From birth, boys and girls are socialized to be have in 'sex-appropriate" ways that is to conform to society's standards for acceptable masculine and acceptable feminine behavior.

Parent income

Steinberg (1994) edition stated that wealthier families can afford better private schools; even within social classes, parents may be more likely to invest money in the education of more capable students and according to Coleman , the chief reason for the advantages enjoyed by catholic school students has to do with the close link between their schools and families.

2.2 Previous empirical research

1. Author : Joseph R., Linda and Michael A. (1996)

    Topic : *The relative importance or various college characteristics to students in influencing their choice of a college*

    Source : College student Journal; v.30 (June 1996)

    Methodology : The Wilcoxin Pairs ,signed-ranked test

    Problem of the study : What was the relative importance of a number of college characteristics in influencing their choice of a college ?

    Objectives of the study : to attempt to address and meet the needs and expectations of prospective students in order to stay competitive.

    Number of Respondents : 543

    Relevant factors : 1. Excellent Teacher , 2. Areas of study available , 3. Well known teachers , 4. Teachers available outside of class , 5.Academic Reputation , 6.Cost, 7. Sports/extracurricular programs

    Abstract : A study of the relative importance of various college characteristics to students in influencing their choice of a college. This preliminary study involved

surveying 543 high school seniors and juniors to investigate the relative importance of certain college characteristics in their choosing a prospective college. Result indicated that teacher attributes, areas of study offered, costs and academic reputation were ranked the highest in terms of importance among the list of college characteristics investigated. The results were excellent teachers (ET) and areas of study (AS) were ranked as significant and more important than all the other characteristics except each other. Next points were Teacher availability (TA), cost (C) and academic reputation (AR) were ranked significantly respectively.

2. Author : Lucy (2000)

Topic : *Student perceptions of foreign language study : a qualitative analysis of foreign language autobiographies.*

Source : The modern Language Journal; v. 84 no1 (Spring 2000)

Methodology : Qualitative Analysis ,"Participation Qualitative Analysis

Problem of the study:

   1. What are student perceptions of the instructional methods used in Foreign Language courses ?

   2. In the students' own view, how successful are they in acquiring the languages they study?

   3. To what or to whom do students attribute their level of achievement in learning a Foreign Language ?

Objective of the study : to examine the effects of language courses and teaching methods on student perceptions of their classroom language study and their views of their own ability to acquire a Foreign Language.

Number of Respondents : 51

Relevant Factors : 1.Classroom atmosphere , 2. Instruction

Abstract : A studied student perceptions of foreign language study: a qualitative analysis of foreign language autobiographies. Students' perceptions of their foreign language (FL) learning classroom experiences have important pedagogical and programmatic implications and have been theorized as having an effect on linguistic outcomes. The study uses a unique form of data collection, the FL autobiography, to explore the perceptions of a group of adult FL learners (N=51) toward abroad range of issues related to classroom atmosphere and instruction. Qualitative analysis success, and attributions of success and failure. In general, students believed that their instruction focused too little on oral communication, they reported low estimations of their level of proficiency, and they tended to attribute their failures to their own lack of effort in the Fl classroom. Possible implications for instruction and placement of FL students are discussed. The result of the study was that the participants' qualitative responses fell into three major categories:

(a) opinions about teacher interactions and methodology

(b) evaluation of their own level of success in Foreign Language study

(c) attribution for the proficiency reached in the Foreign Language such as

- teacher interactions

- techniques and activities used in class

3. Author : Eugene P. and Tara (1999)

Topic : *Student evaluations of university teaching*

Source : Journal of Instructional Psychology; v. 26 no3 (Sept.1999)

Methodology : Likert Scale

Problem of the study: to investigate the interrelationships between items on teaching rating scales with a view to identifying those items that predict effective instruction at the university level.

Objective of the study : to identify the characteristics of effective university teachers.

Number of respondents : 3,632

Relevant factors : 1.Informative lectures, 2.Course material such as test assignment., 3.Instructor preparation ,4.Interesting Lectures, 5.Students perception of whether the class was challenging

Abstract : To study about student evaluations of university teaching. They reviewed the literature on student course evaluations and collected many sample scales and items. On the basis of a content analysis of these scales and items and review of the existing literature, they developed a 27-item Likert scale. The purpose of this study was to identify the characteristics of effective instruction at the University level. The data reveal five items that predicted 69% of the variance in a criterion measure of teaching effectiveness. The conclusion of the result found that the teaching effectiveness is multifaceted: there are different components to effective instruction. Moreover, the regression analysis revealed a linear combination of five items were:

- informative lectures,
- whether tests, papers and or other assignments were good measures of course material,
- instructor preparation,
- interesting lectures,
- students' perception of whether the class was challenging.

4. Author : Deena, Kerry and Kris (2002)

Topic : *A description on Junior High and Senior High School Students' perceptions of career and occupation.*

Source : Guidance and Counseling; v.17 no.3 (Spring 2002)

Methodology : Survey Questionnaire

Objectives of the study

1. To examine how adolescents perceive the terms "career" and "occupation"?

2. To determine how these perceptions evolve over time?

Number of Respondents : 7,816

Relevant Factors : 1.Relationship between student and teacher, 2.Relationship between student and peer, 3.Parental involvement

Abstract : to study a description of Junior High and Senior High school students' perceptions of career and occupation. A Comprehensive Career Needs Survey was designed to assess the career needs of junior high and senior high school students in southern Alberta. The questionnaire explored career needs from the perspective of students, teachers, parents, counselors, and administrators. And important aspect of the research was to examine how adolescents perceive the terms: "career" and "occupation", and also to determine how these perceptions evolve over time. Results suggest that the way students conceptualize the terms "occupation" and "career" do not quantitatively differ across grade levels, nor are there any conceptualizations specific to one grade level. However, the way in which students think about career education, clearer articulation of career exploration activities with student perceptions of "career" and "occupation", and increased adolescent involvement in future needs assessments.

5. Author : Niebuhr and Robert (1999)

Topic : *An empirical study of student relationships and academic achievement.*

Source : Education (Chula Vista, Calif.);v.119 no. 4 (summer 1999)

Methodology : Survey questionnaire

Problem of the study : Are these students relationships related to academic achievements and are there differences due to demographics such as gender, race, or family environments ?

Objectives of the study : To examine a subset of climate , i.e.,student relationships at schools, and its association to student academic achievement.

Number of respondents : 241

Relevant Factors :   1. Relationship between student and teacher, 2. Relationship between student and peer , 3. Family characteristics

Abstract : it is an empirical study of student relationships and academic achievement. The purpose of the study was to determine the degree of association between student relationships and student academic achievement. Measure of student relationships and achievement were obtained from a sample of 241 ninth-grade high school students. Both student-peer relationships and student-teacher relationships were measured by a questionnaire and student academic achievement was measured by grade-point average.   Both student-peer and student-teacher relationships were positively correlated to student academic achievement, as measured by grade point average.

6. Author : Hayden, Rancic & Thompson (2000)

Topic : *Being International : Student and teacher perceptions from international schools*

Source : Oxford review of education, v. 26, no. 1 2000

Methodology : Likert Scale

Problem of the study : What factors are perceived to be required in order for students to be "international" ?

Number of respondents: more than 1,800

Relevant Factors : 1.International experience and international-mindedness, 2.Parental factors and type of institution attended , 3. Second language competence, 4. Neutrality

5. Open-mindedness, flexibility of action and thinking, 6. Attitude towards other systems and cultures

Abstract : A study in the topic of Being International : Student and Teacher Perceptions from International Schools. This article describes a piece of research which attempted to begin to answer this question by seeking the views of over 200 teachers and more than 1,200 18-year-old students based in such schools worldwide. Characteristics considered included international-mindedness, open-mindedness, second language competence, flexibility of thinking, tolerance and respect for others, and comparisons have been made between the respective opinions of the teachers and students whose views were sought in terms of the perceived relative importance of such features.

7. Author : Wronkovich, Robinson and Hess (1998)

Topic : *School choice options; Why do students make choices ?.*

Source : NASSP Bullentin; v.82 no 599 (Sept ,1998)

Method : Qualitative survey, Opened-ended style

Objective of the study: to examine the reasons for students' movement to a new school under Ohio's school choice program.

Number of respondent : 370

Relevant Factors : 1.Safety, 2.Academic Program, 3.Staff, 4.Convenience, 5.School climate, 6.School image, 7.Relationship between student

Abstract : a study was examined about School choice options: why do students make choices? A study examined the reasons for students' movement to a new school under Ohio's school choice program. Participants were 370 High school students from Coventry and two other school districts.

Based from the reason that students choose Assumption University from the University records of administration office and relevant facts from the previous

literature, in this research there are a total of 10 important factors in Assumption University which influence students for selecting a university.

1. **University Image** is important in sustaining a stable open enrollment population. In a free market, public perception counts heavily on student decisions about school choice (Wronkovich,1998). As an institution, a company, a school must have a clear foundation on which to build, a cultural foundation that takes into account the company's own history and strengths (Chajet, 1992). For Assumption University it is concluded with Reputation as the First International University in Thailand, Quality of Academic program, Fully recognized within Thailand and by other leading accreditation institutions abroad, Having good attitude with Teacher and Peer, Getting international experience and mindedness and Cultural diverse instructor and peer

2. **Medium of instruction being English.** In Europe and world over, many international schools offer study through the medium of English alone. Therefore, students must learn to speak more than one language fluently in a school environment where a number of languages are frequently spoken while studying subjects through more than one language (Hayden & Thompson, 1997). For Assumption University, study includes with Learning to speak English fluently, Studying other subjects in English ,Preparing for higher studies or working Abroad, Being taught that all cultures are equally valid, Mixing within students of a number of cultures within classes and schools, and having teachers from a number of countries.

3. **Curriculum and instruction.** Breadth and variety of majors offered by a college would be an important factor in determining its attractiveness to undecided freshman who these days comprises a significant portion of the entering class of many schools

(Canale, 1996). For Assumption University it includes with Having variety of academic programs, Providing outstanding study, and Establishing IT Facilities

4. **Effective Teaching.** When contemplating which college to attend, the quality and accessibility of the teachers at an institution are factors they consider to be very important in influencing their choice (Canale,1996). Being academically and professionally diverse instructors for Assumption university it included with Using of clear and organized direct instruction, Papers and/or other assignments were good measures of course material, Instructor preparation, Interesting lectures, Teacher available outside of class

5. **Cost.** The challenge of addressing the problem of costs for prospective students is especially great for many private institutions that emphasizes on teaching excellence among their faculties may do well to strongly market this quality (Canale,1996). For Assumption university it includes with Tuition and other university fees ,and Living cost (Food, Accommodation and other)

6. **Future Career.** The idea of individual differences suggests that each person will grow at his or her own pace. Therefore, they must expect some variation in the rate of career development that they encounter in a school (Pyne, et al, 2002). For Assumption university it means Institution must have a high rate of graduate employment, ie,Graduates easily get jobs , and Graduates can work in fields of their study.

7. **Convenient Transportation.** Convenience or educational options were key to students' decision to switch schools. (Wronkovich, 1998) for Assumption University it means convenience to study in the university campus at Huamark and Bangna.

8. **University activities.** It is encouraging to note that subjects rated academic reputation as being significantly more important in college characteristics including

sports and extracurricular programs (canale,1996). There are Providing excellent social, clubs, sports, leisure facility and Participating in school activities such as International days, and festivals of different cultures .

9. **Parental Involvement**. Although lower income parents group have fewer choices , they are more likely to seek out school alternatives at the time of enrollment (Wronkovich,1998). Motivation mediated the relationship between a number of personal or family characteristics (e.g. parental involvement) and academic achievement. (Niebuhr,1999).

10. **Scholarships.** In Assumption University , entrance examination scholarships to the applicants whose examination results are more than 80% are given out.

Chapter 3

Research Frameworks

After the theories and related topics of literatures were reviewed, the idea of framework and model were generated. In this chapter, we discussed the topics of theoretical framework, conceptual framework, research hypotheses and operationalisation of the independent and dependent variables.

3.1 Theoretical Framework

The importance of factors related to Public and Private High School student Perception towards the Characteristics of Assumption University in influencing their choice of university, there are many related theories of which two important concept are Perception of High school students and Demographics characteristics.

Perception of student (Grunig,1997)

In the marketing literature, perceived service quality is distinct from a related concept, customer satisfaction. Previous studied have shown that an individual's level of satisfaction is primarily a matter of the degree to which perceived service quality meets the individuals expectations. That is, people are satisfied when they receive the benefits that they thought they were going to receive from a college or university (Oliver, 1995; Zeithaml, Berry, & Parasuramman, 1996). People's expectations about the prevailing educational service quality at an institution act as a standard or baseline against which they measure the actual institutional performance. The higher the expectation in relation to actual performance, the greater the degree of disconfirmation of beliefs and the lower the satisfaction is. (Bearden & Teel, 1983; Boulding, et al., 1993; Churchill & Surprenant, 1982). Surprisingly, the level of perceived service quality itself may have a relatively minor direct impact on satisfaction (Boulding, et al.,1993; Churchill & Surprenamt, 1982); the main determinant is disconfirmation of beliefs. Thus, a college that is perceived to

process low or moderate service quality might still be rated high in student satisfaction if perceptions of its actual delivered service quality meet or exceed the level of service quality that students expected to find there.

Demographic characteristics

With demographic segmentation, the market is divided into groups on the basis of variables such as age, family size, family life cycle, gender, income, occupation, education, religion, race, generation, nationality, social class. Demographic variables are the most popular bases for distinguishing customer groups. One reason is that consumer wants preferences and usage rates are often associated with demographic variables.

Knowing what is happening to incomes is important because spending patterns are influenced by how much income people have (Etzel 1997).

3.2 Conceptual framework

The conceptual framework is the researcher own model that explains the relationship of independent and dependent variables. Therefore the following framework illustrates the relationship between influencing factors of Assumption University, demographic factors (independent variables) and attributes of perception of student in public high schools and in private high schools (dependent variables). The models are developed according to the theoretical literature and adapted from previous empirical studies from above as following:

Figure 3.1 : Conceptual framework of the study

| Demographic |
| 1.Gender |
| 2. parent's income |
| 3. parent's occupation |

Public student perception on AU characteristics
1. University image
2. The medium of instruction is English
3. Curriculum and instruction
4. Effective teacher
5. Cost
6. Future career path
7. Convenient transportation
8. University activity
9. Parent's recommendation
10. Scholarship

Private student perception on AU Characteristics
1. University image
2. The medium of instruction is English
3. Curriculum and instruction
4. Effective teacher
5. Cost
6. Future career path
7. Convenient transportation
8. University activity
9. Parent's recommendation
10. Scholarship

3.3 Research Hypotheses

To achieve the objectives of this study, 14 hypotheses are developed which are classified into three main groups of research hypotheses. The first group measures the perception of public and private High school student toward Assumption University (H_1).

The second group is composed of three Hypotheses (H2-H4) in order to measure the difference in Perception of Public and Private high school student's about the importance of the characteristics of Assumption University in influencing their choice of a university when segmented by demographic factors: Gender, Income of Parents , Occupation of Parents.

41

The third group consists of ten hypotheses (H5-H14) which are used to investigate the difference between Public and Private High School Students perception on the relative importance of Characteristics of Assumption University in influencing their choice of a university (university image, the medium of instruction being English, curriculum and instruction, effective teacher, cost, future career path, convenient transportation, university activities, parent's recommendation, scholarships).

The first group: to measure the difference in perception of Public and Private High school students on the importance of the characteristics of Assumption University

1) Ho: there is no difference in the Perception of Public and Private High School students on the importance of the characteristics of Assumption University.

H_1: there is a difference in the Perception of Public and Private High School Student on the importance of the characteristics of Assumption University.

The second group: to measure the difference of Public and Private high school student perception about the importance of the Characteristics of Assumption University when classified by demographic factors: Gender, Income of parents, and occupation of parents

2) Ho: there is no difference in the perception of Public and Private High school students classified by Gender on the importance of the characteristics of Assumption University .

H_2: there is a difference in the perception of Public and Private High school student classified by Gender on the importance of the characteristics of Assumption University .

3) Ho: there is no difference in the Perception of Public and Private High school students classified by income of parents on the importance of the characteristics of Assumption Univeristy.

H_3: there is a difference in the Perception of Public and Private High school student classified by income of parents on the importance of the characteristics of Assumption University.

4)   Ho: there is no difference in the perception of Public and Private High school students classified by occupation of parents on the importance of the characteristics of Assumption University .

H_4: there is a difference in the Perception of Public and Private High school students classified by occupation of parents on the importance of the characteristics of Assumption University .

The third group: to investigate the important factors that is difference in the perception between public and private high school Student on the relative importance of the characteristics of Assumption University.

5)   Ho: there is no difference in the perception of Public and Private High School Students on the *university image* that is important in influencing for selecting a university

H_5: there is a difference in the perception of Public and Private High School students on the *university image* that is important in influencing for selecting a university

6)   Ho: there is no difference in the perception of Public and Private High School students on fact that *the medium of instruction is English* being important in influencing in selecting a university.

H_6: there is a difference in the perception of Public and Private High School Students on fact that *the medium of instruction is English* being important in influencing in selecting a university.

7)   Ho: there is no difference in the perception of Public and Private High School Students on the *curriculum and instruction* being important in influencing in selecting a university.

H_7: there is a difference in the perception of Public and Private High School Students on the *curriculum and instruction* being important in influencing in selecting a university.

8)   Ho: there is no difference in the perception of Public and Private High School Students on *effective teaching* being important in influencing the selection of a university.

H_8 there is a difference in the perception of Public and Private High School Students on *effective teachers* being important in influencing the selection of a university.

9)   Ho: there is no difference in the perception on Public and Private High School Students on the *cost* being important in influencing the selection of a university.

H_9: there is a difference in the perception on Public and Private High School Students on the *cost* being important in influencing the selection of a university.

10)   Ho: there is no difference in the perception of Public and Private High School Students on a *future career path* being important in influencing for selection of a university.

H_{10}: there is a difference in the perception of Public and Private High School Students on a *future career path* being important in influencing for selection of a university.

11)   Ho: there is no difference in the perception of Public and Private High School Students about *convenient transportation* being important in influencing the selection of a university.

H_{11}: there is a difference in the perception of Public and Private High School Student about a *convenient transportation* being important in influencing the selection of a university.

12)   Ho: there is no difference in the perception of Public and Private High School Students on *university activity* being important in influencing the selection of a university.

H_{12}: there is a difference in the perception of Public and Private High School Students on *university activity* being important in influencing the selection a university.

13)   Ho: there is no difference in the perception of Public and Private High School Students on the *parent's recommendation* being important in influencing the selection of a university .

H_{13}: there is a difference in the perception of Public and Private High School Students on the *parent's recommendation* being important in influencing the selection of a university.

14)   Ho: there is no difference in the perception of Public and Private High School Students about a *Scholarship* being important in influencing the selection of a university.

H_{14}: there is a difference in the perception of Public and Private High School Students about a *Scholarship* being important in influencing the selection of a university.

3.4 Operationalization of Independent and Dependent Variables

Table 3.1 Operational definition of *Independent variables*

concept	operational define	Operational components	Measure ment
Demographic segmentation			Questionnaire Part 1 Q.1-4
- Gender	-Classification of a noun or pronoun as Masculine or Feminine	-Male and female	-Nominal scale
- High school student	- Student who is studying in the Upper Secondary Education Level from the Thai education system by Ministry of Education	- Public and Private high school student	-Nominal scale
- Parent's income	- Parent may be more likely to invest money in the education of more capable students	- level of less than bath 10,000 to more than bath 70,000	-Ordinal Scale
- parent's occupation	- Occupation also influences a person's consumption pattern.	- Government officer, Private employee, Business Owner, etc.	- Nominal

- **Nominal scale** is a scale in which the numbers or letters assigned to the object serve as labels for identification or classification; a measurement scale of the simplest type.

- **Ordinal Scale** is a scale that arranges objector alternatives according to their magnitude.

46

- **T-test** is a uni-variate hypothesis test using the t-distribution rather than the Z-distribution. It is used when the population standard deviation is unknown and the sample size is small (Zikmund, 1994). A statistical test that establishes a significant mean difference in a variable between two groups (Sekaran, 1992).

- **Chi-Square Test** is a test that statistically determines significance in the analysis of frequency distribution. Thus, categorical data on variables such as sex, education, or dichotomous answers may be statistically analyzed. (Zikmund,1994)

Table 3.2 : Operational definition of Dependent Variables

Concept	Operational define	Operational components	Measurement
-Perception	- Is a process by which an individual selects, organizes, and interprets information inputs to create and meaningful picture of the world	-Assumption University	Questionnaire Part 2 Category scale
-Characteristics of assumption university	- Factors that related to perception of high school student about Assumption University	- university image - medium of instruction is English - curriculum and instruction - effective teaching - cost - future career path - convenient transportation - university activities - parental involvement - scholarship	Part2 Category scale

Category scale is a more sensitive measure than a scale with only two response categories. It provides more information to expand the response categories provides the respondent more flexibility in the rating task. Even more information is provided if the categories are ordered according to a descriptive or evaluative dimension.

In this research, we will use an importance scale to rank the level of importance as Very important, Fairly important, Neutral important, not so important and not at all important (Zikmund, 1994).

Chapter 4

Research methodology

This chapter explains about the appropriate methodology and directions of gathering data to investigate whether or not an individual's perception that he or she, doing well on a task would have any influence on future performance (Zikmund, 1994). The research methodology includes *sampling technique ,sampling Elements and units, sample size, research instruments and questionnaires, pretest, collection of data and statistical treatment of data:*

4.1 Research design

Research design (Zikmunk,1994) is a master plan specifying the methods and procedures for collecting and analyzing the needed information. The research investigator must also determine the sources of information, the design technique (survey or experiment, for example), the sampling methodology, and the schedule and cost of the research.

In this study, the sources of information are collected from both primary and secondary source. Secondary Data as stated by Sekaran (1992) is a type of information such as the background details of a company can be obtained from available published records, the web site of the company, its archives, and other sources along with , other types of written information.

In this study, the secondary data are from places such as the Registrar's office of Assumption University , Assumption University Brochures, Web site of the Ministry of Education, Ministry of University Affairs, National Statistical Organization and Journals of Empirical Studies.

However, there are other data collected for this study which are a primary data

because (Sekaran , 1992) certain types of information, such as the perceptions and attitudes

of employees, are best obtained by talking to them, by observing events, people and objects

or by administering questionnaires to individuals. In this research study , Primary Data are

collected from Questionnaire Distribution.

4.2 Respondents

Our target population are public and private high school students in Bangkok who are

from the major Source of Assumption University students. We categorized this group of

students from the Top Ten school which have the highest number of students studing in

Assumption University between 1997-2002, the sources of Data are given from the

Registrars Office , there are a total of 19 schools ,: Assumption Commercial College ,

Assumption College, Triamudom Suksa Pattanakarn, Saint Gabrial, Badindecha ,

Technology Boriharnthurakij, Bangkok Christian College, Triamudom Suksa, Satri Wat

mahapruektharam, Nawaminrachuthit, Saints John, Assumption Samrong, Assumption

Sriracha, Thepsirin, Assumption Thonburi, Assumption Convent, Saint Joseph Convent,

Satrivit II, Sainampueng, From the 19 schools, we divide into two groups: Public schools

and Private schools , we than use a Simple Random Method to select four schools from the

two groups to collect data shows in table no. 4.1

Table 4.1 : Descriptive of school name and number of respondents.

School name	Number of students	Percent
Sainampeung	45	11.78
Mahapruektharam	47	12.3
Assumption college	48	12.57
Thepsirin	46	12.04
Bangkok Christian college	49	12.83
Assumption College	50	13.09
Saint Joseph Convent	47	12.3
Triamudom Suksa	50	13.09
Total	**382**	100

4.3 Sampling procedure

Probability sampling

The data will be collected by using **Simple random sampling** method because, simple random sampling assures that each element in the population has an equal chance of being included in the sample (Zikmund, 1994). Probability sampling in the research consists of high school students from 19 schools.

4.4 Research Instrument/questionnaires

Because in many situations an interviewer's presence is not essential (Zikmund , 1994). In this research primary data was collected by structured questions in the way of **Self-Administered questionnaires**, which are questionnaires, such as a mail questionnaire, that are filled by respondents rather than an interviewer. The Questionnaires were be sent to schools and were made to be filled by students.

4.4.1 Target population

Target population (Zikmund, 1994) is the specific complete group relevant to the research project. In this study our target population are High school students in Public and Private schools in the highest classes of the selected eight schools.

4.4.2 Sampling unit

Sampling unit (Zikmunk, 1994) is a single element or group of elements subject to selection in the sample. In the research, the sampling units are the final year High school students in both public and private schools.

4.4.3 Determining the sampling size

We calculate number of sample sizes from the estimated number of people who are in Bangkok and compare with the table of Anderson, based on an expected rate at the 95 percent confidence level and 5 percent sampling error.

According to the website of National statistical organization (www.nso.go.th/eng/pub/keystat/keystat 2002_e.pdf) of Thailand in year 2002, number of students in Matthayom 6 were totally 524,217. There were 347,162 in General Education and 176,336 in Vocational Education and others for 719. Therefore, after comparing with the table of Anderson , showing in table 4-1, the sampling respondents for this study are 382.

Table 4.2 : Theoretical sample sizes for different sizes of population and a 95 percent level of certainty

Required Sample for Tolerable Error

Population	5%	4%	3%	2%
100	79	85	91	96
500	217	272	340	413
1,000	277	375	516	705
5,000	356	535	897	1,622
10,000	281	593	1,044	2,290
100,000	**382**	**596**	**1,055**	**2,344**
1,000,000	384	599	1,065	2,344
25,000,000	384	600	1,067	2,400

Source : Anderson, G, "Fundamentals of Education Research, 1996.

4.5 Pretest

According to Zikmund (1994) , Pretest are trial runs with a group of respondents for the purpose of detecting problems in the questionnaire instructions or design. In a pretest the researcher looks for evidence of ambiguous questions and respondent misunderstanding, whether the questions mean the same thing to all respondents, the point at which respondent fatigue sets in , places in the questionnaire where a respondent is likely to terminate and other consideration.

For the size of sample for pretest, Vanichbuncha (2001) mentioned that the pretest or pilot survey, the number of respondents should be at least 25. Therefore, this pretest

distributed 30 questionnaires in order to test the misunderstanding of the questions for the respondents.

4.6 Data collection tools and Research procedure

As mentioned above that the main respondents are the last year students of both Public and Private High schools which can choose among Public and private universities and Thai or English programs.

The 19 schools are divided into two groups, Public and Private High schools. Then, using random selection we choose four schools from the two groups and distributed about 50 questionnaires to each school.

Methods of Data collection used were Non-participant-Observeration, which is a researcher who collects observational data without becoming an integral part of the system (Sekaran, 1992).

Data in this Research is collected through two ways , Primary data by using descriptive research (Zikmund, 1994) because, frequently, descriptive research attempts to determine the extent of differences in the needs , perceptions, attitudes, and characteristics of subgroups and using methods of Hypothesis Testing and Chi-Square tests. In this research, the type of investigation is the different, which is the statistical measure of the covariant or association between two variables (Zikmund,1994).

Using Questionnaires to collect primary data through unstructured interviews, students fill in the questionnaires by themselves and use a Non-contrived Study setting in which research can be done under a natural environment where events normally occur and Minimal interference is there. The time horizon is under a cross-sectional pattern , we provided questionnaires in one period of time to collect the data between *May 19-30,2003, during working hours 8.00-4.30 on weekdays Monday to Friday.*

4.7 Treatment of Data

Once the necessary data is collected, the data is analyzed and summarized in a readable and easily interpretable form by using the Statistical Package for Social Science Software (SPSS) which is a package that can be used to generate frequencies, descriptive statistics such as mean and standard deviation, correlations, t-Tests, the ANOVA, multiple regression, and other analyses (Sekaran,1992). The Principle 14 statements of the Hypotheses will be tested by a method of Cross-Tabulation which is a technique of organizing data by groups, categories, or classes, thus facilitating comparisons; a joint frequency distribution of observations on two or more sets of variable. In this research, we selected tools to test the difference in perception by using t-Test and chi-square test to examine significant differences between demographic variable and the relative important factors.

The following are detail and concepts of each statistical methods used:

Independent t-Test

The t-Test takes into consideration the means and standard deviations of the two groups on the variables and examines if the numerical difference in the means is significantly different from 0 (Zero) as postulated in our null hypothesis.

If the sample size is more than 30

$$t = \frac{\text{Mean 1 \underline{- Mean 2}}}{\text{Variability of random means}}$$

$$T = \frac{\overline{X_1} - \overline{X_2}}{S_{x1 - x2}}$$

$$S_{X1-X2} = \sqrt{\left[\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\right]\left[\frac{1}{n_1} + \frac{1}{n_2}\right]}$$

54

$\overline{X_1}$ = mean for Group 1 , Public High School Student

$\overline{X_2}$ = mean for Group 2, Private High School Student

$S_1{}^2$ = the variance of Group 1, Public High School Student

$S_2{}^2$ = the variance of Group 2, Private High School Student

n_1 = the sample size of Group 1, Public High School Student

n_2 = the sample size of Group 2, Private High School Student

d.f. = degree of freedom : are calculated as follows:

d.f. = $n - k$

n = $n_1 - n_2$

k = number of groups

2. Chi-square Test

To calculate the Chi-square statistic, the following formula is used :

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where,

X^2 = chi-square statistic
O_i = observed frequently in the ith cell
E_i = expected frequently in the ith cell

Table 4.3 : the Statistical Test for each Hypotheses

Hypotheses	Statistical Test
H1-H3 , H5-H1	Independent t-Test
H4	Chi-Square test

Chapter 5

Presentation of Data and Critical Discussion of Results

This chapter presents the results of statistical analysis from 382 copies of collected questionnaires. The data analysis part can be divided into the two sections . The first section includes total respondent's demography that is classified by gender, parent's income, parent's occupation. The last part presents the results of hypothesis testing.

5.1 Respondents' characteristics

In order to identify the demography of the respondents, a descriptive analysis is applied to analyze the data. The characteristics of respondents that included gender, parental income, and parents occupation are illustrated at table no. 5.1 to table no. 5.3

Table 5.1 : Classification of the Respondent by Gender

Gender * School Type Crosstabulation

			School Type		Total
			public	private	
Gender	male	Count	70	123	193
		% within School Type	37.2%	63.4%	50.5%
		% of Total	18.3%	32.2%	50.5%
	female	Count	118	71	189
		% within School Type	62.8%	36.6%	49.5%
		% of Total	30.9%	18.6%	49.5%
Total		Count	188	194	382
		% within School Type	100.0%	100.0%	100.0%
		% of Total	49.2%	50.8%	100.0%

Table 5.1 indicates that the total number of male and female High school students in the research are in approximately similar ratios; male at50.5% and 49.5% for female.

From the table 5.1 ,in Public high schools number of female students are more than male students to the ratio of 37.2% at male and 62.8% at female.

In contrast, in Private high schools, the number of male students are more than that of female students i.e., 63.4% for male students and 36.6% for female students respectively.

Table 5.2 : Classification of the Respondent by Income

Income * School Type Crosstabulation

			School Type		Total
			public	private	
Income	less than 10,000 baht	Count	11	12	23
		% within School Type	6.1%	6.4%	6.2%
		% of Total	3.0%	3.3%	6.2%
	10.001-20,000 baht	Count	57	18	75
		% within School Type	31.5%	9.6%	20.3%
		% of Total	15.4%	4.9%	20.3%
	20,001-30,000 baht	Count	25	25	50
		% within School Type	13.8%	13.3%	13.6%
		% of Total	6.8%	6.8%	13.6%
	30.001-40,000 baht	Count	15	22	37
		% within School Type	8.3%	11.7%	10.0%
		% of Total	4.1%	6.0%	10.0%
	40,001-50,000 baht	Count	21	19	40
		% within School Type	11.6%	10.1%	10.8%
		% of Total	5.7%	5.1%	10.8%
	50,001-60,00 baht	Count	17	16	33
		% within School Type	9.4%	8.5%	8.9%
		% of Total	4.6%	4.3%	8.9%
	60,001-70,000 baht	Count	6	16	22
		% within School Type	3.3%	8.5%	6.0%
		% of Total	1.6%	4.3%	6.0%
	more than 70,000 baht	Count	29	60	89
		% within School Type	16.0%	31.9%	24.1%
		% of Total	7.9%	16.3%	24.1%
Total		Count	181	188	369
		% within School Type	100.0%	100.0%	100.0%
		% of Total	49.1%	50.9%	100.0%

From table no.5.2 which presents the number and percent are of parent's income which is categorized by the school type and parental income levels.

From the total of 369 students who knew their parent's incomes in this research, the highest ranked income level is more than 70,000 Baht per month (24.1%), the next level are groups of 10,001- 20,000 Baht (20.30%) and 20,001- 30,000 baht per month (13.6%) respectively.

For Public High schools, table no.5.2 shows the highest income of parents which is in the group of 10,001-20,000 baht (31.50%) , the next level are groups of parents who have income more than 70,000 baht (16.0%) and 20,001-30,000 baht (13.80%) per month respectively.

For the Private section, the highest income of parents is in the group of more than 70,000 baht (31.90%) and the next rank is a group of 20,001-30,000 baht (13.30%) , and the third rank is in level of 30,001-40,000 baht (11.70%) per month.

Table 5.3 Occupation

Occupation * School Type Crosstabulation

			School Type		Total
			Public	Private	
Occupation	Government officer	Count	36	14	50
		% Within School Type	19.1%	7.2%	13.1%
	Private employee	Count	23	40	63
		% Within School Type	12.2%	20.6%	16.5%
	Business owner	Count	79	102	181
		% Within School Type	42.0%	52.6%	47.4%
	Others	Count	50	38	88
		% Within School Type	26.6%	19.6%	23.0%
Total		Count	188	194	382
		% Within School Type	100.0%	100.0%	100.0%

Table no.5.3 illustrates the category of occupation type for public and private high school students.

From table 5.3 the majority of parental occupation for the total students of 382 is being business owners to the tune of 47.40% and the next rank being other occupations as state-enterprises , freelances.

For public students , the table shows the majority of parental occupations are business owners at42.00% , others at26.60% , government officers at19.10% and private employees at12.2% respectively.

For private students, the table shows the majority of parental occupation which are business owners at 52.60% , and the next level is private employees at 20.60% and the third and fourth ranks are others occupations at 19.60% and government officers at 7.2% respectively.

5.2 Hypothesis testing

In this research study, there are 14 hypotheses to be tested. The first hypothesis is tested by Independent Sample T-Test and Chi-Square Test.

Hypothesis 1

Ho : there is no difference in the Perception of public and private high school students about the importance of the Characteristics of Assumption university.

H_1: there is a difference in the Perception of public and private high school student about the importance of the characteristics of Assumption university.

Table No. 5.4: Independent T-Test for testing the difference in perception between public and private high school students

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	0.001	0.979	0.645	380	.519	.0332	..05146	-.068	.13435
Equal Variance not assumed			0.654	378.814	.520	.0332	0.05148	-.06804	.13439

As presented in Table no. 5.4 , the null hypothesis is analyzed by using a two-tailed Independent T-Test. The result indicates no significant difference in perception between Public and Private High school students with a two-tail significance of .519, which is more than .05 (.519>.05) at the 95% confidential interval. Therefore, the null hypothesis is accepted. That means, for this hypothesis, there is no difference in perception of public and private high school students on the relative importance of the characteristics of Assumption university.

Hypothesis 2

Ho: there is no difference in the perception of Public and private high school student classified by Gender on the   importance of the characteristics of Assumption University

H_2:   there is a difference in the perception of Public and private high school student classified by Gender on the importance of the characteristics of Assumption University

Gender and Type of school

Table no. 5.5 : Independent T-Test for testing difference in perception of public and private high school student determined by gender

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	2.227	.136	-4.371	380	.000	-.2196	.05023	-.31826	-.12081
Equal Variance not assumed			-4.378	373.102	.000	-.2196	.05015	-.3182	-.12097

The hypothesis 2 is analyzed by using Independent T-Test to investigate the difference in perception between Public and Private high school student determined by Gender. From the result shown in Table no. 5.5 the null hypothesis is successfully rejected , at the 95 percent confidential interval of the significant two-tailed test of .000 which is less than .05 (.000<.05).   Therefore, it indicates that there is a difference in the perception between Public and Private high school students when determined by Gender.

Table no. 5.6: Independent T-Test for testing differences in perception of Male students in Public and Private high schools

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.661	0.199	-1.304	191	0.194	-.1028	.07884	-.25828	.05272
Equal Variance not assumed			-1.336	154.394	0.183	-.1028	.07692	-.25474	.04917

It is the analysis of the difference in perception of Male groups between Public and Private High school student by using Independent T-Test. The result is that the null hypothesis is accepted at the significant two-tailed level of .194 which is more than .05 (.194>.05) at the 95 percent confidential interval of the difference. That means there is no difference in the perception of male between public and private high school students.

Table 5.7 : Independent T-Test for testing the difference in perception of *Female* students of Public and Private schools

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.686	.196	.755	187	.451	.0511	.06773	-.08247	.18475
Equal Variance not assumed			.796	171.577	.427	.0511	.06423	-.07565	.177927

It is the analysis of the difference in perception of Female students between Public and Private High school students by using Independent T-Test. The result is that the null hypothesis is accepted at the significant two-tailed level of .451 which is more than .05

(.451>.05) at the 95 percent confidence interval. This means there is no difference in the perception of Female students between public and private high school students.

Table no. 5.8 : Independent T-Test for testing differences in perception of male and female student in Public high schools

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	.146	.703	-4.129	186	.000	-0.3043	.07369	-.44968	-.15891
Equal Variance not assumed			-4.102	142.017	.000	-0.3043	.07419	-.45096	-.15764

It is analyzed by using an Independent T-Test to investigate the difference in the perception of male and female students in Public high schools. From table 5.8 , the null hypothesis is rejected at the significant two-tailed level of .000 which is less than .05 (.000<.05) at 0.5 percent significance level. This means, there is a difference in the perception of male and female students in Public high schools.

Table no. 5.9 : Independent T-Test for testing the difference in perceptions of Male and Female Students in *Private* High schools.

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	5.062	.026	-2.048	192	.042	-.1504	.07343	-.2952	-.00555
Equal Variance not assumed			-2.232	182.862	.027	-0.1504	.06737	-.2833	-.01746

It is analyzed by using Independent T-Test to investigate the difference in the perception of male and female students in Private high schools. From the table 5.9 , the null hypothesis is rejected at the significant two-tailed level of .042 which is less than .05 (.042<.05) at the 95 percent confidence interval. That means, there is difference in the perception of male and female students in Public high schools.

Hypothesis 3

Ho: there is no difference in the perception of Public and private high school students classified by Income on the importance of the characteristics of Assumption University.

H_3: there is a difference in the perception of Public and private high school students classified by Income on the importance of the characteristics of Assumption University.

Table no. 5.10 : Independent T-Test for testing differences in parents income of public and private high school students

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.335	.249	-4.863	367	.000	-1.19	.245	-1.676	-.711
Equal Variance not assumed			-4.867	366.996	.000	-1.19	.245	-1.676	-.711

The Null hypothesis is tested by using an Independent T-Test to measure the difference in income between public and private high school students. From Table 5.10 the null hypothesis is rejected at significant two-tailed value of .000 which is less than .05 (.000<.05), this means there is a difference in income of Public and Private high school students at a 95 percent confidence interval.

Hypothesis 4

Ho : there is no difference in the perception of Public and Private High school students classified by parent occupation on the importance of the characteristics of Assumption University .

H_4: there is a difference in the perception of Public and Private high school students classified by parent occupation on the importance of the characteristics of Assumption University.

Table no. 5.11 : Chi-Square tests for testing difference in parents occupation of public and private high school students

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.737(a)	3	.000
Likelihood Ratio	19.142	3	.000
Linear-by-Linear Association	.776	1	.378
N of Valid Cases	382		

The null hypothesis is tested by using Chi-Square tests to investigate the difference in occupation of parents in Public and Private High school students. From the table no. 5.11 , the null hypothesis is rejected at the result of significant two-sided value of .000 which is less than .05 (.000<.05) at the significance level at the of 95 percent confidential interval. This means, there is a difference in the occupation of parents in the public and private students.

Hypothesis 5

Ho : there is no difference in the perception of public and private high school students on a university image that is important in influencing the selection of a university.

H_5: there is a difference in the perception of public and private high school students on a university image that is important in influencing for selection of a university.

Table no. 5.12 : the Independent T-Test for testing differences in perceptions of public and private high school students on the *university image*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	.004	.951	1.107	380	.269	.0648	.05855	-.0503	.17993
Equal Variance not assumed			1.106	376.425	.269	.0648	.05867	-.5042	.18005

In the analysis of hypothesis 5, results show in Table no. 5.8 indicate that Independent T-Test is applied to determine the difference in perception of public and private high school students on a university's image. The significance two-tail value is .269 which is more than .05 (.269>.05) at the significance level of .05 . Therefore, the null hypothesis is accepted. It indicates that perception of public and private students is no different on a university's image i.e., the characteristics of Assumption university when they consider to choose Assumption University to study further.

Hypothesis 6

Ho : there is no difference in the perception of public and private high school students on the medium of instruction being English, this is important in influencing the selection of a university.

H_6 : there is a difference in the perception of public and private high school students about the medium of instruction being English, that is important in influencing for selection of a university.

Table No.5.13 : Independent T-Test for Testing difference in perception of public and private High school students on *a medium of instruction being English*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	.218	.641	2.703	380	.007	.1566	.05795	.04267	.27056
Equal Variance not assumed			2.704	379.986	.007	.1566	.05792	.04274	.27049

From Table no.5.9 , the Independent T-Test used to inspect the differences between perceptions of public and private high school students on the factors of medium of instruction being English. The statistically significant two-tail test is .007, which is less than .05 (.007< .05) at the 95% confidence interval. From the result of testing, the null hypothesis (HO) is rejected, which means there is a difference in the perception of public and private high school student in the medium of instruction being English ,which they use to consider in choosing Assumption University.

Hypothesis 7

Ho: There is no difference in the perception of public and private high school students on the curriculum and instructions being important in influencing the selection of a university.

H_7: There is a difference in the perception of public and private high school students on the curriculum and instruction being important in influencing the selection of a university

Table 5.14: Independent T-Test for testing difference in perception of public and private high school student on *a curriculum and instruction*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	.000	.996	.511	380	.610	.0354	.0693	-.10085	.17166
Equal Variance not assumed			.511	380	.610	.0345	.06926	-.10078	.17159

The results by applying Independent T-Test in Table 5.10 are used to analyze the different perceptions of public and private high school students on curriculum and instructions. The table shows the significant two-tail value of .610 which is higher than .05. (.610>.05). Therefore, the null hypothesis fails. There is no difference in perception of public and private high school student on curriculum and instruction when they consider the selection of Assumption University to enroll.

Hypothesis 8

Ho : there is no difference in the perception of Public and Private High School students on effective teaching being important in influencing the selection of a university

H_8: there is a difference in the perception of Public and Private High School students on effective teaching being important in influencing the selection of a university

Table no. 5.15: Independent T-Test for testing difference in the perception of Public and Private high school student on *Effective Teachers*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.037	.309	1.243	380	.214	.0723	.05812	-.04201	.18656
Equal Variance not assumed			1.241	372.907	.215	.0723	.05822	-.04221	.18676

The Hypothesis 8 is tested by using an Independent T-Test to measure the difference in the perception on Effective Teaching between Public and Private High school students. From Table 5.11, the null hypothesis failed, to reject the result of the significance of the two-tailed value of .214, which is more than .05 (.214>.05) at the .05 significance level. That means, there is no difference in the perception between public and private high school students on the effective teaching.

69

Hypothesis 9

Ho: there is no difference in the perception of Public and Private High school students on cost as an important factor in influencing the selecting of a university.

H_9: there is a difference in the perception of Public and Private High school students on cost as an important factor in influencing the selecting of a university.

Table no. 5.16 : Independent T-Test for testing the difference in perception of public and private high school students at *a cost*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	3.87	.05	-1.099	380	.272	-.1014	.09223	-.28271	.07998
Equal Variance not assumed			-1.097	368.668	.274	-.1014	.09244	-.28314	.08041

Table 5.16 is a result of Independent T-Test by investigating the difference in perceptions between Public and Private high school students. From the table the null hypothesis (Ho) failed to be rejected at in significant two-tailed value of .272 , which is more than .05 (.272>.05) at the 95 confidence interval. Therefore, there is no difference in the perception between public and private high school students on the cost.

Hypothesis 10

Ho: there is no difference in the perception of public and private high school students on a future career path being important in influencing the selecting of a university.

H_{10}: there is a difference in the perception between public and private high school students on a future career path being important in influencing the selecting of a university.

Table no. 5.17 : Independent T-Test for testing a difference of public and private high school students on *a future career path*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.557	.213	1.644	380	.101	.1243	.07563	-.02439	.27302
Equal Variance not assumed			1.643	379.349	.101	.1243	.07564	-.02441	.27304

The Hypothesis 10 is tested by using independent T-Tests to evaluate the difference in perception between public and private high school students on the future career path. The result from the table 5.13 shows a significant two-tailed value of .101, which is more than .05 (.101>.05) at the significant level of .05. Therefore, the null hypothesis is accepted. This means, there is no difference in perception of public and private high school students on the Future career paths, when they consider choosing Assumption university.

Hypothesis 11

Ho: there is no difference in the perception of Public and Private high school students on convenient transportation that is important in influencing the selecting of a university.

H_{11}: there is a difference in the perception of Public and Private high school students on convenient transportation that is important in influencing the selecting of a university.

Table 5.18: Independent T-Test for the testing of difference in perception of public and private high school student about a *convenient transportation*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	.047	.829	-.493	380	.622	-.0487	.09879	-.24295	.14553
Equal Variance not assumed			-.494	378.879	.622	-.0487	.09869	-.24275	.14534

Table 5.14 shows the results of testing the difference in perception between public and private high school students on convenient transportation by using an dependent T-Test. At the 95 percent confidence interval , the table indicates the significant two-tailed value of .622 which is more than .05 (.622>.05). Therefore, the null hypothesis is accepted, which means there is no difference in perception between public and private high school students on convenient transportation.

Hypothesis 12

Ho : there is no difference in the perception of Public and Private High school students on university activities being important in influencing the selecting of a university.

H_{12}: there is a difference in the perception of Public and Private High school students on university activity being important in influencing the selecting of a university.

Table no. 5.19 : Independent T-Test for testing the difference in perception of public and private high school students on university activities

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	3.054	.081	-2.812	380	.005	-.2118	.0753	-.2598	-.0637
Equal Variance not assumed			-2.818	376.905	.005	-.2118	.07515	-.35952	-.06398

The null hypothesis 13 is for testing the difference in the perception between Public and Private high school students on parent's recommendations. The result in table 15.15 presents the significant two-tailed value of .005 which is less than .05 (.005<.05) at the .05 significance level. Therefore, the null hypothesis is rejected which means there are difference in the perception between public and private high school students on university activities.

73

Hypothesis 13

Ho: there is no difference in the perception of Public and private high school students on parent's recommendations being an important factor in influencing the selecting of a university.

H_{13}: there is a difference in the perception of Public and private high school students on parent's recommendations being an important factor in influencing the selecting of a university.

Table no. 5.20 : Independent T-Test for testing the difference in perception of public and private high school student on *parent's recommendations*

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	1.198	.274	.116	380	.907	.012	.1031	-.19072	.21474
Equal Variance not assumed			.116	377.099	.907	.012	.1032	-.1909	.21492

The null hypothesis is tested by using an independent T-Test to evaluate the difference in the perception between public and private high school students. The results in table 5.16 indicate the significant two-tailed value of .907 ,which is more than .05 (.907>.05) at the 95 percent confidence interval. Therefore, the null hypothesis is accepted. This means, there is no difference in the perception between public and private high school students on the parent's recommendations.

Hypothesis 14

Ho : there is no difference in the perception of public and private high school students on

scholarships being important in influencing in selecting of a university

H_{14}: there is a difference in the perception of public and private high school students on

scholarships being important in influencing in selecting of a university.

Table no. 5.21 : Independent T-Test for testing the difference in perception of public and

private high school students on *scholarship*s

	F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.	Lower	Upper
Perception Equal variance Assumed	10.301	.001	2.094	380	.037	.2291	.10941	.01398	.44424
Equal Variance not assumed			2.102	363.446	.036	.2291	.10899	.01477	.44344

Hypothesis 14 is analyzed by using Independent T-Tests to measure the differences in

perception between Public and Private high school students.   The table 5.17 shows a

significant two-tailed value of .037 which is less than .05 (.037<.05) at the 95 percent

confidence interval.   Therefore, the null hypothesis is rejected, and means there is a

difference in the perception between public and private high school students on the

Scholarships.

Chapter 6

Summary, Conclusion and Recommendations

This chapter presents the conclusions of this study and recommendations of the researcher with regard to future research related to the study and managerial applications of the findings.

This study is aimed to explain the phenomenon of the difference in perceptions of public and private high school students on the comparative characteristics of Assumption University. The researcher wanted to know whether or not there are any differences in the perception of public and private students and to measure the most significant important characteristics of Assumption university in the perception of high school students when determined by type of school and gender.

For the purpose of achieving the aims of study, the hypothesis is constructed to investigate the 14 hypotheses of which the investigation is divided into three parts. First is the summary of findings in chapter five, which includes with the respondent's characteristics, the source of information and discussion of the results of the fourteen hypotheses. The second part is the conclusion, which is used to answer the statement of problem and achieve the objectives. All results from the study will generate ideas suggested in the last part of this chapter as recommendations.

6.1 Summary of findings

The objective of this study compares the different perceptions of public and private high school students. All 382 copies of collected questionnaires are estimated, analyzed and summarized. The 382 high school students are divided into 2 groups : Public high school students (188 students) and Private high school students (194 students). Their characteristics are classified by their genders, parents income and parent's occupations as summarized in Table 6.

Table 6.1: Summary of respondent's characteristics

Factors	Type of School	First Group	Second Group	Third Group
Gender	Public	Female 62.8%	Male 37.2%	
	Private	Male 63.4%	Female 36.6	
Parent's Income	Public	10,001-20,000(31.5%)	More than70,000(16%)	20,001-30,000(13.8%)
	Private	More than 70,000(31.9%)	20,001-30,000(13.3%)	30,001-40,000(11.7%)
Parent's Occupation	Public	Business Owner(42%)	Others(26.6%)	Government Officer (19.1%)
	Private	Business Owner (52.3%)	Private Employee(20.6%)	Others (19.6%)

From the table 6.1, there are 382 respondents in the research. The majority of the respondents are from Public section are Female at 62.8% while the minority male at 37.2%. In the private section, the majority group is Male at 63.4% while there are 36.6% of Females.

In the group of Parent's Income, in the Public School, the majority group is for parents who have incomes between 10,001-20,000 baht per month at 31.5% , the next group is the group with more than 70,000 baht per month for 16% and the last group from

table 6.1 is the group of parent who have incomes between 20,000-30,000 baht per month at 13.8%.

In the section of Private Schools, the majority group is the group of parents who have income of more than 70,000 baht for (31.90%), the next group is the group with incomes between 20,001-30,000 baht per month and the last group of parent's income is between 31,001-40,000 baht at about 11.7%.

With the regard of Parent's occupations, in Public schools , the majority of the parent's occupations are business owner at 42% , and the next occupation is miscellaneous at26.6% , example of this occupation, freelance, state-enterprise employees. The third occupation group is Government Officers at 19.1%.

In Private schools, the majority the of parent occupation at 52.3% are Business Owners , the next most common occupation is Privately Employed at 20.6% and the third ranked occupation at 19.6% is "others" such as part-time employees, and unemployed.

Table 6.1, thus indicates that the parental occupation of the main targeted group is "business owner" but there is a difference in the level of income of parents between the two groups.

Hypotheses Analysis

To achieve the objective of the study, fourteen hypotheses are developed which are classified into the 3 main groups of the research hypotheses as the follows:

1) To identify the difference in the perception of public and private high school students on   the importance of the characteristics of Assumption University. (H_1)

2) To determine the difference in perception of public and private high school students when categorized by respondent's demography (Gender, Parent's income and Parent's Occupation) which consists of 3 hypotheses (H_2 - H_4).

3) To identify the difference in perception of Public and Private High school student on the importance of the characteristics of Assumption University which included the university image, the medium of instruction being English, Curriculum and instruction, Effective Teaching, Cost, Future Career path, Convenient Transportation, University Activity, Parent's recommendations, Scholarships (H_5 - H_{14}).

All of statement of problem test with the different Statistical Analysis and Summarized on Table 6.2 and 6.3 as the follows.

Table 6.2: Summary the result of hypothesis testing by using Independent T-Test

Hypothesis	Statistic Test	Sig.(2-tailed) Value	Result
1	Independent T-Test	.519	Accepted Ho
2	Independent T-Test	.000	Reject Ho
3	Independent T-Test	.000	Reject Ho
5	Independent T-Test	.269	Accepted Ho
6	Independent T-Test	.007	Reject Ho
7	Independent T-Test	.610	Accepted Ho
8	Independent T-Test	.214	Accepted Ho
9	Independent T-Test	.272	Accepted Ho
10	Independent T-Test	.101	Accepted Ho
11	Independent T-Test	.622	Accepted Ho
12	Independent T-Test	.005	Reject Ho
13	Independent T-Test	.907	Accepted Ho
14	Independent T-Test	.037	Reject Ho

Table 6.2 shows a summary of the hypotheses tests by using Independent T-Tests. There are 5 hypotheses where the null hypothesis are rejected. From the data in table 6.2 hypothesis H_2, H_3, H_6, H_{12}, and H_{14} are rejected as the values of the significant two-tailed test are less than .05 at the 95 percent confidence interval.

The table shows the other hypotheses the null hypotheses are accepted as the value of significant two-tailed test are more than .05 at the 0.5 significance level, there are H_1, H_5,H_7, H_8, H_9,H_{10},H_{11}, and H_{13}.

Table6.3: Summary the results of hypothesis testing by using Chi-Square tests

Hypothesis	Statistic Test	Sig. (2-tailed) Value	Result
4	Chi-Square test	.000	Reject Ho

Table 6.3 presents the summary of the results of hypothesis testing by using Chi-Square tests. There is only 1 hypothesis which uses the Chi-Squire test. The result is that the null hypothesis of H_4 is rejected Ho at the significant two-tailed value of .000 which is less than .05.

Table 6.4: Summary of Ranking Significant factors classified by Type of School

Ranking of significant Factors	Public High school student (Mean Average)	Private High school student (Mean Average)
1	Future career path(4.5195)	Future career path (4.3952)
2	Curriculum and Instruction(4.367)	Curriculum and instruction (4.3316)
3	Effective Teaching (4.2535)	Effective Teaching (4.1813)
4	Scholarships(4.074)	Cost (4.1572)
5	The medium of instruction being English(4.0638)	Convenient Transportation (3.9845)
6	Cost (4.0559)	University Activities(3.9485)
7	University Image(4.0124)	University Image (3.9476)
8	Convenient Transportation(3.9358)	The medium of instruction being English (3.9072)
9	Parent's recommendations(3.8883)	Parent's recommendations (3.8763)
10	University Activities (3.7367)	Scholarships (3.845)

When mean = 1 is not at all important

Mean = 5 is very important

Table 6.4 shows the summary of the ranking of the most significant of the characteristics of Assumption University in the perception of Public and Private High school students.

In the perception of 188 Public High school students the first significant and importance characteristic of Assumption University is Future career path ,which has the highest mean of 4.5195 , the second rank is to the factor of curriculum instruction with a mean of 4.367 and the third rank is for effective teaching.

The top three ranks gathered from public students are as the same as that of 194 private students but with different means; there are the first one which is Future career path with an average highest mean of 4.3952, the curriculum and instruction comes in second in rank with an average mean of 4.3316, and the third in rank is Effective Teaching with a mean of 4.1813.

The other ranks for Public and private students are different as the fourth rank for public students is Scholarships with 4.074 , while for the private students the fourth rank is Cost with a mean of 4.1572. The fifth in rank for public students comes the medium of instruction being English with 4.0638 while Private students selected Convenient Transportation with an average mean of 3.9845. The sixth in rank for public students is Cost with a 4.0559 , while University Activity for mean average of 3.9485 is the sixth in rank for private students.

The University Image is the seventh in position which is selected by public and private students with average means of 4.0124 and 3.9476 respectively. The eighth in rank is convenient transportation for public students with a mean of 3.9358 and it is the medium of instruction being English with a mean of 3.9072 for Private students. In the ninth

position which is parent's recommendations, public and private student have the same rank with a mean of 3.8883 for public students and 3.8763 for private students.

The least important significant factor in the characteristics of Assumption University in the perception of Public and Private high school students is University Activities with at a mean of 3.7367 for public students and scholarships with an average mean of 3.845 for private students.

Table 6.5 : Summary tables for the ranking significant of Assumption University Characteristics classified by Gender

Ranking of Significant factors	Male students (Mean Average)	Female students (Mean Average)
1.	Future career path (4.4266)	Future career path (4.4868)
2.	Curriculum and instruction (4.2522)	Curriculum and instruction (4.4480)
3.	Effective Teaching (4.1252)	Effective Teaching (4.3104)
4.	Cost (4.0492)	Cost (4.1667)
5.	Medium of instruction being English (3.8705)	Scholarships (4.148)
6.	University Image (3.8073)	Convenient Transportation (4.1164)
7.	Convenient Transportation (3.8073)	Medium of instruction being English (4.1005)
8.	Scholarships (3.772)	University Image (4.0970)
9.	University Activities (3.7539)	Parent's recommendations (4.0370)
10.	Parent's recommendations (3.7306)	University Activities (3.9365)

From the ranking of significance factors determined by Gender, of 193 Male students and 189 Female students perception on ten variables of the characteristics of Assumption University, the result shows in Table 6.5 , that there is no difference in the view of male

and female student in the most significant factors in positions one to position four. Therefore, the higher education goals for high school students is mainly concerned with Future career paths with the highest mean of 4.4266 , and 4.4868 for male and female students respectively. The second position is curriculum and instruction, which is related to the Quality of academic programs , the next factor is Effective Teaching and Cost comes fourth in significance.

In the fifth place, male students perceived that the medium of instruction being English , is quite significant for International Universities as Assumption University, female students perceived that scholarships are most important at fifth position. The factor of University Image comes sixth in rank for male students. While female students selected convenient transportation to the university campus as sixth in position , male students selected this factor seventh rank. The seventh rank factor for females is Medium of instruction being English. Scholarship comes eighth in rank in the male's point of view , while University Image comes in the same position for females. The ninth position for males is University Activities, while it is the factor of parent's recommendations for females.

In the least significant important factors for choosing Assumption University in the view of male students, it is Parental involvement, which may interpret that male students are more confident in themselves than the female students. While the least significant factors for female students is University Activities with a mean of 3.7306. That means female students are not interested in participating in assumption university activities with a mean average of 3.9365.

6.2 Conclusion

According to the summary of details in previous parts, the conclusions of hypotheses are discussed below.

Hypothesis 1

There is no difference in the perception of public and private high school students on the importance of the characteristics of Assumption University.

From the results of the test by using an Independent T-Test, there is no difference in the perception of public and private high school students with different means of 4.0907 for public students and 4.0575 for private students (see table 1 in Appendix part C). The reason for similar viewpoints of students is from the strong and unique characteristic of Assumption University that is difficult to perceive in a different way. The scope of the target group is the group , that is , the of students who learn of a university from the advise of teachers, peers and friends, therefore, they may perceive of university in similar line . However, in the view of ranking significant factors shown in the summary tables 6.4 and 6.5 , it shows that demographic factors such as type of schools and genders have no difference in the ranking of most significant or important factors of the characteristics of Assumption University.

Hypothesis 2

There is a difference in the perception of public and private high school students classified by Gender on the importance of the characteristics of Assumption University .

From the research, there is a difference in perception between high school students when determined by gender, the mean showing a difference of .219. But, when we separated the group by gender , there is no difference in the perception of each gender from different type of schools (showed in table 5.6 and 5.7) with the mean for male students in public schools at 3.8997 and private high schools at 4.0024(table 3 in appendix part c), the

mean of female students in public schools being 4.204 while mean for private students is

4.1528 (See table 4, Appendix part C).

In contrast, when the groups are categorized by type of schools there is a difference in

the perception of male and female students in each school type. In public schools, mean

for male students is 3.8997 and 4.2040 for female students, while, in private schools , mean

for male students is 4.0024 and 4.1528 for female students. (See table 5 and 6 in appendix

part C).

Therefore, it is concluded that there is no difference in the perception of students in

the two groups when categorized by gender. But there is a difference in the perception of

students in the two groups when categorized by the type of schools.

Hypothesis 3,4

There is a difference in the perception of public and private high school students classified

by *parental income* and *parent's occupation* on the importance of choosing Assumption

University.

From the research, there is difference in the parent's income and occupation between

public and private high school students with a mean difference of public and private

parent's incomes at 1.19 (see table 7, append part C). With a mean of 4.09 or

approximately 30,001-40,000 baht per month for parental income of Public students and

mean of 5.29 or approximately 50,001-60,000 baht per month for private students.

When analyzing by parents occupations, there is a difference in the parental

occupations. However, the study concludes that, majority of parent's occupation of public

and private students is "business owner" with percentage of 42.0 and 52.6 respectively.

Hypothesis 5

There is no difference in the perception of Public and Private high school students on the *university image*

From the results of hypothesis 5, the conclusion is that there is no difference in the perception of public and private high school students on university image with a mean difference of .0648 (see table 9 in app part C). Refer to Table 6.4, university image is ranked seventh in position based on the viewpoint of public and private students. For details of the factor of university image, see table 10 at appendix part C, students rate the most significant factor at a university's image to be the Quality Academic programs with an average mean of 4.35 for public students and a mean of 4.31 for private students. The next rank is Getting International Experience with an average mean of 4.12 for public students. But, the second in rank for private students is Fully recognition within Thailand and other leading accreditation institutions abroad with a mean of 4.25. However, this choice comes in third ranking for public students with a mean of 4.07 while the third ranked sub variable of university image is Getting international experience and international mindedness with a mean of 3.91 similar to the rank of having good attitude with teachers and peers.

Surprisingly, the pioneer status in international education, as being the first international university in Thailand , is perceived in the least significant factors with a mean of 3.66 and 3.56 for public and private students..

From the research findings, it can be interpreted that University Image is strongly constructed by the Quality of Academic programs, and as knowledge and learning kinds of intangible products, previous researchers considered to use the "Perceived service quality" model (see figure 2.1 and 2.2) to measure the reputation of the institution from the students viewpoint.

Hypothesis 6

There is a difference in perception of Public and Private high school students on the *medium of instruction being English*

In the study, the conclusions of the hypothesis are different in the perceptions of public and private high school student on the medium of instruction being English with a difference in mean at .1566 (see table11, appendix part C). Referring to Table 6.4, it is in ranked fifth by for Public students with a mean of 4.0638 , but for private students it is ranked in eighth in position with a mean of 3.9072. The details of the medium of instruction being English are in Table 12, of the appendix, part C and illustrate the sub variables of the factor. Surprisingly, public and private students selected the same position for the sub variables of the factor, that is, Learning to speak English fluently is the first is rank with the highest mean of 4.62 for public students and 4.57 for private students. The second ranked is factor, studying subjects through English language with a mean of 4.21 for public students and 4.12 for Private students. The Preparation for higher studies and working Abroad come third in rank with a mean of 4.07 for public students and 4.09 for the private students.

The research concludes that the most important factor of the medium of instruction being English is comprised of English comprehension and communication which students can absorb from the international environment.

Hypothesis 7

There is no difference in the perception of public and private high school students on *curriculum and instruction*

The results of the hypothesis is, there is no difference in the perception between public and private high school students on curriculum and instruction with a mean difference of .0354. Refer to table 6.4, in the perception of public and private students, it is important in

the third rank with a mean value of 4.367 for public and for private students with a mean of

4.3316. with regards to the sub-variables of curriculum and instructions, there is a

difference in the position of sub-variable of the factor (See table 13 and 14, appendix Part

C). For public students the priority is providing outstanding study and IT Facilities with a

mean of 4.46 and the last sub-variable is having a variety of academic programs. In the

view of Private high school students, the first rank is for providing outstanding studies with

a mean of 4.45, and the next rank is for Establishing IT Facilities with a mean of 4.36 and

the last item is Having variety of academic programs with a mean of 4.18.

Due to the long-term intangible asset reputation in a Business school, most students

have similar perceptions to take advantages of the outstanding academic programs. And by

using the international editions of texts, schools must take up the task to provide update

facilities to be used for modern knowledge and student's wider learning scope.

Hypothesis 8

There is no difference in the perception of public and private high school students on *an*

effective teaching

From the research and the results from findings show that there is no difference in the

perception of Public and Private high school student on effective teaching with a at the

mean difference of .0723. Referred to in table 6.4 , Effective teaching comes third in the

rank with a means of public and private schools at 4.235 and 4.1813 respectively. With

regard to sub-variables of this characteristic (See table 15 and 16 , appendix part C) , there

is no difference in the ranking of sub-variables between public and private high school

students. Therefore, the first rank is given to, being academically and professionally

diverse instructors with mean of public and private students with a 4.51 and 4.49

respectively. Next is Using clear and organized direct instruction with a mean of 4.45

equally for both types of schools. The third in rank is Instructor preparation with a mean of

3.95 for public students and 3.82 for private students. The fourth rank is for Interesting lectures with a mean of 4.37 and 4.29 respectively. Teacher availability outside of class comes fifth rank with a mean of 3.95 for public students and 3.82 for private students. Papers and/or other assignments were good measures of course material, this comes for last in position with a mean of 3.86 and 3.74 for public and private students, respectively.

The finding concludes that the experience and specialization of instructors is influences on student performance in each course. Therefore, the professionalism of teachers is an important part of being an effective teacher in the student's view as they may use the clear and organized instruction, although, they must be part-time teachers who have limited time outside the class or give students few assignments.

Hypothesis 9

There is no difference in the perception of Public and Private high school students on *Costs*

The result of this hypothesis is that there is no difference in the perception of public and private students on Costs with a mean difference of .1014. Referred to in table 6.4, Costs are the sixth in rank for Public students with a mean of 4.0559, but it is in the fourth position for private students with a mean average of 4.1572. The sub-variable of Costs are composed of Tuition , other university fees and Living costs (Food, Accommodation and others) (see table 17 and 18 appendix part C). The tuition and other university fees are ranked first with a mean of 4.10 by public students and 4.18 by private students , the next important factor is living costs with a mean of 4.01 and 4.13 for public and private students respectively.

Result from the study can be interpreted as tuition fees is more important than living costs because tuition fee increases and changes every semester. Moreover, tuition and university fees are controlled by University, but, living costs have more alternatives to be selected from depending on the purchasing power.

Hypothesis 10

There is no difference in the perception of Public and Private high school students on *future career paths*

The research defines the results of the hypothesis that there is no difference in the perception of public and private high school students on future career paths with mean difference of .1243 (see table 19 and 20, appendix ,part C). Referred to in table 6.4, High school students consider Future career paths at the first priority on Assumption University with highest mean of 4.5195 for public students and 4.3952 for private students. The sub-variable of this factor is composed of the facts that the Institution has a high rate of graduate employment, Graduates easily get jobs, and Graduates can work in their fields of work. In the view of public and private students, there is no difference in the significant position of sub-variables. The first rank is for Institutions with high rate of graduate employment with mean of 4.59 for public students and 4.43 for private students. Graduates easily get job comes for the second position at the mean of 4.56 and 4.41 for public and private students respectively. The last rank is for Graduates can work in their field of preference with a mean of 4.40 and 4.35 for students from public and private respectively.

By concluding these of this factors, in the economic crisis and highly competitive world of employment, Future career prospect are important goals for higher education consideration. Neglecting the job descriptions in the field that the student is interested in may be bad students perceive High rate of employment for Assumption University graduates as the most significant Characteristic.

Hypothesis 11

There is no difference in the perception of public and private high school students on *convenient transportation*

The result of the findings is that there is no difference in the perception between public and private high school students on convenient transportation with a mean difference of .0487. Referred to in table 6.4, convenient transportation is considered by public students as the eighth in position with a mean of 3.9358 , but it comes in the fifth in rank the view of private students with a mean of 3.9845.

The reasons for similar perception of public and private students are nowadays, many universities have shifted out of the city and students do not have a choice to select the in campus , hence , they prefer to live in the universities dorm or by sharing rooms. Therefore, it is not a significant factor , that student should seriously consider.

Hypothesis 12

There is a difference in the perception of public and private high school students on *university activities*.

The result of this hypothesis is that there is a difference in the perception of public and private high school student on the university activities with a mean difference of .2118 referred to in table 6.4, university activities is last ranked by the for public students with a mean of 3.7367 , but it is in the sixth ranked in significance by the private students with a mean of 3.9485. (See table 24, append part C) University activities are composed with two sub-variables: Providing excellent social life, clubs, sports, leisure facilities are in the first important rank, considered by public and private students with a mean of 3.84 and 4.10 respectively. The next important position is Participating in school activities such as International days, and festivals of different cultures with a mean of 3.64 and 3.79 in public and private students views.

It is acceptable that Private Universities are not well known for University activities as much as Public Universities, as the former line Government support to do charity projects and the public universities mostly gain advantages of public announcements.

Hypothesis 13

There is no difference in the perception of public and private high school students on *parent's recommendations.*

The result of this hypothesis is that there is no difference in the perception of public and private high school students on parental involvement with a mean difference at .0120. Referring to table 6.4, it is in the ninth significant position in the view of public and private high school students with a mean of 3.8883 for public students and 3.8763 for private students.

There is no difference in parental involvement as majority of parent occupation for both public and private students are similar which are "business owners".

Hypothesis 14

There is a difference in the perception of public and private high school students on *scholarships*

The findings indicate that the result that there is a difference in the perception of public and private students on scholarships with a mean difference of .2291. Refer to table 6.4 , there is obviously a difference in the view of public and private students that the importance of scholarship is ranked fourth in the view of public students with a mean average of 4.074 , but it is in the last significant position in the view of private students at with a mean of 3.845. Therefore, if we consider table 6.1 for the respondents demography, we can see that the first group of parental income for private students is more than 70,000 baht per month or 31.9%, which is a big difference , compared to the income of public students in majority which is about 10,001-20,000 baht per month or 31.5%.

For private students, majority of the "income of parents" in Table 6.3 is more than 70,000 baht per month. Therefore, if they decide to study in a Private University, parents can afford. While, public students are also interested in studying under scholarships related to the income of parent from table 6.3.

6.1 Recommendation

Wronkovich (1998) stated on popular school that schools that are less popular have fewer dollars to improve, attract even fewer students, and begin a downward cycle towards collapsing. Schools that are unable to compete should face the same consequences that businesses do when they can no longer compete. Therefore, Assumption University should find out what can make them remain popular among students.

To general high school student

The solutions from this study are meant to Assumption University's Administration Offices to know their target groups classified by types of schools and genders on university characteristics in terms of their strengths and weakness and perception on the university's characteristics.

Students perceive that Assumption graduates have good employment opportunities in today's competitive world. The data from this research (refer to table 6.4) can change the previous understanding about university characteristics, such as the goals of students in higher education in relation to the choice of a university, and indicates the external factors which influence to the preference of high school students, the economic trends, which related to the career paths and variety of program considerations.

Therefore, Assumption University must use various tools for different schools and very as per the gender of the students as well, an initial recommendations would be to keep closer relationships between universities update information and the high schools advising department on interesting topics such as scholarships, introducing new faculty and

programs, and especially, more data on student careers and graduate employment opportunities to be announced as tools of the marketing strategy for promotion.

The University should act as a multi-cultural knowledge center ,as there are many international companies who are running businesses locally . The universities should use it's competitive advantage of long-term international business schools to play the role of a Global business advisor to help the organization in adapting of global strategic management techniques (Damrongsunthornchai, 2002).

Through closer relationships with the organization , university can make announcements on future career pathways to private companies.

The university should play the role of an academic center by holding many contests, especially, academic contests such as marketing contests, or hold a Designing Contest to promote and support new faculties to students. The contest or activity may introduce the prospect of a new academic program (Bunnag, 1997).

With the characters of International School such as Assumption University, it is quite difficult to organize students by classes, which being able to create groups of schools. At this, prospective students may be afraid to study independently. Therefore, the administration should offer more class activity unity and encourage the new students with activities such as sports or contests(Damrongsunthornchai, 2002).

Segmented by public students

Concerning the different backgrounds of public school, Assumption University should take benefits from international characteristics to join activities with international companies located locally, which is probably to provide more information on international levels (Bunnag, 1997) such as , joining with companies or universities abroad such as, exchange students, visiting companies, guest speakers or case studies from real business in order to develop business researches which may benefit students and companies so that,

can gain professional reputation through the source of business knowledge for international companies which implement the strategies according to the local area. Through good relationships with international companies, the university can provide public relation courses as a choice for students.

With regard to public announcements in Public schools or the public sector, the university can show its emphasis on multi-cultural understanding to promote new experiences by learning from teachers and students of various cultures, which has been the competitive characteristic of Assumption University for nearly 30 years.

Segmented by private Students

For private students concerns with high income parents, sometimes, they may consider studying abroad. Therefore, our direct competitors are universities abroad. At this point, Assumption University should try to encourage students by announcing using modern learning instruments and high security emphasis.

Private universities have a competitive advantage through Private Avenues, which possibly avoids outsiders disturbing their students through security protection. That is, parental involvement of private students can be a key influence to select Assumption University.

Due to the sufficient financial sources and private administration, the budget for learning facilities is available for the increasing number of students.

Finally, similar background religious schools can make students feel familiar with the school atmosphere, which can be a reason for choosing Assumption University (Leicester Et al , 2000).

Recommendation for future research

To conduct a further study involving the International schools, students and atmosphere, one could investigate the extent of difference in opinion between two groups which might arise from different backgrounds and experiences (Hayden et al , 2000). The study could involve the   perception of international students and local students on the importance of the characteristics of Assumption university, the student's high opinions on Assumption university and international programs in other universities and a comparative study on the international characteristics.

According to the changing of student preference to the goal of high education, Universities should develop their strategic management concerning the changing destination of student achievement in order to survive and thrive.

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APPENDIX

Appendix Part A : Background of Assumption University

Assumption University (Graduate-undergraduate Bulletin 1996)

Historical background

The St. Gabriel Foundation, a worldwide organization founded in France in 1705, is responsible for the establishment and administration of Assumption University. The Foundation has been dedicated to education and philanthropic activities in Thailand for more than 100 years and it now operates 14 educational institutions providing all levels of education (Assumption University Brochure , 2003).

ABAC or Assumption University as it is now known, was originally initiated in 1969, it was formally established in June 1972 and accredited by the Ministry of Education and the Ministry of University of Education and the Ministry of University Affairs in May 1975. The founding fathers of this institution are Brother Philip Aumnuay Pinratana and Brother Bernard Mary of the Brothers of St. Gabriel, a Catholic religious congregation devoted to education and philanthropic activities in Thailand and other countries. The congregation runs 17 educational institutions in Thailand (ABAC Bulletin , 1996).

The University is administered by a Council, which takes policy initiatives and provides guidance for long-term planning and formulation of control procedures (Brochure 2003).

Beginning its operation with only 51 students, two classrooms, three administrative personnel, and part-time faculty, the University has grown by leaps and bounds with a student body of more than 18,000 and 800 high-calibered full-time and part-time faculty (Bullentin , 1996).

Today, Assumption University is considered the leading private university in Thailand in the fields of Business, Management and Information Technology as demonstrated by the placement of many of its graduates in key management and technological positions in industry, government, banking and multi-national conglomerates worldwide (Brochure 2003).

The University's curriculum is patterned after the American semester hour credit system and most textbooks are similar to those used in international universities. Graduates receive an education that is both globally marketable and flexible leading to highly productive careers within the various sectors of society from which the students come and to which they aspire.

Motto : Labor Omnia Vincit

Philosophy

In loyalty to its Christian mission, Assumption University stands for

- The inculcation of respect for the three institutions of the Nation: Religion, Country, the King and a democratic way of life.

- The belief that a man justifies himself and his existence by the nobility of his work.

- The commitment to be a light that leads men towards the true source of all knowledge and life.

Objectives and Policies.

Assumption University exists for the main purpose of serving the nation by providing scientific and humanistic knowledge, particularly in the business education and management science through research and interdisciplinary approaches.

To this end it aims at forming intellectually competent graduates who

102

- Are morally sound, committed to acting justly, and open to further growth.

- Appreciate freedom of expression, imbibe right attitudes and ideologies through a carefully integrated curriculum of Ethics, Science, Languages and Business Management.

- Achieve academic excellence through hard work, critical thinking, and effective decision-making.

Accreditation

The University is fully accredited by the Ministry of University Affairs. Its graduates enjoy the privileges accorded to State University graduates. Its academic standards are accepted by the Civil Service Commission of Thailand.

Assumption University is recognized in the U.S.A. and the other countries and transfer credits from the University are accepted by foreign universities.

Graduates from the University can pursue advanced Degrees anywhere in the world.

Assumption University is listed in the Handbook of Universities and other institutions of the INTERNATIONAL ASSOCIATION OF UNIVERSITIES in Paris, France.

The University is recognized by :

- The U.S. Veterans Administration for full benefits to U.S. Veterans studying in the University.

- The Association of Christian Universities and Colleges in Asia (ACUCA).

- The Association of Southeast Asian Institution of Higher Learning (ASAIHL).

- The International Federation of Catholic Universities.

103

Academic Programs (Brochure 2003)

The university's curriculum is based on the American semester hour credit system, focusing on Business Administration, Management and information technology. Currently there are more than 25 programs each on Business and IT related disciplines.

Assumption University has developed and fostered the expansion of its highly respected Faculty of Science & Technology and Faculty of Engineering. As a leader in the domestic introduction and use of Internet technology, these faculties and the university are generally regarded as the most technologically advanced in Thailand.

Responding to globalization and an increased demand for multi-lingual communication needs, the University's Faculty of Arts provides much sought-after specialization in Business English, Chinese, and Japanese language programs while the Faculties of Law and Risk Management further contribute to the overall education of the local and international students.

A number of our programs on offer are Joint-Programs with reputable institutions abroad. This allows students to begin at Assumption University and complete the degree overseas. Degree certificates are issued in the name of the partner institutions.

The Institute of English Language Education, The College of Internet Distance Education and our research facilities, including the locally popular ABAC Poll, further enhance and contribute to our academic profile.

English is the medium of instruction (Brochure 2003)

As an international university, students and faculty from nearly 60 countries are represented on the campuses. A high-caliber faculty of more than 1,300 members teach

104

approximately 19,500 students in their pursuit of higher education and a unique university experience.

The international community of students, scholars and professionals representing diverse cultures and academic disciplines also benefit from formal links and cooperation agreements with institutions of higher learning in America, Australia, Asia, England and other European countries.

Non-discrimination

Assumption University does not discriminate in its programs and activities against any person because of race, color, ethnic origin, ancestry, religion, age and sex. This non-discrimination policy applies to admissions, employment, treatment of individuals, and access to programs. Inquiries concerning this policy may be directed to the Personnel office or the Office of the Registrar.

The University Council

A Council administers the University.

The Council provides policy guidance for long-term planning and formulates control procedures. In addition, it allocates funds and screens proposed budgets as well as curriculum design and revisions to the curriculum.

Its functions include institution of new academic disciplines, establishment of satellite campuses, installation or removal of chief executives, and approval of degree and diploma conferment.

It gives approval to the academicians that the University engages to carry out its academic and research programs and it guards the honor and integrity of the University.

The Council members are appointed jointly by the Ministry of university Affairs (Thailand) and the Brothers of St. Gabriel.

Some of the reasons why students choose Assumption University: (Brochure 2003)

- Reputation as the First International University of Thailand

- The medium of instruction is English

- Fully recognized within Thailand and by other leading accreditation institutions abroad

- Culturally, academically and professionally diverse instructors

- Outstanding study and IT facilities

- A high rate of graduate employment

- Comparatively low fees and living costs

- Ideally located in the center of Southeast Asia

- Availability of reasonably priced and well-located accommodation

- Friendly staff dedicated to serving the university

- Excellent social, sports and leisure facilities

Appendix Part B : Questionnaire in English and Thai Version

<u>Questionnaire</u>

This questionnaire is conducted as a part of a research in topic of "High school student perception on the relative importance of Assumption University's Characteristics in influencing their choice of University" which is a partial fulfillment of the thesis requirement for Master's Degree at Assumption University. For the accurate information, please choose the choice from the fact and your experience. And I would be thankful for your kind cooperation by this way.

There are three parts of questionnaire (total 3 pages)

Instruction : Please mark √ in the chosen choice.

Part 1 : General Data of Respondent

1. Gender (using Nominal Scale)

   .... Male   ....Female

2. Type of High school (using nominal scale)

   ....Public   ....Private

3. Income of Family per month (if know) (using interval scale)

   ....less than 10,000 baht   ....40,001-50,000 baht

  10,001-20,000   baht   ....50,001-60,000 baht

  20,001-30,000   baht   ....60,001-70,000 baht

  30,001-40,000   baht   ....more than 70,000 baht

4. parent's occupation (using nominal scale)

   ....Government officer

   ....Private employee

   ....Business Owner

………Others

Part 2. To investigate the importance of Assumption University Characteristics in influencing student's choice of Assumption University.

	Very Importance				Not at all Importance

1) <u>University image</u>

1.1 Reputation as the 1st International University

in Thailand	5	4	3	2	1
1.2 Quality of Academic program	5	4	3	2	1

1.3 Fully recognized within Thailand and by

other leading accreditation institutions abroad	5	4	3	2	1

1.4 International school climate such as

1.4.1 Having good attitude with Teacher and Peer	5	4	3	2	1

1.4.2 Getting international experience

and mindedness	5	4	3	2	1
1.4.3 Cultural diverse instructor and peer	5	4	3	2	1

2) <u>The medium of instruction is English</u>

2.1 Learning to speak English fluently	5	4	3	2	1
2.2 Studying subjects through English language	5	4	3	2	1
2.3 Preparation for high study or working in Abroad	5	4	3	2	1
2.4 Being taught that all cultures are equally valid	5	4	3	2	1

2.5 Mixing with students from a number

of cultures within classes at school	5	4	3	2	1

2.6 Having teachers from a number

    of different countries   5   4   3   2   1

<u>3) Curriculum and instruction</u>

3.1 Having variety of academic programs   5   4   3   2   1

3.2 Providing outstanding study   5   4   3   2   1

3.3 Establishing IT facilities   5   4   3   2   1

<u>4. Effective teacher</u>

4.1 Being academically and professionally

    diverse instructors   5   4   3   2   1

4.2 Using of clear and organized direct instruction   5   4   3   2   1

4.3 Papers and/or other assignments were good

    measures of course material   5   4   3   2   1

4.4 Instructor preparation   5   4   3   2   1

4.5 Interesting lectures   5   4   3   2   1

4.6 Teacher available outside of class   5   4   3   2   1

4) <u>Cost consideration</u>

5.1 Tuition and other university fees   5   4   3   2   1

5.2 Living cost (Food, Accommodation and other)   5   4   3   2   1

5) <u>Future career path</u>

6.1 Institution have a high rate of

    graduate employment   5   4   3   2   1

6.2 Graduates easily get job   5   4   3   2   1

6.3 Graduates can work in field their want   5   4   3   2   1

7. Convenient transportation   5   4   3   2   1

8) University activity

8.1 Providing excellent social , clubs ,

   sports , leisure facility   5   4   3   2   1

8.2 Participating in school activities such as

   International days , and festivals

   of different cultures   5   4   3   2   1

9). Parental involvement such as

   parent's attitude toward AU   5   4   3   2   1

10). Entrance Examination Scholarships to the

applicants whose examination results more than 80%5   4   3   2   1
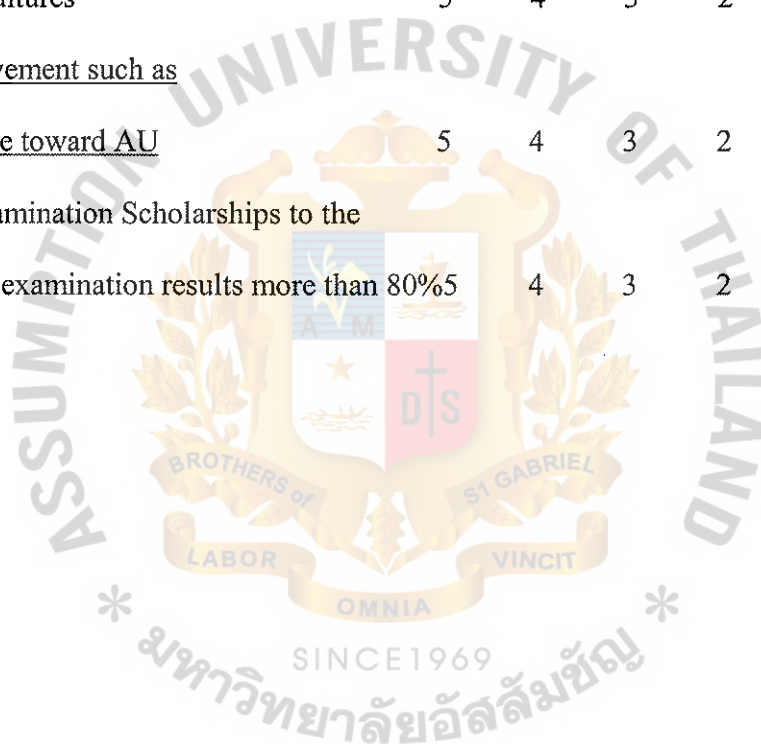
<u>แบบสอบถาม</u>

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อเป็นการวิจัยเรื่อง "การรับรู้ของนักเรียนมัธยมปลายต่อปัจจัยสำคัญที่เกี่ยวข้องกับลักษณะเฉพาะของมหาวิทยาลัยอัสสัมชัญซึ่งมีผลต่อการเลือกมหาวิทยาลัย" ซึ่งเป็นส่วนหนึ่งของการทำวิทยานิพนธ์ ของนักศึกษาปริญญาโท สาขาบริหารธุรกิจ มหาวิทยาลัยอัสสัมชัญ เพื่อความถูกต้องในการวิเคราะห์ข้อมูล ผู้จัดทำการวิจัยจึงใคร่ขอความร่วมมือในการตอบแบบสอบถามตามความเป็นจริง และ ขอขอบคุณที่ท่านได้ให้ความร่วมมือมาอย่างดีด้วยค่ะ

กรุณาเขียนเครื่องหมาย ✔ ในช่องที่ท่านเลือก

แบบสอบถามมี 3 ส่วนดังนี้ (ประกอบด้วย 3 หน้า)

ส่วนที่ 1 : ข้อมูลส่วนตัว

1. เพศ

   . . . . .ชาย   . . . . .หญิง

2. ประเภทสถานศึกษา

   . . . . โรงเรียนรัฐบาล   . . . . .โรงเรียนเอกชน

3. รายได้ต่อเดือนของผู้ปกครอง โดยประมาณ (หากทราบ)

   . . . . .น้อยกว่า 10,000 บาท   . . . . .40,001-50,000 บาท

   . . . . .10,001-20,000 บาท   . . . . .50,001-60,000 บาท

   . . . . .20,001-30,000 บาท   . . . . .60,001-70,000 บาท

   . . . . .30,001-40,000 บาท   . . . . .มากกว่า 70,000 บาท

4. อาชีพของผู้ปกครอง

   . . . . .ข้าราชการ   . . . . .เจ้าของธุรกิจ

   . . . . .พนักงานบริษัทเอกชน   . . . . .อื่นๆ

111

ส่วนที่ 2 : เพื่อวัดความระดับความสำคัญของปัจจัยที่เกี่ยวข้องกับลักษณะเฉพาะของมหาวิทยาลัยอัสสัมชัญซึ่ง
มีผลต่อการเลือกมหาวิทยาลัย

	สำคัญอย่างยิ่ง				ไม่สำคัญอย่างยิ่ง

1. ภาพลักษณ์ของมหาวิทยาลัย

1.1 การเป็นมหาวิทยาลัยแห่งแรกในเมืองไทย ที่สอนด้วยหลักสูตรภาษาอังกฤษ	5	4	3	2	1
1.2 คุณภาพในหลักสูตรวิชา	5	4	3	2	1
1.3 การยอมรับจากทั้งภายในประเทศและสถาบัน ชั้นนำในต่างประเทศ	5	4	3	2	1
1.4 บรรยากาศของวัฒนธรรมต่างชาติ ได้แก่					
1.4.1 การเสริมสร้างทัศนคติที่ดีต่ออาจารย์และเพื่อนร่วมสถาบัน	5	4	3	2	1
1.4.2 การเสริมสร้างความเข้าใจและประสบการณ์ต่างชาติ	5	4	3	2	1
1.4.3 การเรียนรู้ความหลากหลายของวัฒนธรรม ของอาจารย์และเพื่อน	5	4	3	2	1

2. หลักสูตรการเรียนด้วยภาษาอังกฤษ

2.1 เรียนรู้ที่จะพูดภาษาอังกฤษได้คล่อง	5	4	3	2	1
2.2 การเรียนวิชาต่างๆด้วยภาษาอังกฤษ	5	4	3	2	1
2.3 การเตรียมตัวเพื่อศึกษาต่อหรือทำงานต่างประเทศ	5	4	3	2	1
2.4 การเรียนรู้ว่าทุกวัฒนธรรมมีความเท่าเทียมกัน	5	4	3	2	1
2.5 ความหลากหลายของนักเรียนต่างเชื้อชาติภายในห้องเรียน	5	4	3	2	1
2.6 การเรียนกับผู้สอนจากต่างวัฒนธรรม	5	4	3	2	1

112

3. หลักสูตรการเรียนและภาควิชา

    3.1 ความหลากหลายของคณะและภาควิชาให้เลือกเรียน   5   4   3   2   1

    3.2 ความทันสมัยของเนื้อหาการเรียนรู้   5   4   3   2   1

    3.3 ความครบครันและทันสมัยของอุปกรณ์ในการสอน   5   4   3   2   1

4. ประสิทธิภาพของอาจารย์

    4.1 ผู้สอนมีความรู้ในด้านวิชาการและความเชี่ยวชาญ   5   4   3   2   1

    4.2 ใช้เนื้อหาที่เข้าใจง่าย   5   4   3   2   1

    4.3 ใช้การบ้านและรายงานเพื่อวัดความเข้าใจในการเรียน   5   4   3   2   1

    4.4 การเตรียมการสอนของอาจารย์   5   4   3   2   1

    4.5 ความน่าสนใจของการบรรยาย   5   4   3   2   1

    4.6 เวลาว่างของอาจารย์นอกจากการสอนเพื่อถามเพิ่มเติม   5   4   3   2   1

5. ค่าใช้จ่ายในการเรียน

    5.1 อัตราค่าหน่วยกิจและค่าลงทะเบียน   5   4   3   2   1

    5.2 ค่าใช่จ่ายอื่นๆ เช่น ค่าอาหาร,ค่าที่พัก   5   4   3   2   1

6. สายงานเมื่อเรียนจบ

    6.1 ผู้สำเร็จการศึกษามีอัตราการได้งานสูง   5   4   3   2   1

    6.2 ผู้สำเร็จการศึกษาหางานได้ง่าย   5   4   3   2   1

    6.3 ผู้สำเร็จการศึกษาได้งานในสายที่ต้องการ   5   4   3   2   1

7. ความสะดวกในการเดินทาง   5   4   3   2   1

8. กิจกรรมในมหาวิทยาลัย

    8.1 มีชมรม,และกิจกรรมนันทนาการที่เพื่อเสริมทักษะการเรียนรู้   5   4   3   2   1

8.2 มีการจัดงานตามเทศกาลของแต่ละเชื้อชาติและประเทศ 5   4   3   2   1

9.   การสนับสนุนการเลือกเรียนมหาลัยของผู้ปกครอง   5   4   3   2   1

10.   การให้ทุนการศึกษาแก่ผู้ที่สอบเข้าซึ่งได้คะแนนมากกว่า 85%5   4   3   2   1

Appendix Part C : Statistics Table

Table 1 : perception of Public and Private students ; independent t-test analysis

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
PERCEPT1	public	188	4.0907	.50901	.03712
	private	194	4.0575	.49670	.03566

Table 2: perception of male and female student ; independent t-test analysis

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
PERCEPT1 Overall	male	193	3.9652	.52751	.03797
	female	189	4.1847	.45041	.03276

Table 3: perception of Male student in public and private school ; independent t-test analysis

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Gender	public	70	1.00	.000(a)	.000
	private	123	1.00	.000(a)	.000
PERCEPT1 Male students	public	70	3.8997	.49650	.05934
	private	123	4.0024	.54281	.04894

Table 4 : perception of female student of public and private school ; independent t-test analysis

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Gender	public	118	2.00	.000(a)	.000
	private	71	2.00	.000(a)	.000
PERCEPT1 For Female student	public	118	4.2040	.48369	.04453
	private	71	4.1528	.39006	.04629

115

Table 5 : Perception of male and female student in Public school; independent t-test analysis

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
PERCEPT1	male	70	3.8997	.49650	.05934
	female	118	4.2040	.48369	.04453
School Type: Public	male	70	1.00	.000(a)	.000
	female	118	1.00	.000(a)	.000

Table 6: Perception of male and female student in Private school

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
PERCEPT1	male	123	4.0024	.54281	.04894
	female	71	4.1528	.39006	.04629
School Type: Private	male	123	2.00	.000(a)	.000
	female	71	2.00	.000(a)	.000

Table 7 : income of public and private student ; independent t-test analysis

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Income	public	181	4.09	2.306	.171
	private	188	5.29	2.404	.175

116

Table 8 : Occupation of public and private student by chi-square , crosstabe analysis

Occupation * School Type Crosstabulation

			School Type		Total
			public	private	
Occupation	govenrment officer	Count	36	14	50
		% within School Type	19.1%	7.2%	13.1%
		% of Total	9.4%	3.7%	13.1%
	private employee	Count	23	40	63
		% within School Type	12.2%	20.6%	16.5%
		% of Total	6.0%	10.5%	16.5%
	business owner	Count	79	102	181
		% within School Type	42.0%	52.6%	47.4%
		% of Total	20.7%	26.7%	47.4%
	others	Count	50	38	88
		% within School Type	26.6%	19.6%	23.0%
		% of Total	13.1%	9.9%	23.0%
Total		Count	188	194	382
		% within School Type	100.0%	100.0%	100.0%
		% of Total	49.2%	50.8%	100.0%

Table 9 : perception of public and private student on university image ; independent t-test analysis

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.1,University Image	public	188	4.0124	.59095	.04310
	private	194	3.9476	.55314	.03971

117

Table 10 : descriptive mean of sub-variable of university image
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Reputation as the 1st International University in Thailand	public	188	3.66	1.055	.077
	private	194	3.56	1.086	.078
Quality of Academic program	public	188	4.35	.843	.061
	private	194	4.31	.793	.057
Fully recognized within Thailand and by other leading accreditation institutions abroad	public	188	4.07	.817	.060
	private	194	4.25	.755	.054
Having good attitude with Teacher and Peer	public	188	3.97	.846	.062
	private	194	3.91	.800	.057
Getting international experience and mindedness	public	188	4.12	.768	.056
	private	194	3.91	.834	.060
Cultural diverse instructor and peer	public	188	3.90	.837	.061
	private	194	3.75	.912	.065

Table 11 : perception of student on medium of instruction is English
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.2,the Medium of instruction is English	public	188	4.0638	.55537	.04050
	private	194	3.9072	.57659	.04140

Table 12 ; descriptive mean of sub-variable of medium of instruction is English
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Learning to speak English fluently	public	188	4.62	.631	.046
	private	194	4.57	.740	.053
Studying subjects through English language	public	188	4.21	.797	.058
	private	194	4.12	.840	.060
Preparation for high study or working in Abroad	public	188	4.07	.798	.058
	private	194	4.09	.838	.060
Being taught that all cultures are equally valid	public	188	3.81	.822	.060
	private	194	3.62	.927	.067

118

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Mixing with students from a number of cultures within classes at school	public	188	3.69	.867	.063
	private	194	3.31	1.028	.074
Having teachers from a number of different countries	public	188	3.98	.880	.064
	private	194	3.74	.915	.066

Table 13 : perception of student on curriculum and instruction
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.3,Curriculum and instruction	public	188	4.3670	.66626	.04859
	private	194	4.3316	.68750	.04936

Table 14 : descriptive mean of sub-variable of curriculum and instruction
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Having variety of academic programs	public	188	4.18	.844	.062
	private	194	4.18	.835	.060
Providing outstanding study	public	188	4.46	.756	.055
	private	194	4.45	.795	.057
Establishing IT Facilities	public	188	4.46	.727	.053
	private	194	4.36	.848	.061

Table 15 : perception of student on effective teacher

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.4,Effective Teacher	public	188	4.2535	.59794	.04361
	private	194	4.1813	.53726	.03857

Table 16 : descriptive mean of sub-variable of effective teacher
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Being academically and professionally diverse instructors	public	188	4.51	.784	.057
	private	194	4.49	.777	.056
Using of clear and	public	188	4.45	.790	.058

119

		N	Mean	Std. Deviation	Std. Error Mean
organized direct instruction	private	194	4.45	.788	.057
Papers and/or other assignments were good measures of course material	public	188	3.86	.973	.071
	private	194	3.74	.926	.067
Instructor preparation	public	188	4.38	.802	.059
	private	194	4.29	.713	.051
Interesting lectures	public	188	4.37	.774	.056
	private	194	4.29	.756	.054
Teacher available outside of class	public	188	3.95	.838	.061
	private	194	3.82	.854	.061

Table 17 : perception of student on cost

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.5,Cost	public	188	4.0559	.96507	.07038
	private	194	4.1572	.83466	.05993

Table 18 : descriptive mean of sub-variable of cost

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Tuition and other university fees	public	188	4.10	.989	.072
	private	194	4.18	.901	.065
Living cost (Food, Accommodation and other)	public	188	4.01	1.003	.073
	private	194	4.13	.906	.065

Table 19 perception of student on future career path

Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.6,Future career path	public	188	4.5195	.74270	.05417
	private	194	4.3952	.73537	.05280

Table 20 : descriptive mean of sub-variable of future career path
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Institution have a high rate of graduate employment	public	188	4.59	.779	.057
	private	194	4.43	.844	.061
Graduates easily get job	public	188	4.56	.802	.058
	private	194	4.41	.842	.060
Graduates can work in field their work	public	188	4.40	.881	.064
	private	194	4.35	.858	.062

Table 21 perception of student on convenient transportation
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.7,Convenient Transportation	public	187	3.9358	.93679	.06851
	private	194	3.9845	.98946	.07104

Table 22 : descriptive mean of sub-variable of Convenient transportation
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Convenient Transportation to AU campus in Huamark and Bangna	public	187	3.94	.937	.069
	private	194	3.98	.989	.071

Table 23 : perception of student on university image
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.8,University activity	public	188	3.7367	.68878	.05023
	private	194	3.9485	.77855	.05590

Table 24 : descriptive mean of sub-variable of university activity
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Providing excellent social, clubs, sports, leisure facility	public	188	3.84	.794	.058
	private	194	4.10	.852	.061
Participating in school activities such as Internatonal days,and festivals of different cultures	public	188	3.64	.758	.055
	private	194	3.79	.938	.067

Table 25 : perception of student on parent's recommendation
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.9,Parent's recommendation	public	188	3.8883	1.03587	.07555
	private	194	3.8763	.97914	.07030

Table 26 : perception of student on scholarship
Group Statistics

	School Type	N	Mean	Std. Deviation	Std. Error Mean
Variable no.10,Scholarship	public	188	4.074	.9278	.0677
	private	194	3.845	1.1901	.0854

122

Table 27 : descriptive mean of university characteristics classified by Gender
Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Variable no.1,University Image	male	193	3.8644	.58572	.04216
	female	189	4.0970	.53456	.03888
Variable no.2,the Medium of instruction is English	male	193	3.8705	.55998	.04031
	female	189	4.1005	.55984	.04072
Variable no.3,Curriculum and instruction	male	193	4.2522	.71668	.05159
	female	189	4.4480	.61916	.04504
Variable no.4,Effective Teacher	male	193	4.1252	.59925	.04313
	female	189	4.3104	.52005	.03783
Variable no.5,Cost	male	193	4.0492	.90509	.06515
	female	189	4.1667	.89621	.06519
Variable no.6,Future career path	male	193	4.4266	.72843	.05243
	female	189	4.4868	.75362	.05482
Variable no.7,Convenient Transportation	male	192	3.8073	1.04323	.07529
	female	189	4.1164	.84878	.06174
Variable no.8,University activity	male	193	3.7539	.76055	.05475
	female	189	3.9365	.71361	.05191
Variable no.9,Parent's recommendation	male	193	3.7306	1.05571	.07599
	female	189	4.0370	.93040	.06768
Variable no.10,Scholarship	male	193	3.772	1.1546	.0831
	female	189	4.148	.9505	.0691