



The Comparative Study of the Motivation Factors Influencing Further
Study of MBA International Program in Selected Public and
Private Universities in Bangkok

By

Korn Wongwan

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

Master of Business Administration

Graduate School of Business
Assumption University
Bangkok Thailand

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ABSTRACT

Due to an increasing number of students who need to further study in Master degree in Thailand. Master of Business Administration is one of the famous programs that students always think about. In Bangkok, some public and private university has provided MBA in international program that use English as a medium instruction. It can serve the students who need to study MBA in English program. Therefore, they can improve not only the business skill but also the English skill without the need of studying abroad.

The purpose of this research is to compare the motivation factors that influence to studying MBA in international program (evening program only) between students studying in public and private university in Bangkok. The motivation factors were divided into two categories, which are the factors of university's characteristics and the factors of personal needs.

In research design, the survey technique is applied. The sample respondents are divided into two groups, which are MBA international program students in public and private university in order to compare the motivations. The quota sampling determine 150 respondents from public university, and another 150 respondents from private university. Data were gathered by distributing questionnaires. After collecting the data, all ten hypotheses were tested by using Descriptive Analysis, Independent Sample T-Test, and The Analysis of Variance (ANOVA).

The majority of respondents' characteristics in both groups are female, single, age between 26 to 30 years old. Most of them are working for private organization. However, students in public university have higher income than private university. In addition, most of public university's students graduated bachelor degree from public

university, whereas most of private university's students graduated bachelor degree from private university.

From the result of hypothesis testing, it can be concluded that some motivation factors of students in public university are different from those in private university. For motivation factors of university's characteristic, the differences are the reputation and quality, the environment and facilities, and the expenditures but they have the same motivation for the contents of academic program. Moreover, for the motivation factors of personal needs, the differences are the need of recognition and need of having affiliation but they have the same motivations for the need of achievement and the need of more knowledge.

Based on the finding, the recommendations for public university are to maintain their reputation, provide high technology of education's instruments to support students, and provide value-added service due to the expensive cost of studying. Whereas, private university should build their reputation and make it well-known among students, provide variety of majors, facilities should support student's education, provide sufficient area of parking lot, and build good environment in the university.

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CHAPTER I

Generalities of the Study

1.1 Introduction of the Study

As widely known that education is an important factor to develop the human resources of the country. Education can make them gain more knowledge, analytical skill, and problem-solving skill. They also can know how to generate the highest benefit from the limited resources in order to develop and bring the prosperous to the country in terms of economics, social, and political. Therefore, every government in the world always pays special attention toward education system in their country because education is an instrument that helps to develop human resources. On the other hand human is the one who develops the country. Nevertheless, it supposes to be high quality of education so, that it can create high quality of human resources. Schultz (1977), has mentioned that “Long-term investment in human that can generate the highest benefit is an investment in education. It is an investment to develop human potential in order to create the prosperous to the country. Moreover, educated people have much more ability to develop the country than uneducated people.

Master degree education is the higher education after completing bachelor degree. The objectives of teaching Master degree are developing the knowledge in a particular major such as business administration, engineering, or computer science, conducting the research, develop analytical skill, problem-solving skill, conceptual skill, and decision-making skill in order to make the students have more vision. Studying Master degree can enhance students to be the leader in academic especially in conducting the research and studying in a particular major. It is obvious that these people can lead the country to grow up in the proper ways.

Now a day, there are a lot of people interested to further study in Master degree level. It is effected from some factors such as economic conditions or personal environment. If we consider about the production efficiency, it would create good effect that our country will have high efficient of human resource according to the theory about human resource economics theory. Due to the advance in technology, the country has to use the ability of people in order to control the advanced technology especially people who graduated higher degree than Bachelor degree which has skillful and expertise or expert in the particular job.

The main reason for a lot of number of students who need to further study in Master degree might come from some motivation factors because most of human behavior depends on the motivation. On the other hand, motivation is the human behavior indicator. The people who need to study may have different motivation. Some of them may need to gain more knowledge and more experience in order to get the advancement in their career. Some of them may need to get the higher degree to gain more opportunity. Some of them may need to get the social acceptance, recognition, affiliation, and gain more knowledge. The university's characteristics can motivate people to study Master degree also. People who need to study Master degree may look for high quality university, good environments, and less expenses. Therefore, all these motivations affect to the selection of studying in Master degree. Presently, the numbers of people who are interesting to studying in Master degree are increasing especially MBA program.

MBA is the Master Degree of Business Administration. Many students choose to study MBA because it is a broad major which can apply the knowledge for many jobs. Students can develop a broad range of skills, to acquire knowledge needed for competent managerial and administrative responsibilities in the contemporary

business environment, and to be able to apply the skill and knowledge based on the real situation. The MBA students are provided with many conceptual and problem solving tools needed to implement effective solutions to business problems and to develop and lead the organization for success.

In Bangkok, Thailand, both of public and private universities have provided the Master degree of Business Administration program according to high demand of further study. International Program is available in some university such as Assumption University, Bangkok University, Kasetsart University, Thammasart University, etc. Students who need to develop their English skill can study in international program of those universities instead of study in abroad because those universities use English as a medium language for teaching MBA, which students can improve English skill that is very important for today. Every business organization requires English skills for working in their company especially international company. Students can select the time that convenience for them to study. Some students who are working will prefer to study in evening time because they can working at daytime and studying in evening time or holiday. So, they will not loss their opportunity in their career because they can work and study simultaneously. Table 1.1 shows the university that provided Master Degree of Business in international program (Evening program only) in Bangkok.

The motivation for further study Master Degree of Business Administration in International Program in universities in Bangkok might come from many reasons such as lower expenses or lower cost of living than go to study abroad. The quality of education institution is accepted as the international university and students do not need to leave home for long time if they study in Thailand.

Table 1.1: The Name List of Universities Teaching Master Degree of Business in International Program (Evening program) in Bangkok.

Universities	Type of university	Cost of studying	Approximate number of students
Kasetsart University	Public	360,000	80
Mahidol University	Public	320,000	100
Thammasat University	Public	340,000	120
Assumption University	Private	220,000	500
Bangkok University	Private	230,000	100
University of the Thai Chamber of Commerce	Private	200,000	100

Source: Watana Wirinbidorn, MBA Guideline 2001 (Se-Education Public Company Limited)

The reason for researcher selects this topic to study because now a day, the number of people who is interesting to further study in Master Degree of Business Administration in International Program is increasing. The benefit for the study can make the researcher knows the motivation factors for further study in MBA international program of students in public and private universities in Bangkok. The research can compare between the motivation factors of students who are studying in public university and the motivation factors of students who are studying in private university. In order to see relationship of the motivation and the selection of study in public and private university, whether they are the same or different and how? It is also benefit for the graduate school of the universities in Thailand to use the results of this research to improve their operations and education system. The universities can

know how to motivate the student to study in their university, which can create the highest benefit for Thai's universities and for the country as well.

1.2 Research Objectives

Due to the increasing number of people who are studying MBA International Program. Some of them are studying in public university, and some of them are studying in private university. Therefore, it is imperative to find out what are the motivation factors that affect to the selection of either study in public or private university. How are they different in terms of demographic such as gender, income, etc. The following are two main objectives of this study.

1. To study the motivation factors which influence to the selection of studying MBA international program in public and private university.
2. To examine the relationship of respondents' demographics to the motivation factors

1.3 Statement of the Problems

Many students would like to entrance to the high quality university. The critical factor that can lead them to further study in master degree is the motivation. The main concern of this study is to examine the relationship between the motivation factors and the selection of further study in MBA International Program in public and private university. The research questions for this research are:

1. How are the motivation factors different between people who are studying MBA international program in public and private university?
2. How are the motivation factors different when determine by demographics?

1.4 Scope of the Research

This research will study the motivation factors, which affect to the selection of further study in MBA International Program. The main independent variables are demographic profile and types of university. While the reputation and quality, academic program, environment and facility factors, and expenditures are being considered as the component of the motivation factors of university's characteristics in the first dependent variable. The second dependent variable is the motivation factor of personal needs, which consist of need of achievement, need of recognition, need of affiliation, and need of more knowledge. All the variables above play the important role for the selection of further study in MBA International Program.

The target respondents of this research can be divided into two groups, which are the people who are studying MBA international program in public university (evening program) and the people who are studying MBA international program in private university (evening program). It is necessary to know how are these two groups different in terms of motivations to study in Master degree program for both university's characteristics, and personal needs. The location of the study in this research is in Bangkok Metropolitan area. Three public universities (Kasetsart University, Mahidol University, and Thammasat University) and three private universities (Assumption University, Bangkok university, and University of the Thai Chamber of Commerce) who are teaching Master of Business international program in evening were selected to participate in answering the questionnaire.

1.5 Limitations of the Research

This research is conducted through the universities in Bangkok Metropolitan area only, which may not be able to cover all of the universities in the country. The

respondents are those people who are studying MBA international program in public and private university (evening program). So, that the study is limited to people who are studying MBA international program evening time only, which cannot cover day program or all the majors of Master degree.

Moreover, the research is limited to a particular time frame. Therefore, its result cannot be generalized for all time because it depends on the economic situations, social situations, and government policies.

1.6 Significance of the Study

This research has the intention to study the motivation factors, which influence to the further study of MBA international program in public and private university. The motivation factors can be the indicator for the reason why they choose to study in public and private university. This research divided the motivation factors into two parts. First the motivation factors of university's characteristics, second, the motivation factors of personal needs. Moreover, this research can identify the relationship between demographic factors and the selection of study in public and private university as well.

The result of this research will benefit to the graduate school of the public and private universities in Thailand to improve their operation, academic program, and education systems. Therefore, the university will know how to motivate students to come to study in their university, and know what the students want from the university. Furthermore, the result of this research will be a useful information source for people who interested to study in this article as well.

1.7 Definition Terms

Motivation: It is an inner state that activates or moves a person toward a goal. It includes all those inner striving conditions described as wishes desires, and drives. (Rue & Byars, 1995)

Master degree: Higher level of education in a particular area after students finished Bachelor degree. (Balderston, 1995)

MBA: The Master Degree of Business Administration, one of the faculty that provide students with managerial skills necessary to make and implement decisions. (Viriyarungslis, 1998)

International Program: The program that uses English as medium language of instruction. (Viriyarungslis, 1998)

University: It is the “Information and learning organization” par excellence, society’s main repository of systematic knowledge and its main contributor to tomorrow’s scientific and humanistic understanding. (Kotler & Fox, 1995)

Public University: The university that is established and owned by the government and proceeding under the control of the ministry of university affairs. (<http://www.mua.go.th>)

Private University: The university that is established by private owner proceeding under the control of the ministry of university affairs. (<http://www.mua.go.th>)

University’s characteristics: It is the components of the university that students consider before they make their decision such as reputation and quality, academic program, environment and facility factors, and expenditures. (Balderston, 1995)

Reputation and quality: The image and perception of the university from the outside people’s point of view. (Balderston, 1995)

Academic Program: It is designed to determine what the bodies of knowledge are held to be, by how the professions are defined and by the educational selections the university and its sponsors are willing to provide. (Balderston, 1995)

Environments and facilities: The university's surrounding that support students in their education such as park, sport center, library, computer laboratory, parking lot, etc. (Tozer & Violas, 1993)

Expenditures: are the price it charges students for their academic program and the cost of living that students have to pay while they are studying such as tuition fees, cost of living, etc. (Kotler & Fox, 1995)

Personal needs: It refers to motivation that seeks to explain what motivates people in terms of deficiencies that individual experience at point in time such as need of achievement, need of recognition, need of affiliation, and need of more knowledge. (Zimbardo & Gerrig, 1999)

Need of achievement: It refers to the drive to do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, and to accomplish something important. (Murray, 1938)

Need of recognition: It refers to the desire for recognition is deeply ingrained in human nature and to be held in esteem both by themselves and by others. (Maslow, 1987)

Need of affiliation: It refers to the desire to be loyal to friends, to participate in friendly groups, to form strong attachments, to share things with friends. (Murray, 1938)

Need of more knowledge: It refers to the desire to gain more knowledge, to gain more experience, and to have more ability to solve the problem. (Franken, 1994)

CHAPTER II

Review of Related Literature and Previous Studies

This chapter presents a review of the literature and research related to the motivation factors. It refers to the theories, which the famous theorists have worked before. According to the title of this research which is the study on comparison of the motivation factors influence to further study in MBA international program in public and private university. There are three main parts for the related theories. First, the explanation of the definition and feature of human motivation. Second, the theory related to university's characteristics. Third, the theory related to personal needs.

2.1 Definition and Features of Human Motivation

The Meaning of Motivation

The word **Motivation** comes from the Latin word *movere*, which means to move. Numerous definitions are given for the term. Usually included are such words as aim, desire, end, impulse, intention, objective, and purpose. These definitions normally include three common characteristics of motivation. First, motivation is concerned with what activates human behavior. Second, motivation is concerned with what directs this behavior toward a particular goal. Third, motivation is concerned with how this behavior is sustained.

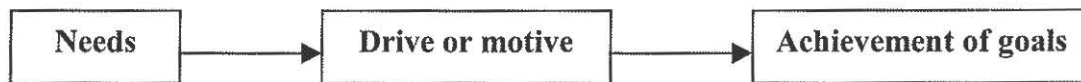
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Some Definitions on Motivation

- An inner state that activates or moves a person toward a goal. It includes all those inner striving conditions described as wishes desires, and drives. (Dubrin, 1997)
- The set of processes that arouse, direct, and maintain human behavior toward attain a goal. (Greenberg / Baron, 1993)
- A decision making process through which the individual chooses desired outcomes and sets in motion the behavior appropriate to acquiring them (Huczynski / Buchanan 1997)
- The willingness to exert high levels of effort toward organizational goals conditioned by the ability to satisfy some individual need. (Robbins, 1999)
- The combination of forces that lead people to behave as they do. It has energizing, directing, and maintaining components. (Wright / Noe, 1996)
- The contemporary (immediate) influences on the direction, vigor, and persistence of action. (Atkinson, 1993)
- The conditions which influenced the arousal, direction, and maintenance of behavior relevant in work setting (McCormick / Ilgen, 1980)
- Defined in terms of some outward behavior. People who are "motivated" exert a greater effort to perform some task than those who are "not motivated" "The willingness to do something, where the something is conditioned by its ability to satisfy some need for the individual" (Decenzo, 1999).

Motivation can be analyzed using the following causative sequence:

Figure 2.1: Causative Sequence



Source: Based on Leslie W. Rue and Lloyd L. Byars, *Management Skill and Application* 7th edition. (Richard D. Irwin Inc.,1995)

In motivation, needs produce motives, which lead to the accomplishment of goals. Needs are caused by deficiencies, which can be either physical or psychological. For instance, a physical need exists when an individual goes without sleep for 48 hours. A psychological need exists when an individual has no friends or companions.

A motive is a stimulus that leads to an action that satisfies the need. In other words, motives produce actions. Lack of sleep (the need) activates the physical changes of fatigue (the motive), which produces sleep (the action or, in this example, inaction).

Achievement of the goal satisfies the need and reduces the motive. When the goal is reached, balance is restored. However, other needs arise, which are then satisfied by the same sequence or events. Understanding the motivation sequence in itself offers a manager little help in determining what motivates people. (Rue & Byars, 1995)

Functions of Motivational Concepts

Psychologists have used the concept of motivation for five basic purposes:

- *To Relate Biology to Behavior.* As a biological organism, you have complex internal mechanisms that regulate your bodily functioning and

help you survive. Why did you get out of bed this morning? You may have been hungry, thirsty, or cold. In each case, internal states of deprivation trigger bodily responses that motivate you to take action to restore your body's balance.

- *To Account for Behavioral Variability.* Why might you do well on a task one day and poorly on the same task another day? Why does one child do much better at a competitive task than another child with roughly the same ability and knowledge? Psychologists use motivational explanations when the variation in people's performance in a constant situation cannot be trace to differences in ability, skill, practice, or chance. If you were willing to get up early this morning to get in some extra studying but your friend was not we would be comfortable describing you as in a different motivational state than your friend.
- *To Infer Private States from Public Acts.* You see someone sitting on a park bench, chuckling. How can you explain this behavior? Psychologist and laypersons are alike in typically moving from observing some behavior to inferring some internal cause for it. People are continually interpreting behavior in terms of likely reasons for why it occurred as it did. The same rule applies to your own behaviors. You often seek to discover whether your own actions are best understood as internally or externally motivated.
- *To Assign Responsibility for Action.* The concept of personal responsibility is basic in law, religion, and ethics. Personal responsibility presupposes inner motivation and the ability to control your actions. People are judged less responsible for their actions when (1) they did not intend negative

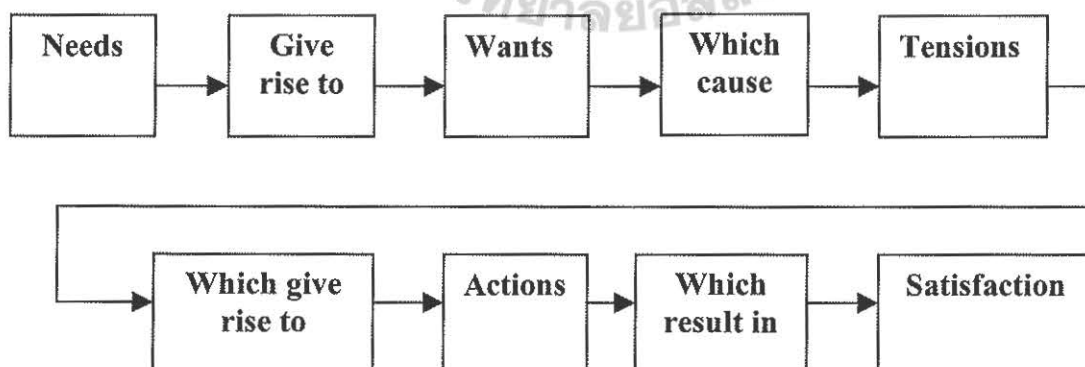
consequences to occur, (2) external forces were powerful enough to provoke the behaviors, or (3) the actions were influenced by drugs, alcohol, or intense emotion. Thus, a theory of motivation must be able to discriminate among the different potential causes of behavior.

- *To Explain Perseverance Despite Adversity.* A final reason psychologists study motivation is to explain why organisms perform behaviors when it might be easier not to perform them. Motivation gets you to work or class on time even when you are exhausted. Motivation helps you persist in playing the game to the best of your ability even when you are losing and realize that you cannot possibly win.

The Need-Want-Satisfaction Chain

It is possible to look at motivation as involving a chain reaction: Felt needs give rise to wants or goal sought, which cause tensions (that is, unfulfilled desires), which give rise to actions toward achieving goals, which finally result in satisfaction. (Wehrich & Koontz, 1993)

Figure 2.2: Need-Want-Satisfaction Chain



Source: Based on Heinz Wehrich and Harold Koontz, *Management and a Global Perspective* 10th edition. (McGraw-Hill, Inc., 1993) pp. 464

The chain explanation is complex. In the first place, except for physiological need, such as food, needs are not independent of a person's environment. Many physiological needs, however, are stimulated by environmental factors: The smell of food may cause hunger, a lower thermometer reading may cause chills, or the sight of a cold drink may cause an overwhelming thirst.

Environment has a major influence on our perception of secondary needs. The promotion of a colleague may kindle one's desire for a higher position. A challenging problem may whet one's desire to accomplish something by solving it. A congenial social group may increase one's need for affiliation; and, of course, being alone more than one wants to be can give a strong motivation for wanting to be with people.

In the second place, the need-want-satisfaction chain does not always operate as simply as portrayed. Needs do cause behavior, but needs also may result from behavior. Satisfying one need may lead to a desire to satisfy more needs. For example, a person's need for accomplishment may be made keener by the satisfaction gained from achieving a desired goal, or it may be dulled by failure. The one-way nature of the chain has also been challenged by the work of some biological scientists who have found that needs are not always the cause of human behavior but may be a result of it. In other words, behavior is often what people do and not why they do it.

Complexity of Motivation

It takes only a moment's thought to realize that at any given time, an individual's motives may be quite complex and often conflicting. A person may be motivated by a desire for economic goods and services (groceries, a better house, a new car, or a trip), and even these desires may be complex and conflicting (should one buy a new house or a new car?). At the same time, an individual may want self-

esteem, status, a feeling of accomplishment, or relaxation (who has not felt a conflict between the time demands of a job and the desire to play golf or go to movie?). (Wehrich & Koontz, 1993)

Motivators

Motivators are things that induce an individual to perform. While motivation reflects wants, motivators are the identified rewards, or incentives, that sharpen the drive to satisfy these wants. They are also the means by which conflicting needs may be reconciled or one need heightened so that it will be given priority over another.

A motivator, then is something that influences an individual's behavior. It makes a difference in what a person will do. Obviously, in any organized enterprise, managers must be concerned about motivators and also inventive in their use. People can often satisfy their wants in a variety of ways. A person can, for example, satisfy a desire for affiliation by being active in a social club rather than in a business, meet economic needs by performing a job just well enough to get by, or satisfy status needs by spending time working for a political party. What a manager must do, of course, is use those motivators, which will lead people to perform effectively for the enterprise that employs them. (Wehrich & Koontz, 1993)

Expectations and Cognitive Approaches to Motivation

The psychologists use cognitive analyses to explore the forces that motivate a variety of personal and social behaviors. Their point of view is that significant human motivation comes not from objective realities in the external world, but from subjective interpretations of reality. The reinforcing effect of a reward is lost if you do not perceive that your actions obtained it. What you do now is often controlled by

what you think was responsible for your past successes and failures, by what you believe is possible for you to do, and by what you anticipate the outcome of an action will be. Cognitive approaches explain why human beings are often motivated by expectations of future events. (Gipson & Ivancevich, 1997)

The importance of expectations in motivating behavior was developed by Julian Rotter (1954), in his social-learning theory. For Rotter, the probability that you will engage in a given behavior that follows the activity and by the personal value of that goal. A discrepancy between expectations and reality can motivate an individual to perform corrective behaviors (Festinger, 1957; Lewin, 1936). For example, if you find that your own behaviors do not match the standards or values of a group to which you belong, you might be motivated to change your behaviors to achieve a better fit with the group.

How do expectations relate to internal and external forces of motivation? Fritz Heider (1958), postulated that the outcome of your behavior (a poor grade, for example) can be attributed to dispositional forces, such as lack of effort or insufficient intelligence, or to situational forces, such as an unfair test or biased teacher. These attributions influence the way you will behave. You are likely to try harder next time if you see your poor grade as a result of your lack of effort, but you may give up if you see it as resulting from injustice or lack of ability. Thus the identification of a source of motivation as internal or external may depend, in part, on your own subjective interpretation of reality.

2.2 Theories Related to University's Characteristics

University is the “Information and learning organization” par excellence, society's main repository of systematic knowledge and its main contributor to tomorrow's scientific and humanistic understanding. The mission of the university is traditionally defined as “Teaching, research, and public service”. The full-scale university offers curricula leading to the most advanced degrees in a variety of fields.

The mechanisms and structures of the university and its organization and physical facilities are the means by which the processes operate. Both structures and mechanisms are largely given at any particular time. Their size, shapes, and condition are endowments of capability and also barrier to easy and rapid change.

Universities may be a prototype of the postindustrial organization. Partly, this is because they live on and for knowledge, and its creation, dissemination, and application is crucial. But it may be, also that the university at its best offers and interesting and sensitive balance between individuality and collective interdependence; between felt commitment and formal authority; between creativity and production; and even between the frivolous and the serious, the sacred and the profane. (Kotler & Fox, 1995)

Image and Reputation

The image and reputation of the university can divide into two levels: the global image of the campus, and the valuation of particular degree programs and the impact on the occupational and academic marketplaces.

The global image of a campus conveys indications of its quality and distinctiveness. Its academic programs and departments contribute to this positively if they are of recognized quality and negatively if they are perceived to be poor. They

add to the distinctiveness of the campus if they support and image of specialized strengths or convey independent distinction. The general reputation of the campus may, however, create a positive or negative halo effect in areas other than those from which graduates are being recruited. (Balderston, 1995)

Quality

The “Quality” of a university must be considered in several dimensions, and it contains a number of paradoxical elements. First, various groups hold strong views about the general quality of institutions they have heard about, without necessarily have concrete information on which to base those views. Second, the notion of the “quality” of a university may refer to the reputed knowledge and achievements of its graduates, or to the fame of its faculty and the size of its library and research establishment, or to the sheer notoriety of the institution if it is continually in the news. Or it may refer instead to the processes for learning that characterize the university, quite apart from whether these processes are powerfully effective in imparting knowledge. Finally, contemporary interest in Total Quality Management focuses for the most part on features of performance in administrative service; the academic core of the institution has not received systematic attention from this new and perhaps faddish discipline. (Balderston, 1995)

Global Views of the Quality of an Institution

This is a vague consensus about the “best university”. Such global views derive from institutions’ general visibility and their auras of distinction. The views are usually based on general hearsay rather than on direct observation.

Somewhat more specific are the descriptive characterizations of institutions in directories of universities. An example is the College Entrance Examination Board's College Handbook (1992). These directories report, for each institution:

- The degrees offered and the number awarded annually in broadly defined fields.
- The undergraduate majors offered.
- Admissions policies (SAT scores and the percentage of applicants accepted indicating the degree of selectivity and the profile of the student body in terms of academic background, geographical origins, and gender).
- Persistence and completion rates.
- Indicia of student life (housing, athletics, student services; and tuition, financial aid, and costs of attendance).

The elements of differentiation among institutions can be summarized as:

- Selectivity in the student inflow.
- Extent of localization or wider "draw" of students.
- Persistence and achievement of students.
- Program variety and number of degree levels represented.
- Stated fees and expected cost of attendance.

Academic Program

The design of academic programs is determined by what the bodies of knowledge are held to be, by how the professions are defined and by the educational selections the university and its sponsors are willing to provide. Any university, at a given time, contains only a sampling of the known span of academic programs.

To be a useful point of definition for an academic program, a body of knowledge has to be institutionalized, with an identifiable company of scholars sharing interests and findings in it, an apparatus of publication, agreed standards of scholarship, and some basis for recognizing who the scholars are and what they have to know. Intellectual and academic history gives the broad groupings: Humane letters, fine arts, languages, mathematics, philosophy, history; the social sciences; the life sciences; and the physical sciences. Within each of these, subdivision and specialization continue, and hybrids develop.

The decision to have a particular degree program is distinct from the question of how to organize and manage it. Each program leading to a degree is, crudely put, a product, and each student who completes that program is a unit of product. Responsibility for each program may be assigned to any of a great variety of organizations: schools and colleges, departments within colleges, and committees that administer degrees. (Balderston, 1995)

Environment

Every educational institution has an environment or character that began to evolve in its earliest days. Educational institutions were often founded to accomplish some societal or religious purpose deeply felt by their founders. Despite many changes over subsequent decades, elements of the founders' direction often remain. Institutional character derives not only from founders and early history, but also from the institution's geographical location, local climate, and size; the success of the founding organization and the match between the institution's offerings and its markets. (Tozer & Violas, 1993)

The institution also needs to determine how it is perceived by students, faculty, staff, alumni, and other constituencies because this information can reveal the extent to which the institution reflects its intended character. An image may linger long after the institution has changed. For example, parents may pass on outdated impression of schools to their children. The institution can also identify aspects of its current character that are no longer well matched to its markets and the larger environment.

Every institution is aware that it exists in a physical environment. A region, a state, a city, a place with a typical weather pattern and a certain terrain that confronts the institution with certain opportunities and threats. Institutions tend to be less aware of the wide range of other forces that shape opportunities for and pose threats to the institution. The macro environment consist of large-scale fundamental forces which are often categorized as demographic, economic, ecological, technological, political / legal / regulatory, and socio-cultural forces.

Expenditures

The university's expenditure is the price it charges students for their academic program. The student (or the student's parents) normally make a net payment that is less than the posted price, because of grants of financial aid, which can be regarded as "discount" Some universities also impose compulsory student fees, and these add to the net payment. The student's total cost of attendance includes room and board, books, transportation, and various incidentals, as well as tuition, compulsory fees and optional fees. (Kotler & Fox, 1995)

2.3 Theory Related to Personal Needs

Need Hierarchy Theory

The need hierarchy is based on assumption that individuals are motivated to satisfy a number of needs and that money can directly or indirectly satisfy only some of these needs. The need hierarchy is based largely on the work of Abraham Maslow.

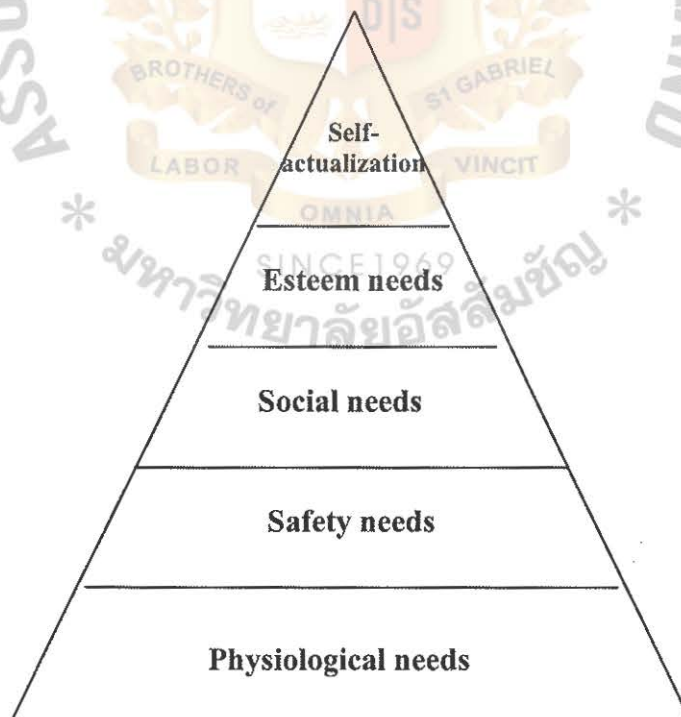
Maslow's Need Hierarchy

Humanist psychologist Maslow (1954), formulated the theory that basic motive from a hierarchy of needs, as illustrated in figure 2-3. Maslow thought that several different levels of needs exist within individuals and that these needs relate to each other in the form of hierarchy. Maslow's hierarchy of needs consists of the five levels.

1. *Physiological needs.* These are the basic needs for sustaining human life itself, such as food, water, warmth, shelter, and sleep. Maslow took the position that until these needs are satisfied to the degree necessary to maintain life, other needs will not motivate people. If these needs are sufficiently met, the second set of needs will emerge.
2. *Security or Safety needs.* This needs relate to obtaining a secure environment in which an individual is free from threats. Society provides many devices for meeting these needs: insurance policies, saving account, and police and fire departments. If a person is reasonably safe and secure, a third set of need will probably emerge.
3. *Social or Affiliation needs.* The third set includes the needs for affection, love, and sexual expression. Since people are social being, they need to belong, to be accepted by others.

4. *Esteem or Recognition needs.* These needs include internal esteem factors such as self-respect, autonomy and achievement; and external esteem factors such as status, recognition, and attention. Once people begin to satisfy their need to belong, they tend to want to be held in esteem both by themselves and by others. This kind of need produces such satisfactions as power, prestige, status, and self-confidence.
5. *Self-actualization needs.* This category includes the desire for self-fulfillment. Personal development may be expressed in many different way for example, maternally, athletically, artistically, or occupationally. Maslow regards this as the highest need in his hierarchy. It is the desire to become what one is capable of becoming-to maximize one's potential and to accomplish something.

Figure 2.3: Maslow's Hierarchy of Needs



Source: Based on Maslow Abraham H., *Motivation and Personality 3rd edition.* (Harper & Row Publisher, Inc., 1987)

The need hierarchy shown in Figure 2.3 adequately describes the general order or ranking of most people's needs. However, there are several other possibilities to be considered. First, although the needs of most people are arranged in the sequence shown in figure 2.3, differences in the sequence can occur, depending on an individual's learning experience, culture, social upbringing, and numerous other personality aspects. Second, the strength or potency of a person's needs may shift back and forth under different situations. For instance, during bad economic times, physiological and safety needs might tend to dominate an individual's behavior; in good economic times, higher-order needs might dominate an individual's behavior. (Zimbardo & Gerrig, 1999)

The unconscious character of the various needs should be recognized. In addition, there is a certain degree of cultural specificity of needs. In other words, the ways by which the various needs can be met tend to be controlled by cultural and societal factors. For example, the particular culture may dictate one's eating habits, social life, and numerous other facets of life.

Finally, different methods can be used by different individuals to satisfy a particular need. Two individuals may be deficient in relation to the same physiological need; however, the way in which each choose to satisfy that need may vary considerably.

As far as motivation is concerned, the thrust of the need hierarchy is that the lowest-level unsatisfied need causes behavior. The hierarchy represents what Maslow thought was the order in which unsatisfied needs would activate behavior.

McClelland's Needs Theory of Motivation

David C. McClelland (1961), has contributed to the understanding of motivation by identifying three types of basic motivating needs. He classified them as the need for power, need for affiliation, and need for achievement. Considerable research has been done on methods of testing people with respect to these three types of needs, and McClelland and his associates have done substantial research, especially on the need for achievement.

Need for Power

McClelland and other researchers have found that people with a high need for power have a great concern for exercising influence and control. Such individuals generally are seeking positions of leadership; they are frequently good conversationalists, though often argumentative; they are forceful, outspoken, hardheaded, and demanding; and they enjoy teaching and public speaking.

Need for Affiliation

People with a high need for affiliation usually derive pleasure from being loved and tend to avoid the pain of being rejected by a social group. As individuals, they are likely to be concerned with maintaining pleasant social relationships, to enjoy a sense of intimacy and understanding, to be ready to console and help others in trouble, and to enjoy friendly interaction with others.

Need for Achievement

People with a high need for achievement have an intense desire for success and an equally intense fear of failure. They want to be challenged, and they set moderately difficult (but not impossible) goals for themselves. They take a realistic approach to risk; they are not likely to be gamblers but, rather, prefer to analyze and assess problems, assume personal responsibility for getting a job done, and like

specific and prompt feedback on how they are doing. They tend to be restless, like to work long hours, do not worry unduly about failure if it does occur, and tend to like to run their own shows.

McClelland maintains that most people have developed a degree of each of these needs, but the level of intensity varies among people. For example, an individual may be high in the need for achievement, moderate in the need for power, and low in the need for affiliation. This individual's motivation to work will vary greatly from that of another person who has a high need for power and low needs for achievement and affiliation. An employee with a high need for affiliation would probably respond positively to demonstrations of warmth and support by a manager; an employee with a high need for achievement would likely respond positively to increased responsibility. Finally, under this approach to motivation, when a need's strength has been developed, it motivates behaviors or attracts employees to situations where such behaviors can be acted out. However, this does not satisfy the need; it is more likely to strengthen it further.

Murray's Theory of Manifest Needs.

Henry Murray (1938), theory of manifest needs defines needs as recurrent concerns for particular goals or end states. Each need is made up of two components. The first deals with the object toward which the need is directed (e.g., achievement or autonomy). The second describes the intensity or strength of the need for that particular object (e.g., strong versus weak). Murray proposed over 20 needs, several of which are described in Table 2.1.

Table 2.1 : Some of Murray's Manifest Needs

Achievement	To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something important, to do a difficult job well.
Affiliation	To be royal to friends, to participate in friendly groups, to form strong attachments, to share things with friends, to write letters to friends, to make as many friends as possible.
Deference	To get suggestion from others, to find out what others think, to follow instructions and do what is expected,
Change	To do new and different things, to travel, to meet new people, to have novelty and change in daily routine, to try new and different jobs, to participate in new fads and fashions.
Autonomy	To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decision, to do things without regard for what others may think.
Dominance	To argue for one's point of view, to be a leader in groups to which one belongs, to persuade and influence other.

Source: Based on H.A. Murray, *Explorations in Personality*. (New York: Oxford University Press, 1938) pp. 152

Because Murray's needs are not arranged in any hierarchical fashion, the theory has considerable flexibility. Unlike Maslow (1954) and Murray (1938), held that an individual could be motivated by more than one need at a time, and he also suggest that at time, needs could conflict with each other. Also, unlike Maslow, who viewed needs as innate and genetically determine, Murray regarded needs as learned.

Previous Studies of the Motivation Factors to Further Study

There are many researches conducted to determine the motivation factors, which influence to further study. Most of researchers have mentioned that the important motivation factors influence to further study are personal needs and university's characteristics. Those factors effect to the decision of further study. People who need to further study may or may not have the same personal needs. The previous studies below have found the various motivation factors as well as the personal needs, which influence to further study.

Anukulprasert (1994), had conducted the research about the graduate student's motivation factors to further a master degree program at Khon Kaen University. The purpose of her study was to find out the motivation factors regarding to the objective of education, personal reason, curriculum, role of faculty, college professors, and general factor. The subjects were 145 graduate school for the first year students who enrolled during 1994 academic year and the instruments were the questionnaires. The major finding were; (1) The motivation factors on objective of education were need for developing self-actualization, need for studying new techniques, and need for further study in doctoral degree. (2) The motivation factors on personal reasons were needed for reputation, need for good security at work, and need for transferring to the new job. (3) The motivation factors on curriculum were their job description, field of study, which were concordance with their ability and aptitude. (4) The motivation factors on the role of faculty were the university had a standardization and readiness for education, good environment and they used to be the alumni at Khon Kaen University. (5) The motivation factors were professor had in useful technical in education, professors were expert in education and friendly. (6) The motivation factors in general were the university being near their location, low tuition and fee.

Sritongdee (1992), had studied about the motivation for part-time studies of the graduate students in the special master degree program of Srinakharinwirot University, Presanmit campus. The purposes of her research were to study and compare the motivation in six aspects; interpersonal relationship, external expectation, situational avoidance, professional knowledge application for social service, and cognitive interest, as classified by sex, age, marital status, and academic major. The samples used in this research were 397 students and the instruments were the questionnaires. The summarized of the finding were the part-time graduate students had motivation at a high level in all six aspects, with an average range between 3.40-3.83 having respective order from the aspects of cognitive interest, interpersonal relationship, profession, situational avoidance, external expectation, and knowledge advancement application for social service respectively.

Chutinantakul (1995), had conducted the research about the construction of motivation to study in the educational opportunity project test by paired comparisons. The purpose of her study was to construct a test of motivation to study in the educational opportunity project. The sample of the study was 593 students in the educational opportunity project at the center of non-formal education Yasothon province during the academic year 1994. Motivation to study was classified into 3 categories. They were social, vocational, and self-development motives. Test items were in pair comparisons from which had two combination categories in each item. The test consisted of 69 items. The construct validity of the test determines by Point Biserial Correlation Coefficient range from 0.1124 to 0.5975, which were significant at the 0.1 level. The reliability of the test determine by Kuder Richardson (KR 20) were 0.908, 0.808, and 0.788 in social, vocational, and self-development motives respectively.

Sarobol, Chensiri and staff of Payap University (1997) had surveyed about the demand for graduate studies. The goal of surveying the motivation and demand of further education at the graduate level in various course of study as well as to study the labor market demand trends for graduate education in various fields. The target population of this study are those who have completed undergraduate study. The groups surveyed were a typical sample group of 415 people. The research method used was a stratified multi-stage sampling survey. The results were generated via interview and questionnaire. The result of this research were, the most important factor in education choice was the quality of teaching instructors, while the next most important factor in education choice was the quality of teaching instructors, while the next most important factor was the reputation of the educational institution. For the most part, awareness of introductory educational information came from posters and brochures. Moreover, they thought that in the future, Master's degree holders will need to have an image of being forward thinking, socially responsible, inspiring confidence and good at applying knowledge practically in their work.

Pornchai (1998), had conducted the research about factor affecting labor force participation and graduate study of the bachelor degree graduate at the faculty of economics, Kasetsart University. The objective of his study was to investigate factors affecting labor force participation and graduate study of the bachelor degree graduate at the faculty of economics, Kasetsart University. Samples of 195 bachelor degree students were selected. The respondents were asked questions about their socio-economic characteristics and grade point average by using standardized questionnaire. The result of this study indicated that the following factors: father's occupation (*self-entrepreneur*), father's education (*higher than bachelor degree*), and mother's occupation (*state enterprise*) are those affecting the sample group to decide to further

his/her study rather than join the labor force. Whereas, the factor; number of *parent's sons and daughters*; brought about the decision to work rather than further the study.

Chanchompoo (1999), studied about the needs to continue studying of science teachers in Bangkok for master degree program in science education in King Mongkut's Institute of Technology Ladkrabang. The research aimed to study needs and problems for studying master of sciences program of science education teachers and instructors grouped by Bangkok section. There were 601 respondents selected from 429 schools in Bangkok. Data were gather through a constructed questionnaire and being analyzed by percentage, means, and standard deviation by order. The reason for science teachers who needed to further study were as follows: expect to get promotion in their career, to develop their teaching abilities, to improve their present teaching method and seeking their new experiences both theories and practices, teaching techniques, principles and methods of teaching specifically English language and to study the process of practicing experimental sciences in class.

Chongsawang (1996), had surveyed about the factors influencing undergraduate students' decision to study in private university. The purpose of her study was to find out the major motivating factors, which influenced undergraduate's choice to continue their education in various private universities. Sampling method was used in selecting the 1996 first year undergraduate students of six private universities i.e. Bangkok University, Krirk University, Dhurakijbundit University, Sripatum University, University of The Thai Chamber of Commerce, and Assumption University. A total of 450 questionnaires, both in closed and open-ended forms and the priority ranking questionnaires were used. The result of the analysis was found that there were three sets of motivation factors. The first and top priority set of four included: the student's own academic capability, the student's own individual

requirement, the student's own readiness, and concern for convenient means in travel.

The second group of 3 motivating factors of succeeding importance consisted of vision about future career, financial suitability, and the university preference. The lowest rank in priority of motivating factor was the parents' suggestion.



CHAPTER III

Research Frameworks

This chapter contains three sections; first section provides conceptual framework that is shown the whole picture of the study. Second section explains about the research hypotheses, which try to determine the relationship of variables. The last section is discussing on operationalization of independent and dependent variables, which studying MBA international program in public and private university are considered as independent variable. There are two major dependent variables; the motivation factors of the university's characteristics: reputation and quality, academic program, environment and facility factors, and expenditures are considered as the first dependent variable. The motivation factor of personal needs: need of achievement, need of recognition, need of affiliation, and need of more knowledge are considered as the second dependent variable.

3.1 Conceptual Frameworks

The conceptual framework is as the whole picture on what this study wants to learn. It comprises of independent variables and dependent variables. The type of university and demographic profile are considered as the independent variable. While dependent variables are motivation factors of university's characteristics and motivation factors of personal needs. The conceptual framework can be drawn in two models as follows:

Figure 3.1: Conceptual Framework of the Study

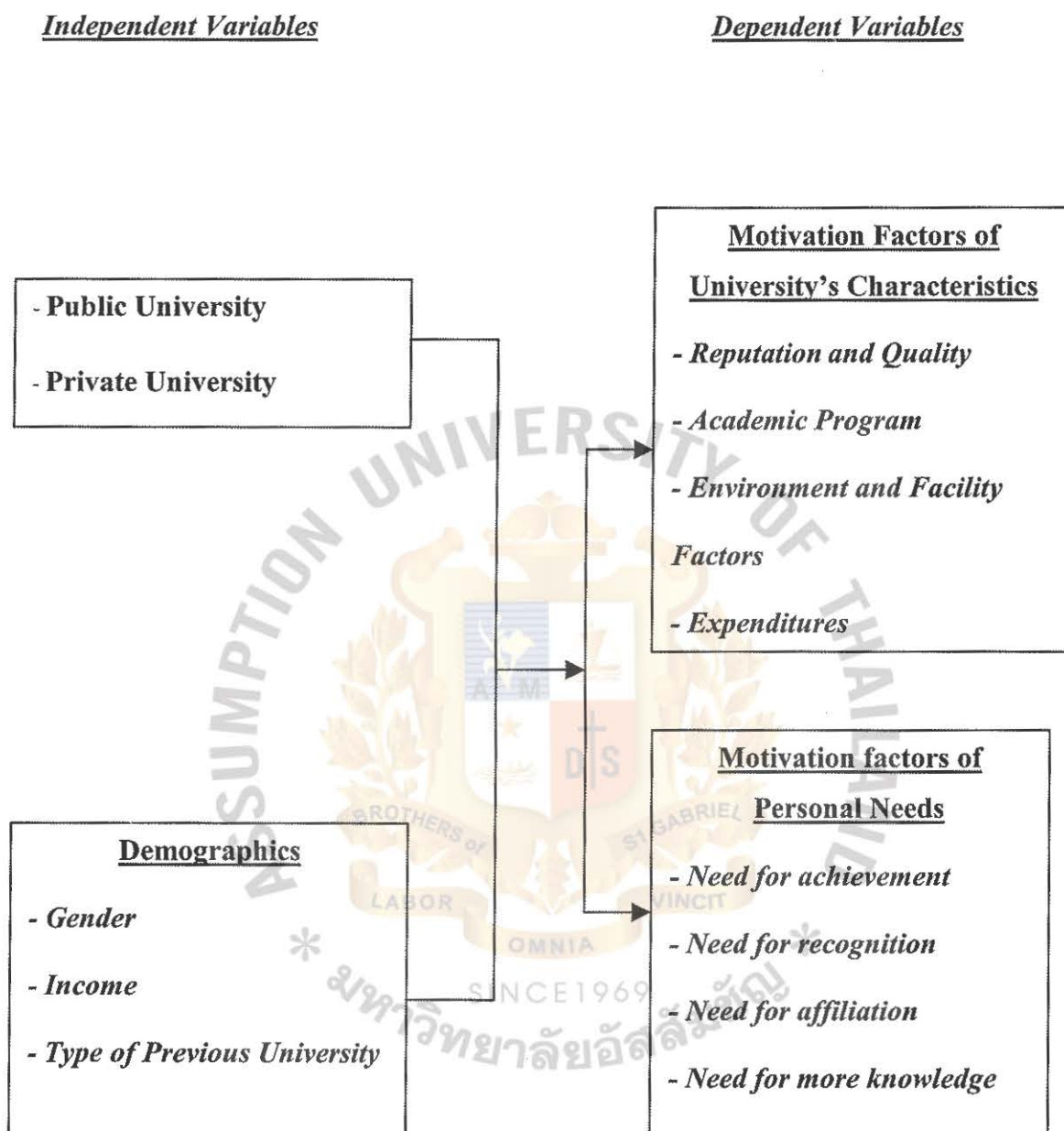
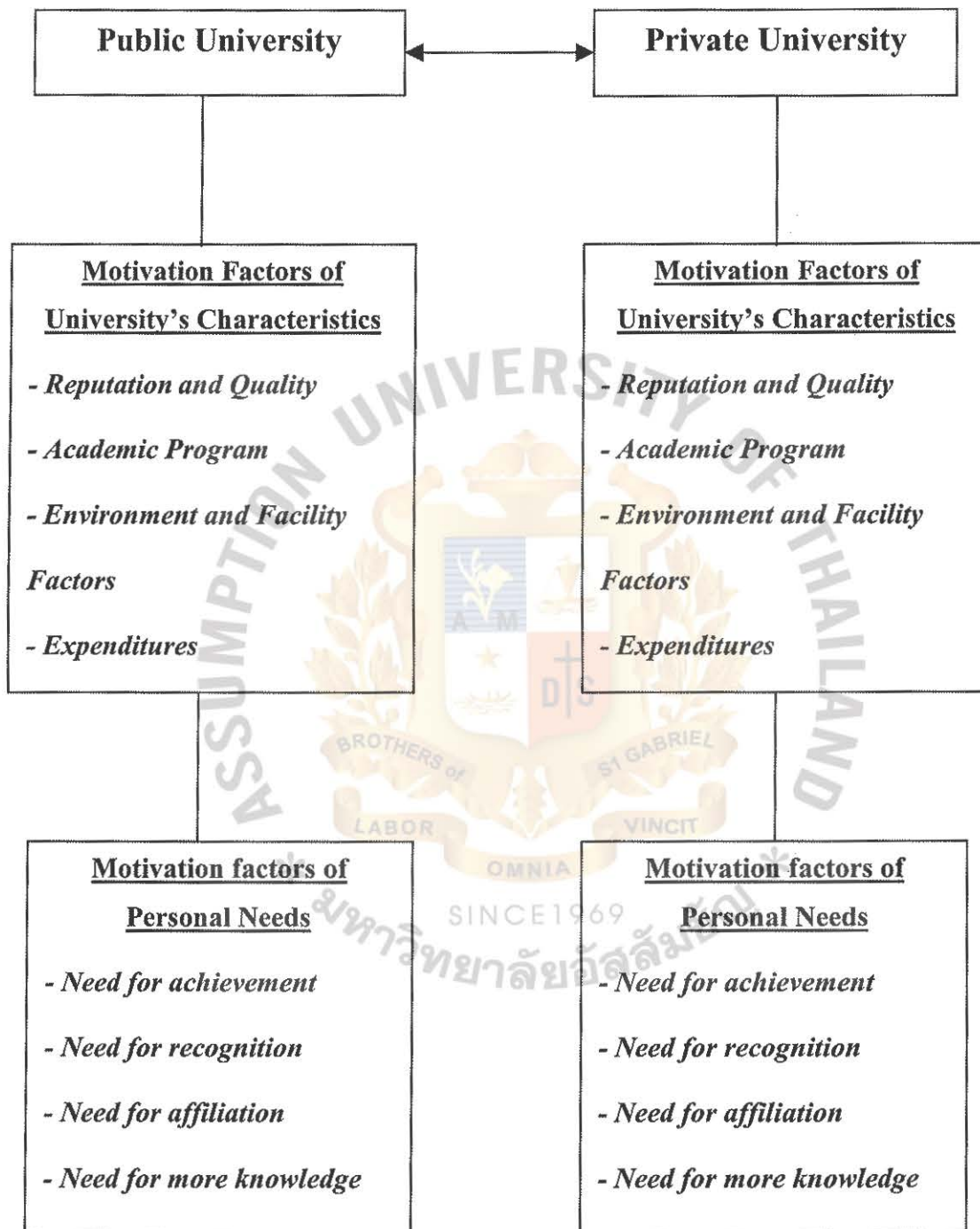


Figure 3.2: Conceptual Framework of Comparison Between Public and Private University



3.2 Research Hypotheses

According to the research objectives and conceptual framework, ten hypotheses had been developed. The researcher has grouped them into three groups. The first group consists of 4 hypotheses (Ho1 – Ho4) which develop to measure the difference in motivation factors of university's characteristics between people who are studying MBA international program in public and private university. The second group comprises of 4 hypotheses (Ho5 – Ho8) which develop to measure the difference in motivation factors of personal needs between people who are studying MBA international program in public and private university. The last group consists of 2 hypotheses (Ho9 – Ho10) in order to determine the difference in respondents' demographic and motivation factors, and to measure the difference in respondents' demographic and the selection of studying MBA international program in public and private university. All the hypotheses are shown below:

1. H0₁: There is no difference in motivation factor for reputation and quality of university's characteristics between people who are studying MBA international program in public and private university.
 H1₁: There is a difference in motivation factor for reputation and quality of university's characteristics between people who are studying MBA international program in public and private university.

2. H0₂: There is no difference in motivation factor for academic program of university's characteristics between people who are studying MBA international program in public and private university.

H1₂: There is a difference in motivation factor for academic program of university's characteristics between people who are studying MBA international program in public and private university.

3. H0₃: There is no difference in motivation factor for environment and facilities of university's characteristics between people who are studying MBA international program in public and private university.

H1₃: There is a difference in motivation factor for environment and facilities of university's characteristics between people who are studying MBA international program in public and private university.

4. H0₄: There is no difference in motivation factor for expenditures of university's characteristics between people who are studying MBA international program in public and private university.

H1₄: There is a difference in motivation factor for expenditures of university's characteristics between people who are studying MBA international program in public and private university.

5. H0₅: There is no difference in motivation factor for need of achievement between people who are studying MBA international program in public and private university.

H1₅: There is a difference in motivation factor for need of achievement between people who are studying MBA international program in public and private university.

6. H0₆: There is no difference in motivation factor for need of recognition between people who are studying MBA international program in public and private university.

H1₆: There is a difference in motivation factor for need of recognition between people who are studying MBA international program in public and private university.

7. H0₇: There is no difference in motivation factor for need of affiliation between people who are studying MBA international program in public and private university.

H1₇: There is a difference in motivation factor for need of affiliation between people who are studying MBA international program in public and private university.

8. H0₈: There is no difference in motivation factor for need of more knowledge between people who are studying MBA international program in public and private university.

H1₈: There is a difference in motivation factor for need of more knowledge between people who are studying MBA international program in public and private university.

9. H0₉: There is no difference in income between people who are studying MBA international program in public and private university.

H1₉: There is a difference in income between people who are studying MBA international program in public and private university.

10. H0₁₀: There is no difference in motivation factors for further study MBA international program when determined by gender.

H1₁₀: There is a difference in motivation factors for further study MBA international program when determined by gender.

3.3 Operational definition of the Dependent and Independent Variables

According to the conceptual frameworks there are two main dependent variables and two independent variables. The motivation factors of university's characteristics and personal needs are being considered as the dependent variables while demographic profile, and the type of university are independent variables. The following tables are showed to clarify the operational definitions of each component for those variables.

Table 3.1: The Operational Definition of the Dependent Variables

Variable	Operational Definition
<i>Reputation and Quality</i>	<ol style="list-style-type: none"> 1. High reputation and high quality university. 2. High reputation and high quality instructors in the university. 3. High reputation and high quality students in the university.
<i>Academic Program</i>	<ol style="list-style-type: none"> 1. High technology of education's instruments. 2. Wide variety of majors or faculties. 3. Interesting academic program and courses. 4. Fair grading system.

Variable	Operational Definition
<i>Academic Program</i>	5. Proper number of students. 6. Appropriate study time period.
<i>Environment and Facilities</i>	1. Good environment and atmosphere. 2. Friendship and good human relation instructors. 3. Nice behavior and good human relation students. 4. Facilities support education (e.g. library, computer lab, etc.). 5. Convenience to reach the university. 6. Sufficient area of parking lot.
<i>Expenditures</i>	1. Appropriate tuition fee. 2. Appropriate cost of living during period of studying. 3. Providing scholarship. 4. Proper miscellaneous expenses. 5. Providing welfare and security for students.
<i>Need of Achievement</i>	1. Need to get success in life. 2. Need the advancement in career.
<i>Need of Recognition</i>	1. Need for social acceptance. 2. Need of honor for oneself and family.
<i>Need of Affiliation</i>	1. Need to have more friends. 2. Need to extend the relationship and friendship to others.

Variable	Operational Definition
<i>Need of more Knowledge</i>	<ol style="list-style-type: none"> 1. Need to gain more academic matter. 2. Need to improve English skills. 3. Need to study Doctoral degree. 4. Need to create benefits from leisure time.

Table 3.2: The Operational Definition of the Independent Variables

Variable	Operational Definition
<i>Public University</i>	It refers to the public university in Bangkok. This research focused on Kasetsart University, Mahidol University, and Thammasat University.
<i>Private University</i>	It refers to the private university in Bangkok. This research focused on Assumption University, Bangkok University, and The University of Thai Chamber of Commerce.
<i>Gender</i>	It refers to the gender of the respondent, which are male and female.
<i>Income</i>	It refers to the income of the respondents per month. The research classified income into six levels in terms of Baht from less than 10,000 Baht to more than 50,000 Baht per month.
<i>Type of previous university</i>	It refers to the type of the university that respondents graduated in Bachelor degree level, which are public and private university.

CHAPTER IV

Research Methodology

The primary purpose of this study focused on comparison of the motivation factors influence to the selection of studying MBA international program in public and private university. This chapter dealt with the research method used, respondents and sampling procedure, research instrument and questionnaire, collection of data and gathering procedure, and statistical treatment of data.

4.1 Research Method Used

This part presents the research methodology. In order to collect the data of people who are studying MBA international program in public and private university (evening program). The appropriate research technique is survey because it is the research technique in which information is gathered from a sample of people by use of a questionnaire and it is a method of data collection based on communication with a representative sample of individual.

Descriptive analysis is used to describe the percentage, distribution, and frequency distribution of the demographic factors. As Zikmund (1997) proposed that descriptive analysis is applied to transform the raw data into a form that will make them easy to understand and interpret, rearranging, ordering, and manipulating data to generate description information such as frequency distribution, percentage distributions and means. Statistical treatment of data applied in the analysis included t-test for independent samples and analysis of variance (ANOVA)

4.2 Respondents and Sampling Procedures

4.2.1 Non-Probability Sampling

Non-probability sampling was used as the sampling method. It is a method in which units of the sample are selected on the basis of personal judgement or convenience. The sample in which population does not have any probabilities attached to their being chosen as sample subjects. Every element of the population does not have a known, non-zero probability. Under non-probability sampling, the researcher does not need to closely adhere to precise selection procedures to avoid arbitrary or biased selection elements. (Zikmund, 1997)

4.2.2 Target Population

The target population is the specific, complete group relevant to the research project (Zikmund, 1997). The target respondents of this research are the students who are studying MBA international program in public and private university evening program.

4.2.3 Sampling Base

The sampling base of this research is all three public and three private universities which are teaching Master of Business international program (evening program) in Bangkok to participate in this research. The name of universities are shown in the Table 4.1

Table 4.1: Name List of Public and Private Universities Teaching Master of Business International Program (Evening program)

Public University	Private University
1. Kasetsart University	1. Assumption University
2. Mahidol University	2. Bangkok University
3. Thammasat University	3. University of Thai Chamber of Commerce

Source: Watana Wirinbidorn, MBA Guideline, 2001 (Se-Education Public Company Limited)

4.2.4 Sampling Unit

In this research, the sampling unit are MBA international program students in public university (evening program) and MBA international program students in private universities (evening program)

4.2.5 Sample Size

To determine the sample size for this research, the researcher use quota sampling. The quota sampling is a non-probability sampling procedure that ensures that certain characteristics of a population sample will be represented to the exact extent that the investigator desires. Therefore, each university will be allocate the number of respondents to participate in this research.

Due to this research knows the number of population So that the appropriate way to determine the sample size is to use the Taro Yamane Table that have been constructed to determine the sample size based on the size of population.

Table 4.2: Approximate Number of Students of Each University who are Studying Master Degree of Business International Program (Evening program) in Bangkok

Universities	Type of university	Approximate number of students
Kasetsart University	Public	80
Mahidol University	Public	100
Thammasat University	Public	120
Assumption University	Private	500
Bangkok University	Private	100
University of the Thai Chamber of Commerce	Private	100
Total		1,000

Source: Watana Wirinbidorn, *MBA Guideline 2001 (Se-Education Public Company Limited)*

Table 4.3: Taro Yamane Table

Size of population	Percent of Error					
	1%	2%	3%	4%	5%	10%
500	-	-	-	-	222	83
1,000	-	-	-	385	286	91
1,500	-	-	638	441	316	94
2,000	-	-	714	476	333	95
2,500	-	1,250	769	500	345	96
3,000	-	1,364	811	517	353	97

Source: Yamane Taro, *Statistics: an introductory analysis, 2nd edition* (Harper & Row Corporations, 1969)

From the Table 4.2 total number of population are 1,000 people who are studying Master Degree of Business International Program in public and private university (Evening program) in Bangkok. Therefore, based on the Taro Yamane Table this research used the level of statistic significant at $\alpha = 0.05$ with 95 % confidence So that the appropriate sample size for this research are 286 people.

Due to this research use quota sampling. Therefore, the researcher allocates the sample of respondents as follows:

Table 4.4: Allocation the Sample of Respondents

Universities	Type of university	Sample of respondents
Kasetsart University	Public	50
Mahidol University	Public	50
Thammasat University	Public	50
Assumption University	Private	50
Bangkok University	Private	50
University of the Thai Chamber of Commerce	Private	50
Total		300

The researcher determined the number of respondents at 100% of total population. The target population had a number of 1,000 persons, and the sample respondents were 300 respondents.

4.3 Research Instrument / Questionnaires

The instrument for the comparative study of motivation factors influence to further study MBA international program in public and private university in Bangkok was questionnaire. The questionnaire was prepared in English and translated to Thai version for better understanding of the respondents. It was established to answer the research hypotheses in chapter 3 and was based on sub-variable of the main variables.

The questionnaire consists of three parts:

- Part 1: Motivation factors of university’s characteristics.
- Part 2: Motivation factors of personal needs.
- Part 3: Personal data or demographic profile.

Part 1 and part 2, the motivation factors of university’s characteristic and motivation factors of personal needs consist of 20 and 10 questions respectively. All question in part 1 and 2 used the *five points Likert type scales* to measure the motivation factors. For part 3 the personal data consists of 7 questions, which created in multiple choice format. The total number of questions for this questionnaire are 37 items and they are arranged in Table 4.2

Table 4.5: Arrangement of Questionnaire

Part	Main Variable	Sub-Variable	Questionnaire Items
1	Motivation Factors of University’s Characteristics	- Reputation and Quality - Academic Program - Environments and Facilities - Expenditures	1-3 4-9 10-15 16-20

Part	Main Variable	Sub-Variable	Questionnaire Items
2	Motivation Factors of Personal Needs	- Need of Achievement - Need of Recognition - Need of Affiliation - Need of More Knowledge	1-2 3-4 5-6 7-10
3	Personal Data	-	1-7

Pretest

Due to the questionnaire will be used in this survey as an instrument to measure the difference in motivation factors between people who are studying MBA international program in public and private university. The questionnaire should be tested for its reliability. Vanichbuncha (2001), has mentioned that in order to conduct the pretest, the number of respondents should be at least 25 samples. For this research, 50 respondents were participated in the pretest. The SPSS reliability subprogram was used to determine the reliability by using Cronbach Alpha Score.

Referring to the outputs of 50 questionnaires received, the alpha of reliability coefficients showed the motivation factors of university's characteristics had alpha at 0.8257. The motivation factors of personal needs got the alpha at 0.7486. The overall questions about the motivation factors had the alpha at 0.8653.

Sekaran (1992), mentioned that if the alpha value is more than 0.6, it is considered reliable. As the result of this pretest, all the components got the alpha value more than 0.6. Therefore, it was concluded from this test that the survey instrument possessed reliable scales for the measurement.

4.4 Collection of Data / Gathering Procedures

Data gathering is the process in which the researcher collects the data. There are two types of data resources, which are primary data and secondary data. Primary data were collected through the use of questionnaire. Secondary data were collected through the textbook, researcher reports, journals, articles, and previous study. The researcher collected the primary data from the people who are studying MBA international program in public and private university (evening program) in Bangkok. The questionnaire will be distributed through all the three public and private universities, which are Kasetsart University, Mahidol University, Thammasat University, Assumption University, Bangkok University, and University of Thai Chamber of Commerce. The questionnaire should be answered individually. The researcher collected all questionnaires after the respondent completed all parts of questionnaire. The respondents' information will be kept confidentially.

4.5 Statistical Treatment of Data

The data obtained from the responses will be used to be analyzed by several methods of statistical analysis by using SPSS (Statistical Package for the Social Science) program for windows to encode and process the data obtained. The following statistical tools were used in the analysis of data.

1. The descriptive statistic of frequency distribution will be used to describe the percentage distribution, frequency distribution, mean score, and standard deviation on the demographic factors.

2. Independent T-Test, It is used to test the mean score on some interval or ratio scale variable that is different for two independent samples or groups. This method

will be used to test hypothesis one, two, three, four, five, six, seven, eight and ten to test whether or not there are differences in motivation factors, and demographics between people who are studying MBA international program in public and private university. The data will be analyzed by the statistic test from the following formula: (Saiyod & Saiyod, 1995)

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

and

$$df = \frac{(S_1^2/n_1 + S_2^2/n_2)}{\frac{(S_1^2/n_1)^2}{n_1-1} + \frac{(S_2^2/n_2)^2}{n_2-1}}$$

Where:

- X_1 = Mean of group 1

X_2 = Mean of group 2

S_1^2 = Variance of group 1

S_2^2 = Variance of group 2
- n_1 = Sample size of group 1

n_2 = Sample size of group 2

df = Degree of freedom

Base on this study, the mean score on motivation factors were weight as follow:

Rating Scale	Interpretation
5.00 – 4.20	Extremely Important
4.19 – 3.40	Very Important
3.39 – 2.60	Moderate
2.59 – 1.80	Less Important
1.79 – 1.00	Not Important

3. *Analysis of Variance (ANOVA F-test)* It is the analysis of the effects of one treatment variable on an interval-scale or ratio scaled dependent variable; a technique to determine if statistically significant differences of means occur between two or more groups. (Zikmund, 2000) This method will be used to test hypothesis nine. The ANOVA is the ratio as shown below:

$$F = \frac{\text{MS between}}{\text{MS within}}$$

ANOVA Summary Table

Source of variation	Sum of squares	Degree of freedom	Mean square	F-ratio
Between groups	SSb	c-1	MSb	-
Within groups	SSw	n-c	MSw	$F = \frac{\text{MS between}}{\text{MS within}}$
Total	SS _t	n-1		-

Where c = number of groups

n = number of observations in group

The level of statistic significant in this research is at $\alpha = 0.05$ with 95 % confidence in order to test the hypotheses.

Table 4.6: The Statistical Test for Each Hypothesis

Hypotheses	Statistical Test
H ₁ , H ₂ , H ₃ , H ₄ , H ₅ , H ₆ , H ₇ , H ₈ , H ₁₀	T-Test
H ₉	ANOVA



CHAPTER V

Presentation of Data and Critical Discussion of Results

This Chapter presents the results of analysis based on 300 samples of collected questionnaire. The data analysis part can be divided into three sections. The first section includes the presentation of total respondents' demographic, which classified by gender, age, marital status, occupation, income level, and type of previous university. The second section presents the reliability analysis of questionnaire. The last section presents hypothesis testing. Each hypothesis was evaluated by using SPSS (Statistical Package for Social Science) version 10 statistical analysis software. A significant level of 0.05 will be used as the criterion for significance in all analysis.

5.1 Respondents' Characteristics

To identify the characteristic of respondents participating in this study, the descriptive analysis is applied to analyze the data. The characteristic of respondents included gender, age, marital status, occupation, income level, and type of previous university are demonstrated in Table 5.1 to 5.6

Table 5.1: Gender

Group	Public University		Private University		Total	
Gender	Number of Respondent	Percent (%)	Number of Respondent	Percent (%)	Number of Respondent	Percent (%)
Male	61	40.7%	63	42.0%	124	41.3%
Female	89	59.3%	87	58.0%	176	58.7%
Total	150	100%	150	100%	300	100%

Table 5.1 indicates that females are the great majority of the total respondent (58.7%) whereas 41.3 percent are males. Out of this 40.7 percent are males from public university, and 59.3 percent are females. Besides, 42.0 percent are males from private university and another 58.0 percent are females.

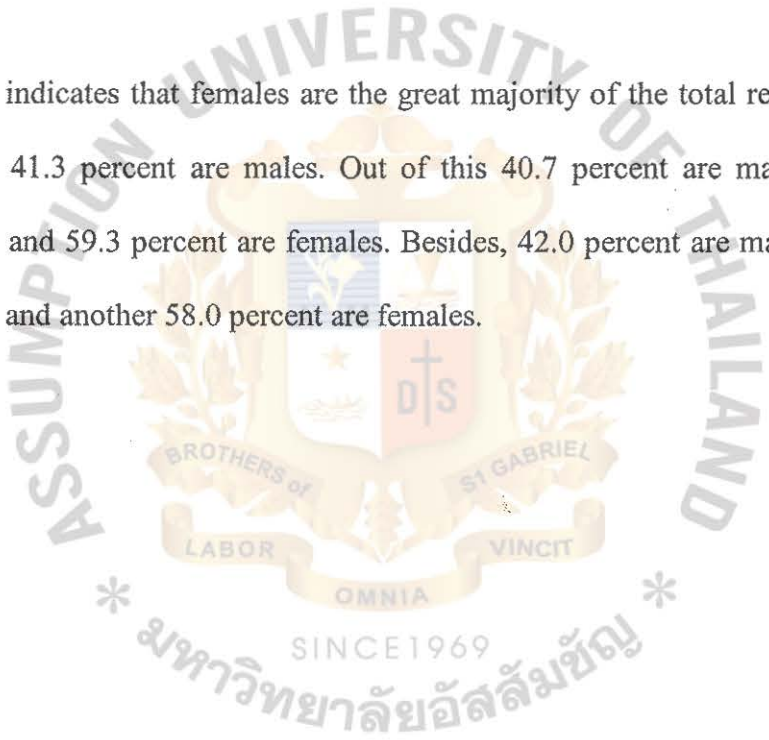


Table 5.2: Age Category

Group	Public University		Private University		Total	
Age	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)
21-25	31	20.7%	42	28.0%	73	24.3%
26-30	82	54.7%	74	49.3%	156	52.0%
31-35	27	18.0%	24	16.0%	51	17.0%
36-40	10	6.6%	10	6.7%	20	6.7%
41 and over	0	0%	0	0%	0	0%
Total	150	100%	150	100%	300	100%

Table 5.2 presents the age categories of the respondents. Among 300 respondents, 52.0 percent of total respondents have age between 26-30 years old, and 24.3 percent are the student age between 21-25 years old. Other 17.0 percent and 6.7 percent of total respondents are age between 31-35, and 36-40 years old, respectively.

The majority respondents from public university have age between 26-30 years old (54.7%). While 20.7 percent are age between 21-25 years old. The other 18.0 percent and 6.6 percent are age between 31-35, and 36-40 years old in ordering.

For respondents from public university, 49.3 percent are age between 26-30 years old while 28.0 percent are 21-25 years old. 16.0 percent are the students age between 31-35 years old and only 6.7 percent have age between 36-40 years old.

Table 5.3: Marital Status

Group	Public University		Private University		Total	
Marital Status	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)
Single	124	82.7%	131	87.3%	255	85.0%
Married	25	16.7%	18	12.0%	43	14.3%
Divorced	1	0.6%	1	0.6%	2	0.7%
Total	150	100%	150	100%	300	100%

Table 5.3 shows that most of the respondents who participated in this research are single person (85.0%). While 14.3 percent are married and only 0.7 percent are divorced.

Public University students are single 82.7 percent, married 16.7 percent and divorced 0.6 percent.

Private University, 87.3 percent of the students are single, 12.0 percent and 0.6 percent are married and divorced, respectively.

Table 5.4: Occupations

Group	Public University		Private University		Total	
	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)
Public Officer	12	8.0%	10	6.7%	22	7.3%
Private Officer	108	72.0%	103	68.7%	211	70.3%
Own Business	26	17.3%	30	20.0%	56	18.7%
Others	4	2.7%	7	4.6%	11	3.7%
Total	150	100%	150	100%	300	100%

Table 5.4 presents the occupations of respondents. Out of 300 respondents, there are 70.3 percent working for private organization. 18.7 percent doing their own business whereas 7.3 percent are being public officer. Besides, there are 3.7 percent of others, which they are unemployed.

The majority of respondents from public university are working for private organization (72.0%), while 17.3 percent are doing their own business. Other 8.0 and 2.7 percent are being public officer and others, respectively.

Also, most of respondents from private university are working for private organization (68.7%) and 20.0 percent run their own business. The rest 6.7 percent are public officer, and also 4.6 percent are other occupation.

Table 5.5: Income Levels

Group	Public University		Private University		Total	
Income	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)
10,000 or less	3	2.0%	4	2.7%	7	2.3%
10,001-20,000	32	21.3%	54	36.0%	86	28.7%
20,001-30,000	55	36.7%	53	35.3%	108	36.0%
30,001-40,000	33	22.0%	21	14.0%	54	18.0%
40,001-50,000	17	11.3%	10	6.7%	27	9.0%
50,001 and over	10	6.7%	8	5.3%	18	6.0%
Total	150	100%	150	100%	300	100%

Table 5.5 indicates the income levels per month. From 300 respondents, the most respondent have monthly income between 20,001 to 30,000 baht (36.0%). 28.7 and 18.0 percent of respondents have monthly income between 10,000 to 20,000 baht, and 30,000 to 40,000 baht respectively. There are 9.0 percent of total respondent have income between 40,001 to 50,000 baht and 6.0 percent have monthly income more than 50,000 baht. The rest 2.3 percent get income less than 10,000 baht per month.

From the Table 5.4 the respondents who are studying MBA international program in public university have income per month as following: 36.7 percent of them have 20,001 to 30,000 baht, 22.0 percent have 30,001 to 40,000 baht. 21.3 percent, 11.3 percent, 6.7 percent, and 2.0 percent of the respondents have income per month between 10,001 to 20,000 baht, 40,001 to 50,000 baht, more than 50,000 baht, and less than 10,000 baht, respectively.

On the other hand, the majority of respondents who are studying MBA international program have monthly income between 10,001 to 20,000 baht (36.0%), and 20,001 to 30,000 baht (35.3%). Whereas, 14.0 percent, 6.7 percent, and 5.3 percent of the respondents have income levels between 30,001 to 40,000 baht, 40,001 to 50,000 baht, and more than 50,000 baht, respectively. Further, the rest 2.7 percent have income less than 10,000 baht.



Table 5.6: Type of Previous University

Group	Public University		Private University		Total	
Type of previous university	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)	Number of Respondents	Percent (%)
Public	126	84.0%	47	31.3%	173	57.7%
Private	24	16.0%	103	68.7%	127	42.3%
Total	150	100%	150	100%	300	100%

Table 5.6 shows that the great majority of total respondents who are studying MBA international program graduated bachelor degree from public university (57.7%) whereas, 42.3 percent graduated bachelor degree from private university.

MBA students in public university graduated bachelor degree from public university 84.0 percent and only 16.0 percent came from private university.

For MBA students who are studying in private university, most of them are graduate bachelor degree from private university (68.7%). The others 31.3 percent graduated from public university.

5.2 Reliability analysis

The results of reliability analysis after examining the questionnaire instrument by calculating Cronbach’s Coefficient Alpha Value of this study for the total 300 respondents are shown in Table 5.7

Table 5.7: Reliability Analysis-Scale

Motivation Factors	Alpha Value
University’s Characteristics	
Reputation and Quality	.6355
Academic Program	.6980
Environment and Facilities Factors	.6881
Expenditures	.8271
Total University’s Characteristics	.8186
Personal Needs	
Need of achievement	.8550
Need of recognition	.8026
Need of affiliation	.7719
Need of more knowledge	.7966
Total Personal Needs	.7303
Total	.8385

As the result of reliability analysis from the study, all parts of motivation factor is considered reliable due to the coefficient alpha values were more than 0.6

5.3 Hypothesis Testing

In this research, ten hypotheses have been developed to test. The hypothesis one to eight and hypothesis ten are tested by Independent Sample T-Test. The hypothesis nine is tested by the Analysis of Variance (ANOVA). The result of each hypothesis testing is shown in Table 5.8 to Table 5.17.



Hypothesis 1

- H0₁: There is no difference in motivation factors for reputation and quality of university’s characteristics between people who are studying MBA international program in public and private university.
- H1₁: There is a difference in motivation factors for reputation and quality of university’s characteristics between people who are studying MBA international program in public and private university.

Table 5.8: Independent T-Test for Testing the Difference in Motivation Factors for Reputation and Quality of University’s Characteristics

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	% Confidence Interval of Difference
									Lower Upper
MEANR	Equal variances assumed	3.518	.062	2.791	298	.006	.1689	6.052E-02	4.979E-02 .2880
	Equal variances not assumed			2.791	286.931	.006	.1689	6.052E-02	4.977E-02 .2880

As presented in Table 5.8, the null hypothesis was evaluated by using two-tailed Independent T-Test. The result shows that the significant difference in motivation factors for reputation and quality of university’s characteristics between people who are studying MBA international program in public and private university with two-tailed significance of .006, which is less than .05 ($.006 < .05$). So, the null hypothesis was rejected. Then, it can conclude that there is a difference in motivation factors for reputation and quality of university’s characteristics between people who are studying MBA international program in public and private university at the significant level .05.

Hypothesis 2

- H0₂: There is no difference in motivation factors for academic program of university’s characteristics between people who are studying MBA international program in public and private university.
- H1₂: There is a difference in motivation factors for academic program of university’s characteristics between people who are studying MBA international program in public and private university.

Table 5.9: Independent T-Test for Testing the Difference in Motivation Factors for Academic Program of University’s Characteristics

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEANA Equal variances assumed	2.655	.104	-.446	298	.656	2.4444E-02	5.478E-02	-.1322	8.335E-02
Equal variances not assumed			-.446	295.066	.656	2.4444E-02	5.478E-02	-.1322	8.336E-02

To test Hypothesis 2, the Independent Sample T-Test is applied to examine whether the motivation factors for academic program of the university’s characteristic is difference between people who are studying MBA international program in public and private university or not. The result from Table 5.9 indicates that the significance two-tail value is .656, which is more than .05 (.656 > .05). Thus, the null hypothesis failed to reject. Therefore, it implies that there is no difference in motivation factors for academic program of university’s characteristics between people who are studying MBA international program in public and private university at the significant level of .05

Hypothesis 3

- H0₃: There is no difference in motivation factors for environment and facilities of university’s characteristics between people who are studying MBA international program in public and private university.
- H1₃: There is a difference in motivation factors for environment and facilities of university’s characteristics between people who are studying MBA international program in public and private university.

Table 5.10: Independent T-Test for Testing the Difference in Motivation Factors for Environment and Facility’s Factors of University’s Characteristics

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEAN Equal variances assumed	1.427	.233	-2.391	298	.017	-.1411	5.901E-02	-.2572	2.4976E-02
Equal variances not assumed			-2.391	295.813	.017	-.1411	5.901E-02	-.2572	2.4973E-02

As The Independent Sample T-Test applied for hypothesis 3. The result is indicated in Table 5.10 that, there is a statistically significant difference in motivation factors for environment and facilities of university’s characteristic between people who are studying MBA international program in public and private university. The statistically significant difference between these two groups at two-tailed significant level of .017, which is less than .05 ($.017 < .05$). Hence, null hypothesis is rejected, showing that there is a difference in motivation factors for environment and facilities of university’s characteristics between people who are studying MBA international program in public and private university at the 0.5 significant level.

Hypothesis 4

- H0₄: There is no difference in motivation factors for expenditures of university’s characteristics between people who are studying MBA international program in public and private university.
- H1₄: There is a difference in motivation factors for expenditures of university’s characteristics between people who are studying MBA international program in public and private university.

Table 5.11: Independent T-Test for Testing the Difference in Motivation Factors for Expenditures of University’s Characteristics

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEAN: Equal variances assumed	31.078	.000	3.552	298	.000	.2760	7.770E-02	.1231	.4289
Equal variances not assumed			3.552	255.499	.000	.2760	7.770E-02	.1230	.4290

Table 5.11 is the result of hypothesis 4 that test whether the motivation factors for expenditures of university’s characteristic is difference between people who are studying MBA international program in public and private university. After Independent T-Test is applied, the significance of two-tailed value .000 less than .05 ($.000 < .05$). Consequently, the null hypothesis is rejected and accepts the alternative hypothesis. It implies that there is a difference in motivation factors for expenditures of university’s characteristics between people who are studying MBA international program in public and private university at the significant level of .05.

Hypothesis 5

- H0₅: There is no difference in motivation factors for need of achievement between people who are studying MBA international program in public and private university.
- H1₅: There is a difference in motivation factors for need of achievement between people who are studying MBA international program in public and private university.

Table 5.12: Independent T-Test for Testing the Difference in Motivation Factors for Need of Achievement

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEAN(A) Equal variances assumed	1.679	.196	-.670	298	.503	-4.3333E-02	6.463E-02	-.1705	8.386E-02
Equal variances not assumed			-.670	285.297	.503	-4.3333E-02	6.463E-02	-.1706	8.389E-02

The Independent T-Test used to investigate the difference in motivation factors for need of achievement for the people who are studying MBA international program in public and private university. The result in Table 5.12 shows the statistical significance from two-tailed test is equal to .503, which is more than .05 (.503 > .05). Hence, it failed to reject the null hypothesis, which means that there is no difference in motivation factors for need of achievement between people who are studying MBA international program in public and private university at the significant level of .05.

Hypothesis 6

- H0₆: There is no difference in motivation factors for need of recognition between people who are studying MBA international program in public and private university.
- H1₆: There is a difference in motivation factors for need of recognition between people who are studying MBA international program in public and private university.

Table 5.13: Independent T-Test for Testing the Difference in Motivation Factors for Need of Recognition

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Standard Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEANR1 Equal variances assumed	10.622	.001	3.170	298	.002	.2833	8.939E-02	.1074	.4592
Equal variances not assumed			3.170	279.842	.002	.2833	8.939E-02	.1074	.4593

To test hypothesis 6, the Independent T-Test is used to test whether is there a difference in motivation factors for need of recognition between people who are studying MBA international program in public and private university. The Table 5.13 states the significance of two-tailed of .002, which is less than .05 ($.002 < .05$). Therefore, the null hypothesis is rejected that means there is a difference in motivation factors for need of recognition between people who are studying MBA international program in public and private university at the significant level of .05.

Hypothesis 7

H0₇: There is no difference in motivation factors for need of affiliation between people who are studying MBA international program in public and private university.

H1₇: There is a difference in motivation factors for need of affiliation between people who are studying MBA international program in public and private university.

Table 5.14: Independent T-Test for Testing the Difference in Motivation Factors for Need of Affiliation

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	% Confidence Interval of the Difference	
								Lower	Upper
MEANA Equal variances assumed	14.095	.000	-2.159	298	.032	-.1833	8.492E-02	-.3505	1.6208E-02
Equal variances not assumed			-2.159	270.341	.032	-.1833	8.492E-02	-.3505	1.6138E-02

Table 5.14 presents the result of testing by Independent Sample T-Test to the hypothesis 7, that is there a difference in motivation factors for need of affiliation between people who are studying MBA international program in public and private university. The result from the table shows with two-tailed significance of .032, which is less than .05 ($.032 < .05$). So, the null hypothesis is rejected. Therefore, there is a difference in motivation factors for need of affiliation between people who are studying MBA international program in public and private university at .05 significant level.

Hypothesis 8

H0₈: There is no difference in motivation factors for need of more knowledge between people who are studying MBA international program in public and private university.

H1₈: There is a difference in motivation factors for need of more knowledge between people who are studying MBA international program in public and private university.

Table 5.15: Independent T-Test for Testing the Difference in Motivation Factors for Need of More Knowledge

Independent Samples Test										
	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	% Confidence Interval of Difference		
								Lower	Upper	
MEANK	Equal variances assumed	6.057	.014	1.118	298	.264	7.167E-02	6.409E-02	.4469E-02	.1978
	Equal variances not assumed			1.118	291.728	.264	7.167E-02	6.409E-02	.4480E-02	.1978

Table 5.15 presents the result of testing hypothesis 8 by Independent Sample T-Test. The result reveals statistically significant difference in motivation factors for need of more knowledge between people who are studying MBA international program in public and private university. The two-tailed significant value is .264, which is more than .05 (.264 > .05). Thus the null hypothesis failed to reject. It can conclude that there is no difference in motivation factors for need of more knowledge between people who are studying MBA international program in public and private university at .05 significant level.

Hypothesis 9

H0₉: There is no difference in income between people who are studying MBA international program in public and private university.

H1₉: There is a difference in income between people who are studying MBA international program in public and private university.

Table 5.16: The Analysis of Variance (ANOVA) Testing the Difference in Income

ANOVA					
Income per month					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.453	1	10.453	7.511	.007
Within Groups	414.733	298	1.392		
Total	425.187	299			

As present in Table 5.16, the null hypothesis was tested by the Analysis of Variance (ANOVA) in order to identify the difference in income between people who are studying MBA international program in public and private university. The significant value from the test is .007, which is less than .05 (.007 < .05). Therefore, the null hypothesis is rejected. It indicates that there is a difference in income between people who are studying MBA international program in public and private university at .05 significant level.

Hypothesis 10

H0₁₀: There is no difference in motivation factors for further study MBA international program when determined by gender.

H1₁₀: There is a difference in motivation factors for further study MBA international program when determined by gender.

Table 5.17: Independent T-Test for Testing the Difference in Motivation Factors between Gender

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Error Difference	% Confidence Interval of Difference	
								Lower	Upper
MEANT: Equal variances assumed	.274	.601	-.064	298	.949	2.5415E-03	3.974E-02	.0753E-02	7.567E-02
Equal variances not assumed			-.064	272.149	.949	2.5415E-03	3.943E-02	.0168E-02	7.509E-02

In order to analyze the difference in motivation factors between gender, the result by applying Independent Sample T-Test indicates in Table 5.17 that the significance two-tailed of .949 is higher than .05 (.949 > .05). It failed to reject the null hypothesis. Consequently, it implies that there is no difference in motivation factors for further study MBA international program when determined by gender at .05 significant level.

CHAPTER VI

Summary, Conclusion, and Recommendation

This chapter comprises of three sections. The first section is the summary of finding in this research, which includes the respondents' characteristics and the results of ten hypotheses testing. The second section presents the conclusion of the study, which is used to answer the statement of problems and achieve the research objectives. The third section discusses the recommendations and the suggestion for further study.

6.1 Summary of finding

In order to achieve the objective of this study that is to compare the motivation factors, which influence of further study MBA international program in public and private universities in Bangkok. All 300 copies of collected questionnaire are calculated, tested, and summarized. The 300 respondents are divided into two groups. The first group is the students who are studying MBA international program in public university (150 persons). The second group is the students who are studying MBA international program in private university (150 persons). There characteristics are classified by gender, age, marital status, occupation, income, and the type of previous university, which are summarized in Table 6.1

Table 6.1: Summary of Respondents' Characteristic

Factors	University	First Group	Second Group	Third Group
Gender	Public	Female (59.3%)	Male (40.7%)	
	Private	Female (58.0%)	Male (42.0%)	
Age	Public	26 – 30 (54.7%)	21 – 25 (20.7%)	31 – 35 (18.0%)
	Private	26 – 30 (49.3%)	21 – 25 (28.0%)	31 – 35 (16.0%)
Marital Status	Public	Single (82.7%)	Married (16.7%)	Divorced (0.6%)
	Private	Single (87.3%)	Married (12.0%)	Divorced (0.6%)
Occupation	Public	Private Officer (72.0%)	Own Business (17.3%)	Public Officer (8.0%)
	Private	Private Officer (68.7%)	Own Business (20.0%)	Public Officer (6.7%)
Income	Public	20,001 – 30,000 (36.7%)	30,001 – 40,000 (22.0%)	10,001 – 20,000 (21.3%)
	Private	10,001 – 20,000 (36.0%)	20,001 – 30,000 (35.3%)	30,001 – 40,000 (14.0%)
Type of previous University	Public	Public University (84.0%)	Private University (16.0%)	
	Private	Private University (68.7%)	Public University (31.3%)	

From Table 6.1 the majority of the respondents in both groups are female. The proportions of both groups are quite the same. The people who are studying MBA international program in public university are female 59.3 percent and male 40.7

percent, while 58.0 percent of female and 42.0 percent of male from who are studying MBA international program in private university.

For the age of the respondents, most of the respondents in both groups have age between 26 to 30 years old, which are 54.7 percent for public university's students and 49.3 percent for private university's students. The second range of respondents' age levels in both groups is 21 to 25 years old, where students in public university have lesser proportion in this level, which is 20.7 percent while students in private university have 28.0 percent. The third range for students who are studying in public and private university have age 31 to 35 years old with proportion 18.0 percent and 16.0 percent, respectively.

The marital status of the respondents in both groups have very close proportion, which are 82.7 percent and 87.3 percent of the public and private university's students are single, 16.7 percent and 17.0 percent of public and private university's students are married. There is only 0.6 percent of both public and private university's students are divorced.

For occupations, majority of both groups is working as private officer, that is 72.0 percent from public university and 68.7 percent from private university. The second range for both groups are doing their own business with the proportion of 17.3 percent for students in public university and 20.0 percent for students in private university. The third range for occupation of the both respondents in public and private university is working for government organization, which are 8.0 percent and 6.7 percent, respectively.

The range of income level in the table indicates that MBA international program's students in public university have higher income than MBA international program in private university. Students from public university have income per month

as the following: 36.7 percent for 20,001 to 30,000 baht, 22.0 percent for 30,001 to 40,000 baht, and 21.3 percent for 10,001 to 20,000 baht. Whereas, students from private university have income per month as following: 36.0 percent for 10,001 to 20,000 baht, 35.3 percent for 20,001 to 30,000 baht and 14.0 percent for 30,001 to 40,000 baht.

The table 6.1 also indicates the types of previous university for the respondents. It is obvious that the both groups of respondents have different in the type of previous university. Most of MBA international program's students in public university graduated bachelor degree from public university (84.0%) and the other graduated from private university. On the other hand, most of MBA international program's students in private university graduated bachelor degree from private university (68.7%) and the other graduated from public university.

Hypothesis Analysis

Due to ten hypotheses had been developed to achieve the objectives of the study. All of them are classified in to three main groups of research hypotheses as following:

1) Hypothesis one to four are developed to measure the difference in motivation factors of university's characteristics between people who are studying MBA international program in public and private university.

2) Hypothesis five to eight are developed to measure the difference in motivation factors of personal needs between people who are studying MBA international program in public and private university.

3) Hypothesis nine to ten are developed to determine the difference in respondents' demographics and motivation factors, and to measure the difference in

respondents' demographics and the selection of studying MBA international program in public and private university.

The summary of all hypotheses testing with the different statistic analysis are shown in Table 6.2 and 6.3

Table 6.2: Summary the Result of Hypotheses Testing by Using the Independent T-Test

Hypothesis	Statistic Test	Sig.(2-tailed) Value	Result
1	Independent T-test	.006	Reject H_0
2	Independent T-test	.656	Failed to reject H_0
3	Independent T-test	.017	Reject H_0
4	Independent T-test	.000	Reject H_0
5	Independent T-test	.503	Failed to reject H_0
6	Independent T-test	.002	Reject H_0
7	Independent T-test	.032	Reject H_0
8	Independent T-test	.264	Failed to reject H_0
10	Independent T-test	.949	Failed to reject H_0

Table 6.2 summarizes the result of hypotheses testing by Independent T-test.

There are five hypotheses include H_1 , H_3 , H_4 , H_6 , and H_7 were rejected the null hypothesis as their significant value are less than .05. Whereas, the other four hypotheses, which are H_2 , H_5 , H_8 , and H_{10} were failed to rejected the null hypothesis due to the significant value more than .05 at 95 percent confident interval.

Table 6.3: Summary the Result of Hypothesis Testing by Using ANOVA

Hypothesis	Statistic Test	Sig.(2-tailed) Value	Result
9	ANOVA	.007	Reject H_0

Table 6.3 shows the result of hypothesis test by using Analysis of Variance (ANOVA). There is only one hypothesis that uses this method to test, which is hypothesis nine. The result shows that the null hypothesis of H_0 can be rejected due to the significant value of .007, which is less than .05 at 95 percent confident interval.

6.2 Conclusion

The conclusions of all ten hypotheses are discussed below, according to the summary of finding in the previous part.

Hypothesis 1

There is a difference in motivation factors for reputation and quality of university's characteristics between people who are studying MBA international program in public and private university.

From the result of measuring hypothesis 1 by using Independent T-test. It can conclude that motivation factors for reputation and quality of the university for students in public university are different from students in private university at the mean different of 0.169 (Table 1 in Appendix C). This is also supported by Table 2 and Table 3 (Appendix C) that both public and private university's students have the highest concern about the reputation and quality of the university (mean 4.51 for public and 4.26 for private students), which means that public university's student perceived more importance in reputation and quality of the university than the private

university's students. According to Balderston (1995), mentioned that the reputation and quality of the university is the most important factor to create the positive point of view of the students. Most of students would like to entrance to the well-known university.

Moreover, both students in public and private university still perceived the importance about the reputation of the instructors and reputation of previous students as well, with the mean of 4.25 and 3.85 for public university's students and 4.13 and 3.70 for private university's students.

Hypothesis 2

There is no difference in motivation factors for academic program of university's characteristics between people who are studying MBA international program in public and private university.

From the statistical testing, the result shows that there is no difference in motivation factors for academic program between public and private university's students. As shows in Table 4 (Appendix C) the mean different between public and private university is only 0.024. Further, as shown in Table 5 and Table 6 (Appendix C), which represent the descriptive analysis. Students from both public and private university emphasize on the interesting academic program and courses as the most important factor. The others motivation factors of academic program such as high technology of education's instrument, appropriate study time period, and variety of majors, both public and private university's students almost have the same mean.

The result of no difference in motivation factors for academic program might come from the target respondents of this research came from the good public and

private university that have already interesting academic program and courses and have high technology of education's instrument also.

Hypothesis 3

There is a difference in motivation factors for environment and facilities of university's characteristics between people who are studying MBA international program in public and private university.

The environment and facilities factor of the university is one thing that students always consider before they decide to entrance. Tozer & Violas (1993), also suggest that students may pass on the university that has poor environment. The facilities that support education can help students in studying and they can learn effectively and efficiently.

From the result of this research, there is a difference in the point of view between people who are studying in public and private universities by the mean different of 0.141 (Table 7 in Appendix C). Public university's students expected much about the facilities support education, convenience to reach the university, and good environment and atmosphere (Table 8 in Appendix C). While private university's students expected much more than public university students, which are friendship and good human relation instructors, nice behavior and good human relation students, and sufficient area of parking lot. (Table 9 in Appendix C)

Hypothesis 4

There is a difference in motivation factors for expenditures of university's characteristics between people who are studying MBA international program in public and private university.

For the students' opinion regarding expenditure factors, the result shows that there is a difference in motivation factors for expenditure between public and private university's students with the mean of 0.276 (Table 10 in Appendix C). Public university's students are more consider about the expenditure than the private university's students do.

From Table 11 and 12 (Appendix C) show that the mean of every factors about the expenditures, which are appropriate tuition fee, cost of living, miscellaneous expenses, and welfare of the public university's students are quite more than private university's students.

According to Kotler and Fox (1995), mentioned that the university's expenditure is the price it charges students for their academic program. The student's total cost of attendance includes room and board, books, transportation, and various incidentals, as well as tuition, compulsory fees and optional fees.

Hypothesis 5

There is no difference in motivation factors for need of achievement between people who are studying MBA international program in public and private university.

McClelland (1961), stated that "People with high need of achievement have an intense desire for success and an equally intense fear of failure

From the result of testing hypothesis 5, it can be concluded that there is no difference in motivation factors for need of achievement between public and private university's student. As indicated in Table 14 and 15 (Appendix C), the students both in public and private university have very high mean for the factors of need of achievement, which are need the advancement in career 4.61 for public university's

students and 4.66 for private university's students, need to get success in life 4.57 and 4.61 for public and private university's students, respectively.

Hypothesis 6

There is a difference in motivation factors for need of recognition between people who are studying MBA international program in public and private university.

For this hypothesis, public and private university's students have different motivation factors for need of recognition with the mean different of 0.283 (Table 16 in Appendix C). Public university's students would like to get more social acceptance than private university's student by the mean different of 0.32 (Table 17 and 18 in Appendix C) and they also have need of honor for oneself and family at the mean of 4.15, while students in private university have mean only at 3.91.

Maslow (1987), mentioned that "People who have recognition needs want to be held in esteem both by themselves and by others. This kind of need produces such satisfactions as power, prestige, status, and self-confidence.

Hypothesis 7

There is a difference in motivation factors for need of affiliation between people who are studying MBA international program in public and private university.

According to the result in the summary part, there is a difference in motivation factors for need of affiliation between public and private university's students with the mean different of 0.183 (Table 19 in Appendix C). Private university's students have need of affiliation more than public university's students do. Private university's students need to extend the relationship and friendship to other at the mean of 3.91

compare to 3.59 of public university's students. They also need to have more friends at the mean of 3.63, whereas public university's students have mean only 3.53.

McClelland (1961), mentioned that, as individual, they are likely to be concerned with maintaining pleasant social relationship, to be ready to console and help others in trouble, and to enjoy friendly interaction with others.

Hypothesis 8

There is no difference in motivation factors for need of more knowledge between people who are studying MBA international program in public and private university.

From testing hypothesis 8 by using Independent T-test. It can be concluded that there is no difference in motivation factors for need of more knowledge between students in public and private university due to the mean difference of only 0.07 (Table 22 in Appendix C). The result is also supported by Table 23 and 24 (Appendix C) that all the factor for need of more knowledge for both groups of students from public and private universities were recognized as an important factor with almost the same mean.

As the result, both of them who are studying MBA international program need to improve English skill as the first level. The other three levels for need of more knowledge are need to gain more academic matter, need to generate benefit from the leisure time and need to study Doctoral degree, respectively.

Hypothesis 9

There is a difference in income between people who are studying MBA international program in public and private university.

From the result of measuring hypothesis 9, the income of the respondents from public university is different from private university's students at the mean different of 0.37 (Table 26 in Appendix C). Table 6.1 (Page 75) shows that the most students in public university have income per month between 20,001 to 30,000 baht (36.7%) while most of private university's students have income per month between 10,001 to 20,000 baht (36.0%).

Therefore, it can conclude that public university's students have higher income per month than private university's students have. The reason for this conclusion because the cost of studying MBA international program in public university is higher than private university as presented in Table 1.1 (page 4)

Hypothesis 10

There is no difference in motivation factors for further study MBA international program between gender.

From the result of statistical test, hypothesis 10 can be concluded that there is no difference in motivation factors between gender of MBA international students. As shows in Table 27 (Appendix C), the mean different between male and female is only 0.002. They both almost have the same mean. Male perceives the level of significance for every motivation factors at the mean of 3.983 and the female perceives at 3.985 of mean (Table 27 in Appendix C).

6.3 Recommendation

University is the “Information and learning organization”, its main contributor to tomorrow’s scientific and humanistic understanding (Kotler & Fox, 1995). Public and private university provide the servicing business in education. They both have the same goal, which are to make students gain more knowledge and skills. Therefore, in order to achieve the profit and gain the reputation, it is imperatively to know how to motivate students to entrance to the university. As the result of this study in analyzing the motivation factors that influence to further study MBA international program in public and private university in Bangkok, the recommendation can be divided into two parts, which are the recommendation for public university and the recommendation for private university.

Public university

Students who choose public university are highly concerned about the reputation of the university. Therefore, public university should maintain their reputation of the university as well as the quality of the instructors and academic program. Moreover, public university should offer an interesting program and courses. Thus, all the curriculum should be updated according to the present situation. They also should provide high technology of education’s instrument to support students’ education.

The environment and facilities factors have not much influenced public university’s students when compare to private university’s students. However, public university should try to keep their environment in good status because most of public universities have more space than private university. So, it is difficult to maintain all space within the campus to have good environment. Moreover, the university should

provide facilities to support students' education such as computer laboratory, Internet service, faculty's library, research center, etc.

As the tuition fee or cost of studying MBA international program in public university is more than private university. The student in public university seems to be more concern about the expenditures than students in private university. Therefore, public university should provide the value added services to their students such as invites the experts in managing business to teach students in a particular course or have the seminar, which the guest speaker can give lectures on topics of their expertise that will generate benefits to the students.

Private university

Even though the private university students have less concern about the reputation of the university but it is necessary for the private university to build their reputation and make them well known among students. Because the higher reputation university has, the more number of student will would like to come. Therefore, private university should use the media to communicate with the students and try to make them know that the quality of education for private university has no difference from public university. Students who graduated from private university have equal chance to get success in life as the graduates from public university. Moreover, academic program and offering is an important factor also. Interesting academic program and courses can attract students to entrance to the university. For MBA program, the university should provide variety of majors that students can choose to accommodate with their job such as marketing, finance, management, international business management, etc.

The most important factor that private university students have highly concern is the environment and facilities factors. As recommended for public university, private university also should have facilities support student's education such as faculty's library, computer center, Internet service, etc. Moreover, the environments within university should be in good environment such as fresh air, hygiene toilet, clean building, etc. People in the university are the other environment factors that private university's students pay more attention to. The instructors or the staff of the university should have friendship and have good human relation as same as the students in the university should behave nice, discipline, and have good manner. In addition, the area of parking lot should be sufficient because most of the private university's students have their own car and the space in private university are limited or smaller when compare to public university. Hence, private university should well manage their space for parking in order to satisfy the students.

For expenditures, due to the MBA international program is teaching in English and textbooks are required for every subjects. The cost of textbook is expensive. So, the private university should give discount for their students because the number of student is more than public university. So, private university can sell more number of books with the cheaper price because they have cheaper cost according to the economic order quantity theory. This will reduce cost for students in buying books. In addition, the tuition fee for studying MBA international program in private university is less than the public university. Thus, private university can use this point to attract students to come to join the program because the students will pay less but can gain the knowledge and degree as much as studying in public university.

The suggestions for further study

As this research is investigated in the motivation factors influence to further study MBA international program in public and private university in Bangkok. Further research could investigate the motivation factors for MBA in Thai program's students to prove that whether they are the same with MBA international program's students or not. Moreover, further study could investigate about the expectation of people who are studying MBA program either in international program or Thai program in Bangkok also.

In addition, further study can apply the same topic of this research in the different majors of master degree such as computer sciences, engineer, communication arts, etc. because different in majors may have different in motivation factors. It can also apply to the bachelor degree's students because now a day, most of the university in Bangkok offers the international program in bachelor degree in many fields. Therefore, the further research can study the motivation factors of the bachelor degree's students as well.

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Appendix A

Questionnaire of the comparative study of the motivation factors influence to further study in MBA international program in public and private university in Bangkok

Dear Respondents:

This questionnaire is the instrument used for gathering data for Master thesis of Graduate School of Business Administration Assumption University (ABAC). The data will be kept confidentially. Please answer all questions in this questionnaire according to your opinion. Your cooperations are highly appreciated.

There are three parts in this questionnaire

Part 1: Motivation factor of university's characteristics.

Part 2: Motivation factor of personal needs.

Part 3: Personal Data

Part 1: Motivation Factor of University’s Characteristics

This part represents the motivation factors of university’s characteristics.

Please mark / in the table below according to your opinion.

The meanings of each level of significance are:

- 5 Extremely important
- 4 Very important
- 3 Moderate
- 2 Less important
- 1 Not important

No.	Motivation Factor of University’s Characteristics	Level of Significance				
		5	4	3	2	1
	<u>Reputation and Quality</u>					
1	Reputation and quality of the university.					
2	Reputation and quality of the instructors in the university.					
3	Reputation and quality of previous students.					
	<u>Academic Program</u>					
4	High technology of education’s instruments.					
5	Variety of majors.					
6	Interesting subjects in the curriculum.					
7	Fair grading system.					
8	Proper number of students.					
9	Appropriate study time period.					

No.	Motivation Factor of University's Characteristics	Level of Significance				
		5	4	3	2	1
	<u>Environments and Facilities</u>					
10	Good environment and atmosphere.					
11	Friendship and good human relation instructors.					
12	Nice behavior and good human relation students.					
13	Facilities support education (e.g. library, computer lab, etc.).					
14	Convenience to reach the university.					
15	Sufficient area of parking lot.					
	<u>Expenditures</u>					
16	Appropriate tuition fee.					
17	Appropriate cost of living during period of studying.					
18	Providing scholarship.					
19	Proper miscellaneous expenses.					
20	Providing welfare and security for students.					

Part 2: Motivation Factor of Personal Needs

This part represents the motivation factors of personal needs. Please mark / in the table below according to your opinion.

The meanings of each level of significance are:

- 5 Extremely important
- 4 Very important
- 3 Moderate
- 2 Less important
- 1 Not important

No.	Motivation Factor of Personal Needs	Level of Significance				
		5	4	3	2	1
1	Need to get success in life.					
2	Need the advancement in career.					
3	Need for social acceptance.					
4	Need of honor for oneself and family.					
5	Need to have more friends.					
6	Need to extend the relationship and friendship to others.					
7	Need to gain more academic matter.					
8	Need to improve English skills.					
9	Need to study Doctoral degree.					
10	Need to generate benefit from the leisure time.					

Part 3: Personal Data

1) Gender

☐ Male

☐ Female

2) Age

☐ 21-25 years old

☐ 26-30 years old

☐ 31-35 years old

☐ 36-40 years old

☐ 41 years old and over

3) Marital Status

☐ Single

☐ Married

☐ Divorced

4) Occupation

☐ Government officer / Government enterprise officer

☐ Private officer

☐ Own Business

☐ Others (Pls. identify _____)

5) Income Per Month. *

☐ Less than 10,000 Baht

☐ 10,001 - 20,000 Baht

☐ 20,001 - 30,000 Baht

☐ 30,001 - 40,000 Baht

☐ 40,001 - 50,000 Baht

☐ 50,001 Baht and over

6) Type of previous university that you graduated Bachelor degree.

☐ Public University

☐ Private University

7) Which university are you studying in Master degree?

☐ Kasetsart University

☐ Assumption University

☐ Mahidol University

☐ Bangkok University

☐ Thammasart University

☐ University of Thai Chamber Commerce

Appendix B

แบบสอบถามเพื่องานวิจัย

เรื่อง การศึกษาเปรียบเทียบปัจจัยแรงจูงใจในการเข้าศึกษาต่อระดับปริญญาโทบริหารธุรกิจ
หลักสูตรนานาชาติ ระหว่างมหาวิทยาลัยรัฐบาลและเอกชนในเขตกรุงเทพมหานคร

เรียน ผู้ตอบแบบสอบถามทุกท่าน

แบบสอบถามนี้เป็นส่วนหนึ่งของการศึกษาของนักศึกษาระดับปริญญาโท คณะบริหารธุรกิจ มหาวิทยาลัย
อัสสัมชัญ (ABAC) ซึ่งได้จัดทำขึ้นเพื่อเป็นข้อมูลในการประมวลผลงานวิทยานิพนธ์ในหัวข้อดังกล่าว โดยข้อมูล
ของท่านจะถือเป็นความลับ ผู้วิจัยขอความร่วมมือท่านผู้ตอบแบบสอบถาม กรุณาตอบตามความเห็นที่เป็นจริง
ของท่าน และขอขอบคุณที่ให้ความร่วมมือในการตอบแบบสอบถามนี้

แบบสอบถามชุดนี้แบ่งออกเป็น 3 ส่วน คือ

ส่วนที่ 1 ปัจจัยที่เป็นแรงจูงใจในการศึกษาต่อ ด้านคุณสมบัติของสถาบันการศึกษา

ส่วนที่ 2 ปัจจัยที่เป็นแรงจูงใจในการศึกษาต่อ ด้านความต้องการส่วนบุคคล

ส่วนที่ 3 ข้อมูลส่วนตัว

ส่วนที่ 1 แรงจูงใจในการศึกษาต่อ ด้านคุณสมบัติของสถาบันการศึกษา

ข้อความในตารางด้านล่างแสดงถึงแรงจูงใจในการศึกษาต่อ ด้านคุณสมบัติของสถาบันการศึกษา
กรุณาทำเครื่องหมาย / ในช่องที่ตรงกับความคิดเห็นของท่าน ซึ่งแต่ละระดับมีความหมายดังนี้

ระดับความสำคัญ 5 หมายถึง มากที่สุด

4 หมายถึง มาก

3 หมายถึง ปานกลาง

2 หมายถึง น้อย

1 หมายถึง น้อยที่สุด

ข้อที่	แรงจูงใจ ด้านคุณสมบัติของ สถาบันการศึกษา	ระดับความสำคัญ				
		5	4	3	2	1
1	<u>ชื่อเสียง และ คุณภาพ</u> ความมีชื่อเสียง และ คุณภาพของสถาบัน การศึกษา					
2	ความมีชื่อเสียง และคุณภาพของอาจารย์ผู้ สอน					
3	ความมีชื่อเสียง และคุณภาพของนักศึกษาที่ เคยเรียนที่สถาบันนี้					

ข้อที่	แรงจูงใจ ด้านคุณสมบัติของ สถาบันการศึกษา	ระดับความสำคัญ				
		5	4	3	2	1
4	การเรียนการสอน มหาวิทยาลัยมีอุปกรณ์การเรียนการสอนที่ทันสมัย					
5	มหาวิทยาลัยมีหลากหลาย สาขาวิชาให้เลือกเรียน					
6	วิชาที่เปิดสอนในหลักสูตรมีความน่าสนใจ					
7	การวัดผลทางการศึกษามีความยุติธรรม					
8	จำนวนนักศึกษาในแต่ละชั้นเรียนมีความเหมาะสม					
9	ระยะเวลาที่ใช้ในการศึกษามีความเหมาะสม					
10	สภาพแวดล้อม มหาวิทยาลัยมีบรรยากาศ และสภาพแวดล้อมที่ดี					
11	อาจารย์ผู้สอนมีความเป็นมิตร และมีอัธยาศัยดี					
12	นักศึกษามีความประพฤติ และมีมนุษยสัมพันธ์ที่ดี					
13	มหาวิทยาลัยมีสิ่งอำนวยความสะดวกที่เอื้ออำนวยต่อการศึกษา (เช่น ห้องสมุด, ห้องคอมพิวเตอร์, ฯลฯ)					
14	มีความสะดวกในการเดินทางมายังสถานศึกษา					
15	ความเพียงพอของสถานที่จอดรถภายในมหาวิทยาลัย					
16	ค่าใช้จ่าย ค่าใช้จ่ายในการศึกษา (ค่าหน่วยกิต) มีความเหมาะสม					
17	ค่าใช้จ่ายในการครองชีพระหว่างเวลาที่ศึกษาอยู่ในมหาวิทยาลัยมีความเหมาะสม					
18	มหาวิทยาลัยมีการจัดหาทุนการศึกษาให้นักเรียน					

ข้อที่	แรงจูงใจ ด้านคุณสมบัติของสถาบันการศึกษา	ระดับความสำคัญ				
		5	4	3	2	1
19	ค่าใช้จ่ายเบ็ดเตล็ดอื่น ๆ ที่ทางมหาวิทยาลัยเรียกเก็บมีความเหมาะสม					
20	มหาวิทยาลัยมีการจัดหาสวัสดิการต่าง ๆ ให้กับนักศึกษา					

ส่วนที่ 2 แรงจูงใจในการศึกษาต่อ ด้านความต้องการส่วนบุคคล

ข้อความในตารางด้านล่างแสดงถึงแรงจูงใจในการศึกษาต่อ ด้านความต้องการส่วนบุคคล กรุณาทำเครื่องหมาย / ในช่องที่ตรงกับความคิดเห็นของท่าน ซึ่งแต่ละระดับมีความหมายดังนี้

- ระดับความสำคัญ
- 5 หมายถึง มากที่สุด
- 4 หมายถึง มาก
- 3 หมายถึง ปานกลาง
- 2 หมายถึง น้อย
- 1 หมายถึง น้อยที่สุด

ข้อที่	แรงจูงใจ ด้านความต้องการส่วนบุคคล	ระดับความสำคัญ				
		5	4	3	2	1
1	ต้องการที่จะประสบความสำเร็จในชีวิต					
2	ต้องการโอกาสที่จะก้าวหน้าในหน้าที่การงาน					
3	ต้องการเป็นที่ยอมรับทางสังคม					
4	ต้องการความมีเกียรติแก่ตนเอง และวงศ์ตระกูล					
5	ต้องการมีเพื่อนมากขึ้น					
6	ต้องการขยายการติดต่อสัมพันธ์ส่วนตัว และมีมิตรภาพกับผู้อื่นให้กว้างขวางยิ่งขึ้น					
7	ต้องการเพิ่มเติมความรู้ทางวิชาการ					
8	ต้องการเพิ่มเติมความรู้ทางด้านภาษาต่างประเทศ					
9	ต้องการที่จะศึกษาต่อในระดับปริญญาเอก					
10	ต้องการใช้เวลาว่างให้เกิดประโยชน์					

ส่วนที่ 3 ข้อมูลส่วนตัว

1) เพศ

☐ ชาย

☐ หญิง

2) อายุ

☐ 21-25 ปี

☐ 26-30 ปี

☐ 31-35 ปี

☐ 36-40 ปี

☐ 41 ปี ขึ้นไป

3) สถานภาพ

☐ โสด

☐ สมรส

☐ หย่าร้าง

4) อาชีพ

☐ ข้าราชการ / รัฐวิสาหกิจ

☐ พนักงานบริษัทเอกชน

☐ ธุรกิจส่วนตัว

☐ อื่น ๆ (โปรดระบุ _____)

5) รายได้ต่อเดือน

☐ น้อยกว่า 10,000 บาท

☐ 10,001 – 20,000 บาท

☐ 20,001 – 30,000 บาท

☐ 30,001 – 40,000 บาท

☐ 40,001 – 50,000 บาท

☐ มากกว่า 50,000 บาท

6) ประเภทของสถาบันที่สำเร็จการศึกษาในระดับปริญญาตรี

☐ สถาบันรัฐบาล

☐ สถาบันเอกชน

7) มหาวิทยาลัยใดที่ท่านกำลังศึกษาอยู่ในขณะนี้

☐ มหาวิทยาลัยเกษตรศาสตร์

☐ มหาวิทยาลัยอัสสัมชัญ

☐ มหาวิทยาลัยมหิดล

☐ มหาวิทยาลัยกรุงเทพ

☐ มหาวิทยาลัยธรรมศาสตร์

☐ มหาวิทยาลัยหอการค้าไทย

Appendix C

Table 1: Group Statistic of Reputation and Quality Factors; T-Test Analysis

Group Statistics				
Public and Private g	N	Mean	Std. Deviation	Std. Error Mean
MEANREI Public	150	4.2000	.4698	3.836E-02
Private	150	4.0311	.5733	4.681E-02

Table 2: Descriptive Analysis for Reputation and Quality Factors in Public University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reputation and quality of u	150	3	5	4.51	.51
Reputation and quality of i	150	3	5	4.25	.61
Reputation and quality of s	150	2	5	3.85	.70
Valid N (listwise)	150				

Table 3: Descriptive Analysis for Reputation and Quality Factors in Private University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reputation and quality of u	150	2	5	4.26	.73
Reputation and quality of i	150	2	5	4.13	.75
Reputation and quality of st	150	1	5	3.70	.81
Valid N (listwise)	150				

Table 4: Group Statistic of Academic Program Factors; T-Test Analysis

Group Statistics					
Public and Private grou		N	Mean	Std. Deviation	Std. Error Mean
MEANACA	Public	150	4.0078	.4501	3.675E-02
	Private	150	4.0322	.4975	4.062E-02

Table 5: Descriptive Analysis for Academic Program Factors in Public University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
High technology of education's instrum	150	2	5	4.03	.67
Variety of majors	150	1	5	3.83	.84
Interesting academic program and cour	150	3	5	4.43	.66
Fair grading system.	150	2	5	4.01	.76
Proper number of students.	150	2	5	3.72	.75
Appropriate study time period.	150	2	5	4.03	.74
Valid N (listwise)	150				

Table 6: Descriptive Analysis for Academic Program Factors in Private University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
High technology of education's inst	150	2	5	4.16	.66
Variety of majors	150	2	5	3.83	.87
Interesting academic program and c	150	2	5	4.35	.73
Fair grading system.	150	2	5	4.24	.73
Proper number of students.	150	2	5	3.77	.77
Appropriate study time period.	150	2	5	3.84	.78
Valid N (listwise)	150				

Table 7: Group Statistic of Environment and Facility's Factors; T-Test Analysis**Group Statistics**

Public and Private group		N	Mean	Std. Deviation	Std. Error Mean
MEANENV	Public	150	3.9400	.4886	3.989E-02
	Private	150	4.0811	.5326	4.349E-02

Table 8: Descriptive Analysis for Environment and Facility's Factors in Public University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Facilities support education.	150	2	5	4.35	.70
Convenience to reach the university.	150	1	5	4.10	.94
Good environment and atmosphere.	150	2	5	3.97	.72
Friendship and good human relation instructors.	150	2	5	3.92	.80
Nice behavior and good human relation students.	150	2	5	3.84	.77
Sufficient area of parking lot.	150	1	5	3.47	.97
Valid N (listwise)	150				

Table 9: Descriptive Analysis for Environment and Facility's Factors in Private University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Facilities support education.	150	3	5	4.41	.64
Friendship and good human relation instructors.	150	2	5	4.20	.75
Convenience to reach the university	150	1	5	4.07	.89
Good environment and atmosphere	150	2	5	4.04	.82
Nice behavior and good human relation students.	150	2	5	3.91	.74
Sufficient area of parking lot.	150	1	5	3.86	1.02
Valid N (listwise)	150				

Table 10: Group Statistic of Expenditure Factors; T-Test Analysis**Group Statistics**

Public and Private group		N	Mean	Std. Deviation	Std. Error Mean
MEANEXP	Public	150	3.9133	.5178	4.228E-02
	Private	150	3.6373	.7985	6.519E-02

Table 11: Descriptive Analysis for Expenditures Factors in Public University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Appropriate tuition fee.	150	3	5	4.49	.60
Appropriate cost of living during period of studying.	150	2	5	4.07	.65
Proper miscellaneous expense	150	3	5	3.93	.70
Providing welfare and security for students.	150	2	5	3.74	.83
Providing scholarship.	150	1	5	3.34	.94
Valid N (listwise)	150				

Table 12: Descriptive Analysis for Expenditures Factors in Private University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Appropriate tuition fee.	150	1	5	4.13	.85
Appropriate cost of living during period of studying.	150	1	5	3.74	.99
Proper miscellaneous expense	150	1	5	3.57	.94
Providing welfare and security for students.	150	1	5	3.51	.93
Providing scholarship.	150	1	5	3.23	1.22
Valid N (listwise)	150				

Table 13: Group Statistic of Need of Achievement; T-Test Analysis

Group Statistics					
Public and Private group		N	Mean	Std. Deviation	Std. Error Mean
MEANACH	Public	150	4.5900	.6160	5.029E-02
	Private	150	4.6333	.4972	4.060E-02

Table 14: Descriptive Analysis for Need of Achievement in Public University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Need the advancement in care	150	2	5	4.61	.63
Need to get success in life.	150	2	5	4.57	.66
Valid N (listwise)	150				

Table 15: Descriptive Analysis for Need of Achievement in Private University

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Need the advancement in care	150	3	5	4.66	.50
Need to get success in life.	150	3	5	4.61	.59
Valid N (listwise)	150				

Table 16: Group Statistic of Need of Recognition; T-Test Analysis

Group Statistics					
Public and Private group		N	Mean	Std. Deviation	Std. Error Mean
MEANREC	Public	150	4.2033	.6683	5.457E-02
	Private	150	3.9200	.8671	7.080E-02

Table 17: Descriptive Analysis for Need of Recognition in Public University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Need for social acceptance.	150	2	5	4.25	.73
Need of honor for oneself and family	150	1	5	4.15	.77
Valid N (listwise)	150				

Table 18: Descriptive Analysis for Need of Recognition in Private University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Need for social acceptance.	150	1	5	3.93	.92
Need of honor for oneself and family	150	2	5	3.91	.95
Valid N (listwise)	150				

Table 19: Group Statistic of Need of Affiliation; T-Test Analysis**Group Statistics**

Public and Private group		N	Mean	Std. Deviation	Std. Error Mean
MEANAFF	Public	150	3.5867	.8449	6.899E-02
	Private	150	3.7700	.6065	4.952E-02

Table 20: Descriptive Analysis for Need of Affiliation in Public University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Need to extend the relationship and friendship to others.	150	1	5	3.59	.87
Need to have more friends	150	1	5	3.59	.93
Valid N (listwise)	150				

Table 21: Descriptive Analysis for Need of Affiliation in Private University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Need to extend the relationship and friendship to others.	150	2	5	3.91	.72
Need to have more friends.	150	2	5	3.63	.72
Valid N (listwise)	150				

Table 22: Group Statistic of Need of More Knowledge; T-Test Analysis**Group Statistics**

Public and Private group	N	Mean	Std. Deviation	Std. Error Mean
MEANKNO Public	150	3.8917	.5128	4.187E-02
Private	150	3.8200	.5944	4.853E-02

Table 23: Descriptive Analysis for Need of More Knowledge in Public University**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Need to gain more academic matter.	150	2	5	4.45	.62
Need to improve English skills.	150	3	5	4.52	.53
Need to study Doctoral degree.	150	1	5	3.09	1.13
Need to generate benefit from the leisure time.	150	1	5	3.51	1.04
Valid N (listwise)	150				

Table 24: Descriptive Analysis for Need of More Knowledge in Private University.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Need to gain more academic matt	150	3	5	4.45	.61
Need to improve English skills.	150	3	5	4.50	.61
Need to study Doctoral degree.	150	1	5	3.10	1.09
Need to generate benefit from the leisure time.	150	1	5	3.23	1.11
Valid N (listwise)	150				

Table 25: The Income Level Using Descriptive Analysis (Describe by Each Level)

Descriptives

Public and Private group

	N	Mean	Std. Deviation	Std. Error	Confidence Interval for M		Minimum	Maximum
					Lower Bound	Upper Bound		
Less than 10,	7	1.57	.53	.20	1.08	2.07	1	2
10,001-20,00	86	1.63	.49	5.24E-02	1.52	1.73	1	2
20,001-30,00	108	1.49	.50	4.83E-02	1.39	1.59	1	2
30,001-40,00	54	1.39	.49	6.70E-02	1.25	1.52	1	2
40,001-50,00	27	1.37	.49	9.47E-02	1.18	1.57	1	2
More than 50	18	1.44	.51	.12	1.19	1.70	1	2
Total	300	1.50	.50	2.89E-02	1.44	1.56	1	2

Table 26: Descriptive Analysis of Income Per Month (Describe by Group)

Descriptives								
Income per month								
	N	Mean	Std. Deviation	Std. Error	5 Confidence Interval for M		Minimum	Maximum
					Lower Bound	Upper Bound		
Public	150	3.39	1.19	9.73E-02	3.20	3.59	1	6
Private	150	3.02	1.17	9.53E-02	2.83	3.21	1	6
Total	300	3.21	1.19	6.88E-02	3.07	3.34	1	6

Table 27: Group Statistic of Gender; T-Test Analysis

Group Statistics					
Gender		N	Mean	Std. Deviation	Std. Error Mean
MEANTOT	Male	124	3.9831	.3299	2.962E-02
	Female	176	3.9856	.3452	2.602E-02

RELIABILITY ANALYSIS FOR PRETEST**Reliability (University's Characteristics)**

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)**Reliability Coefficients**

N of Cases = 50.0 N of Items = 20

Alpha = .8257

Reliability (Personal Needs)

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)**Reliability Coefficients**

N of Cases = 50.0 N of Items = 10

Alpha = .7486

Reliability (Total)

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)**Reliability Coefficients**

N of Cases = 50.0 N of Items = 30

Alpha = .8653

RELIABILITY ANALYSIS

1. Reputation

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 3

Alpha = .6355

2. Academic

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 6

Alpha = .6980

3. Environment

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 6

Alpha = .6881

4. Expenditures

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0 N of Items = 5

Alpha = .8271

5. Total University's characteristics

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0 N of Items = 20

Alpha = .8186

6. Need of achievement

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0 N of Items = 2

Alpha = .8550

7. Need of recognition

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 2

Alpha = .8026

8. Need of affiliation

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 2

Alpha = .7719

9. Need of more knowledge

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 4

Alpha = .7966

10. Total Personal needs

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 10

Alpha = .7303

11. Total All Motivations

***** Method 1 (space saver) will be used for this analysis *****

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 300.0

N of Items = 30

Alpha = .8385



