



Factors Motivating International Student Intentions and Selection of University: A Critical Analysis of a Private University in Thailand

Yhing Sawheny¹

ARTICLE INFO

ABSTRACT

Article History:

Received: 18 January 2023

Received in revised form: 09 August 2023

Accepted: 20 October 2023

DOI: 10.14689/ejer.2023.105.015

Keywords

Intentionality, Learners From Outside, Incentivizing, External Influences, Cost-Effectiveness

Purpose: The primary objective of this study was to conduct a comprehensive analysis of the factors that impact the decision-making process of international students when choosing a particular university, with a specific focus on a private educational institution situated in Thailand. **Design/methodology/approach:** The data has been collected from international students who are currently enrolled in private sector universities in Thailand. The utilisation of the partial least squares – structural equation model (PLS-SEM) is employed for the examination and interpretation of data.

Findings: The study found that a variety of environmental factors, including institutional elements, individual characteristics, and affordability, have an impact on the enrolment of foreign students in private sector universities in Thailand. The study also provides valuable insights into a potential avenue for future research on the dynamics of organisational industry change over time. **Practical Implications:** The research findings presented in this study are significant from a practical standpoint, as they shed light on the crucial factors that contribute to the enrolment of international students in higher education institutions in Thailand. **Originality/value:** This study is innovative as it establishes a correlation between the ongoing discourse on policy changes and decision-making processes within secure, large-scale educational institutions, and the existing literature on selection strategies utilised by private universities in Thailand.

© 2023 Ani Publishing Ltd. All rights reserved.

¹ School of Management, Asian Institute of Technology, Thailand

Email: st120605@ait.asia

* Corresponding Author Yhing Sawheny, Email: st120605@ait.asia

1. Introduction

Herbert et al. (2020) argue that the significance of postgraduate education has grown in relevance for individuals pursuing employment opportunities within the labour market. The identified characteristics encompass the development of a student-centered approach, a neutral stance on religious matters, a lack of political affiliation, a diverse geographical distribution, and adaptability to changes in the market. Individually operated establishments are in high demand and offer diverse opportunities, particularly for students, companies, and employees, to enhance job-specific skills (McGunagle & Zizka, 2020). Independent universities are more conducive to fostering collaboration among specialists, offering a more flexible framework for financial aid, and achieving higher levels of student satisfaction compared to state universities (Jackson & Tomlinson, 2020).

According to Finley (2021) research, private colleges provide a wider range of options for students and face heightened competition in order to admit a larger pool of applicants, thereby bolstering their financial resources and securing their long-term sustainability. The selection of an educational institution has a significant impact on the lives of students (Cheng et al., 2022). Students in primary education may have limited prior knowledge or understanding of the educational institutions they intend to enrol in (Jung, Horta, & Postiglione, 2021). There exists a robust association between the utilisation of contemporary and inventive methodologies for imparting higher education and the presence of private institutions offering tertiary education at an advanced level (Tomlinson & Jackson, 2021).

Various factors influence individuals' decision-making process when selecting a college (Pham, 2021). Despite variations in the factors influencing individuals' institutional choices, there are similarities in the decision-making processes (Snodin, 2019). When choosing a school, students consider factors such as the qualifications of faculty and staff, the variety of courses offered, and the convenience of accessing the university (Tang, 2020). In a recent study conducted by Naite (2021), it was discovered that learners place significant importance on the marketplace reputation of an organisation when selecting their preferred college.

When choosing an organisation, it is recommended to take into account suggestions from family members or past students (Nurfaidah et al., 2020). Aroonsrimarakot et al. (2023) found that social influences, such as those from classmates, relatives, and colleagues, can impact an individual's decision to apply for or enrol in a particular educational institution. The reputation and recognition of institutions in destination countries significantly influence a learner's decision to enrol in a specific college or other learning environment (Hadi, Izzah, & Masae, 2020).

According to lamudom and Tangkiengsirisin (2020), learners' perceptions of a college are greatly impacted by its reputation. In the words of Na, Petsangsri, and Tasir (2020), a student's choice of university is predominantly influenced by its reputation. Educational programmes offered by various schools are essential for first-grade students and prospective foreign university students (Khampirat, Pop, & Bandaranaike, 2019). However, individuals should choose a university or institution based on their intellectual standing (Luanganggoon, 2020). The quality of a university's programmes is a crucial factor in selecting a university. The presence of an appealing and beneficial environment, including amenities such as parking spaces, hostel accommodations, entertainment venues, and recreational facilities, has a substantial impact on the decision-making process (Changtong, Maneejak, & Yasri, 2020).

Rajprasit (2021) found that learners have high expectations regarding programme costs. The individuals are aware that the institution provides cost-effective programmes of excellent quality. Likewise Boonsuk, Ambele, and McKinley (2021), advised learners to carefully assess tuition costs prior to choosing their educational institutions. When choosing a location for future studies, learners should give priority to the characteristics of the area. A comprehensive agreement regarding the site will result in improved outcomes. When selecting an organisation, learners tend to prioritise convenience and proximity. They often choose an organisation that is located near their native country, hometown, and workplace (Chantarasombat & Sombatsakulkit, 2021). Bawanti and Arifani (2021) found that the provision of economic assistance by educational institutions has a significant impact on students' enrolment decisions. Financial promotions and repayment services are examples of economic assistance.

Financial aid provided by schools allows many students to attend research institutions, leading to increased student satisfaction (Bawanti & Arifani, 2021). Research has been conducted to identify the main factors that motivate or influence learners to consider studying abroad in preferred countries. Factors influencing individuals' decisions to migrate include limited educational opportunities in their home country, potential career prospects, partnerships with organisations, cultural considerations, and the overall environment (Machmud, Widiyan, & Ramadhani, 2021). This study seeks to enhance comprehension of the factors influencing the implementation of secure colleges in Thailand for additional learning among international students. It examines various variables, including external, organisational, personal, and affordability factors. Additionally, the study sought to understand the motivations of international students. This study provides recommendations for improving the recruitment of international students.

The cost level plays a crucial role in the decision-making process of international students when choosing a private institution in Thailand. Compared to many Western countries, Thailand offers a cost-effective education system without compromising on quality. Private institutions in Thailand often offer affordable and competitive tuition rates, making them attractive options for learners seeking to maximise the value of their investment (Pongsin et al., 2023). Moreover, the cost-effectiveness of pursuing education in Thailand is enhanced by lower living costs and favourable currency exchange rates. The unique position of Thai universities as a regional financial centre is a significant factor that encourages them to attract international students. Thailand's advantageous geographical position in Southeast Asia presents learners with significant opportunities to explore foreign alternatives. Thailand and neighbouring countries offer various job shadowing, career, and networking opportunities due to their growing economies. Private universities provide a diverse environment that allows students to develop intercultural understanding and build global networks, thereby enriching their academic experiences. This study seeks to identify the key factors influencing international students' decision to enrol in a private college in Thailand and develop a framework for assessing their educational intentions.

The questions provided are sufficient for establishing a framework to comprehend learners' objectives and serve as a point of reference for the problem statement. 1) What are the educational factors that influence the decision of international students to choose private universities? 2) What are the external factors that impact the probability of foreign learners

enrolling in exclusive educational institutions in Thailand? 3) What is the degree of influence exerted by administrative variables on the enrolment decisions of international students at privately owned universities in Thailand? 4) What are the variables that impact the preferences of international students when selecting private schools in Thailand? 5) In consideration of cost-effectiveness, what additional factors exert influence on the decision-making process of international students when selecting an independent Thai university for enrolment? 6) What are the academic factors that impact the enrolment decisions of international students in an autonomous college in Thailand, while considering the aspect of affordability? 7) What is the influence of specific variables on the decision-making process of globalization-oriented students when selecting elite Thai universities as their educational institutions? Considering their financial viability, 8) What is the influence of tuition fees at private educational institutions in Thailand on foreign educational processes?

2. Review of Existing Literature and Formulation of Hypotheses

2.1 Variables influencing the selection of a university from outside sources

It is recommended that learners conduct research on the political conditions of each country, as these nations are renowned for their security and openness towards international students (Lee & Castiello-Gutiérrez, 2019). Additional important considerations include the role of the government, the presence of robust freedom of speech and expression, low unemployment rates, a diverse population encompassing various races and cultures, economic stability, and adherence to global educational standards within the host country, which serve to motivate and facilitate the learning process for individuals (Ramia, 2021). Learners hailing from foreign nations are progressively drawn to the captivating tourist destinations and events offered by host countries (Kiani & Rizvandi, 2020).

Learners have the opportunity to pursue higher education at locations of their choice that offer convenient transportation, attractive infrastructure, and efficient management (Sidhu et al., 2021). The security of students and the political climate are significant considerations for improving attraction strategies. The aforementioned criteria outline the overall attractiveness of the nation as a preferred educational destination (Al-Kuwari, Al-Fagih, & Koç, 2021); Jiang (2021). found that before delivering their children to further schooling, Chinese parents investigated their nation's crime rate and policies regarding foreign learners. It was also said that choosing the best country to study in the place of study depends on factors including safety, worldwide conflicts, and militarized behaviour administration.

Public health is a significant determinant of a scholar's decision-making ability. The availability of diverse university options is influenced by the progress in healthcare in the country where the institution is located, ensuring the well-being of students during their educational pursuits. Schools that provide adequate health insurance to students are likely to attract a larger enrolment (Yan et al., 2021). According to Richardson (2009) theory, effective public health systems attract numerous medical learners who wish to enrol in medical universities or institutions. Physical learners must acquire advanced degrees to demonstrate high levels of expertise and competence to provide exceptional care and dedication to individuals requiring medical treatment.

Shaw et al. (2021) propose that learners interested in pursuing medical studies should show their ability to impact the country's healthcare system. Motivation among individuals pursuing scientific disciplines can stem from various factors, such as the potential for secure employment, altruistic tendencies, or familial ties to the medical profession (Puljak et al., 2020). Considering parental guidance is essential for ensuring public safety in the recruitment of university applicants. The quality and affordability of a nation's public healthcare system for physician graduates are crucial factors in determining the development of undergraduate participation (Scheffer et al., 2020). The nation's socioeconomic development is marked by a strong and positive correlation between employment availability and purchasing power.

A country's expanding economy attracts motivated learners who seek higher education due to its potential to enhance employment opportunities and ensure financial stability. Moreover, this characteristic indicates that learners choose their study destination by considering the comparative remuneration and economic stability of various countries (Náñez Alonso, Jorge-Vazquez, & Reier Forradellas, 2021). Certain learners choose their accommodation based on reliable infrastructure, which guarantees a higher level of comfort. Job stability and financial benefits in the economy are highly appealing to learners due to the increased availability of employment opportunities Adefulu, Farinloye, and Mogaji (2020). found that students lacking awareness of financial factors tend to select inappropriate locations for their higher education.

Hypothesis (H1): *The desire of international learners to enrol in an accredited private college is significantly correlated with outside factors.*

2.2 Institutional college choice factors

The relationship between organisational attributes and learner motives is significant, as demonstrated by Barkley et al. (2020). Learners' inclination to pursue higher education is closely associated with the attributes and qualities of the institution, which significantly impact the nature and outcomes of their educational journey. The decision of a prospective candidate to enrol in a university or institution can be influenced by various organisational characteristics (Albikawi, 2023). According to the findings of Nwosu et al. (2022), learners demonstrate a greater inclination towards choosing a specific organisation or college when the ratings of said institution are made publicly available in publications.

In the words of Jjiang et al. (2019), there exists a robust and positive association between intellectual capital (IC) and rates of participation. Globally, academics encountered notable obstacles pertaining to the duration of academic programmes, the transferability of credits, and the degree of complexity associated with securing admission to higher education institutions. According to Lisá, Hannelová, and Newman (2019), it has been argued that educational programmes have a beneficial influence on the decision-making abilities of students. In their study Lisá et al. (2019), questioned the perceived benefits of academic programmes and student choice, as they found that students often prioritise factors other than educational programmes when making decisions about studying abroad.

Tang (2018) states that graduates place a higher level of importance on their college's annual magazine compared to their creative inclination to assist others and demonstrate ingenuity. According to the study conducted by Zakar et al. (2021), higher education

institutions devote considerable financial resources to marketing and promotional activities in order to sustain and manage webpages and social networking platforms, with the aim of attracting a larger student body (Osmanoglu and Yilmaz (2019). assert that marketing initiatives exert a positive impact on the decision-making process of prospective college students. Testimonies from former students or graduates of university programmes can significantly impact the perspectives of current learners. Individuals have the ability to obtain information from the Internet through direct or indirect means (Murad, Malik, & Ullah, 2022). According to the study conducted by Prabawangi, Fatanti, and Ananda (2021), the organisational framework of university education has a substantial impact on the relationship between resourcefulness and student attraction at a macroscopic level.

It is imperative to conduct an analysis of the informative practices and professional backgrounds of employees within larger educational institutions to determine the level of expertise possessed by instructors. There was a significant positive association between individuals' educational attainment, their goals, and their level of learning and operational experience (Huhtiniemi et al., 2019). Educators delineate the comprehensive perception of the institution. According to the findings of Negash et al. (2021), faculty members who have fulfilled formal and extensive educational prerequisites exhibit a strong inclination towards larger educational institutions. Learners with limited choices often opt for universities in close proximity to their residences as the most practical alternatives for pursuing higher education, in order to mitigate the financial burden associated with accommodation and hostel fees (Carrión-Robles, Espinoza-Celi, & Vargas-Saritama, 2023).

It is advisable for learners to choose educational institutions near their residences in order to minimise transportation costs. This phenomenon acts as a deterrent for learners who are considering enrolling in educational institutions that are geographically distant from their place of residence, thereby impeding their ability to make well-informed decisions (Pham & Hanh, 2023). Technological systems present a multitude of advantages in comparison to conventional educational methodologies. The advent of online instruction has brought about significant changes in student assessment and inquiry, as well as improving teachers' technical knowledge and proficiency in utilising technology (Wu & Wang). Digital education platforms provide educators with a flexible instructional schedule by facilitating immediate access to academic administrators for guidance and expertise (Udeogalanya, 2022; Woramol Chaowarat & Muhammad, 2023). Thus, we hypothesized that H2.

Hypothesis H2 (H2): *There is a significant correlation between administrative determinants and the motivation of multinational applicants to register for premium education.*

2.3. Individual college choice factors

Numerous scholarly investigations have provided evidence indicating that the educational encounters of prospective individuals significantly impact their selection of an academic institution (Dodd et al., 2021). It is a prevalent phenomenon for students studying abroad to be influenced by family friends when making decisions regarding their choice of college (Tomasik, Helbling, & Moser, 2021). Individuals who possess a strong academic background are better equipped to understand and apply operational and communicative strategies (Hagedorn, Wattick, & Olfert, 2022). The pragmatic approach involves the proactive involvement of parents in the decision-making process and the provision of economic counselling to children (Jäderberg, Goss, & Graham

McBeath, 2020). The process of choosing higher education institutions also takes into account the educational background of students and their families (Mishra, 2020). Based on the findings of Rönö et al. (2022), there exists a twofold disparity in the enrolment rates of postgraduate education between offspring who possess a university education and those who lack a college degree. The phenomenon under consideration leads to a reduction in undergraduate participation and enrolment rates, thereby influencing individuals' decisions regarding their pursuit of education in particular fields (Karabchuk & Roshchina, 2023). Therefore, we postulate that

Hypothesis 3 (H3): *There is a substantial correlation between interpersonal characteristics and foreign candidates' desire to register at a corporate institution.*

2.4. Affordability

When selecting a host region for undergraduate education, several key factors are typically considered. These factors include the cost of living, the reputation and credibility of the educational institution, the economic conditions of the region, the stability of the government, the safety concerns for international students, and the proximity of the region to the student's home country (Negash et al., 2021). Numerous studies have identified economics as a prominent factor that significantly impacts and motivates individuals engaged in the learning process (Tchamyu, Asongu, & Odhiambo, 2019). According to Lee, Jeong, and Qu (2020), the affordability of tuition fees in Canada plays a significant role in attracting a greater influx of international students compared to the United Kingdom and the United States. Vouchers play a crucial role in facilitating individuals' pursuit of their objectives and decision-making processes, as they contribute to the reduction of overall study expenses and enhance the affordability of international education (Bosanac & Grandić, 2021).

A study conducted in Malaysia examined the perceptions of affordability, transport expenditure, and living expenditure among nations, with participation from researchers hailing from China and the Middle East (Gorman, Jones, & Turner, 2019). Based on the research conducted by Jung et al. (2021), it was found that learners from the Near East and China prioritise economic living, setup expenses, and acceptable study fees as their primary and third selection factors, respectively, when choosing Malaysia as their destination for postgraduate education. Based on the respondents, pursuing education in Malaysia is perceived as a more economically advantageous option compared to studying in the United States, the United Kingdom, or Australia (Selvanathan, Hussin, & Azazi, 2020). The choice of university or institution in Malaysia is strongly associated with affordability and learner preferences. Consequently, it is postulated that

Hypothesis 4 (H4): *The affordability of a private institution acts as a moderating factor in the link between external circumstances and the intention of overseas learners to register at the university.*

Hypothesis 5 (H5): *The affordability of a private university plays a moderating role in the connection between organizational variables and the intentions of overseas applicants to enrol in that institution.*

Hypothesis 6 (H6): *The relationship between individual factors and overseas applicants' willingness to register at a private institution is influenced by affordability.*

Hypothesis 7 (H7): *There is a considerable correlation between affordability and international learners' desire to enrol at a specific secure university.*

3. Methodology

3.1 Research Design and Data Collection

In the inaugural year of the bachelor's and master's degree programmes, a total of 386 learners from various regions across the globe enrolled in a reputable educational institution. Out of this cohort, 360 individuals actively participated in the research being conducted. The introductory section presents an overview of the instrument utilised for collecting demographic data on international students. Among the set of 13 questions, the majority, specifically 12, were classified as closed-ended, whereas a solitary question was categorised as open-ended. The queries were presented in a dichotomous structure, necessitating a selection between the two alternatives. Furthermore, the questions were formulated in a multiple-choice format, enabling the participants to choose from a variety of potential responses. The latter segment comprises a total of 56 items, out of which 51 are specifically focused on variables that have an impact on the process of college selection. The aim of the study was to collect data regarding the process of college selection and the various factors that impact students' intentions.

The assessment of affordability was conducted using five distinct components. The inquiries are formulated using a Likert-scale format. The ultimate section of the study sought to ascertain the underlying factors that influenced the candidates' decision to enrol at a private educational institution in Thailand. The entries within this category are organised in a structure reminiscent of a matrix. Most indicators indicate that multinational students are inclined to select commercial institutions for their future educational pursuits. The study utilised a survey instrument incorporating a "five-point Likert scale".

The participants were instructed to select one of five options to advance to the subsequent section of the questionnaire: highly unmotivated (HUM), neutral (N), motivated (M), unmotivated (UM), and highly motivated (HM). The scales were accompanied by corresponding values, which spanned from 1 to 5. Within this spectrum, a rating of 1 denotes a condition characterised by a notable deficiency in motivation, while a rating of 5 signifies a state of resolute determination. A comparable scale was utilised to determine the intentions of the international learners with respect to the third component. The scale ranged from 1 (strong disagreement) to 5 (strong agreement). The numbers 2, 3, and 4 represent disagreement, neutrality, and agreement, respectively.

3.2 Data Analysis Technique

To evaluate the dependability of a measure, researchers often utilise Cronbach's alpha coefficient and statistical analysis. These methods allow for the assessment of the data's reliability and internal consistency, while also ensuring that the components of the scale being evaluated maintain a high level of accuracy and consistency. The concept of durability pertains to the degree to which data are free from arbitrary errors or inaccuracies when evaluating the physical score components. Moreover, it should be noted that while there are no universally recognised criteria for assessing the requisite level of trustworthiness, any value equal to or exceeding 0.70 may be deemed appropriate and reliable. Data with a coefficient value below 0.70 are deemed to be of low quality and inadequate.

A factor value exceeding 0.80 would be regarded as highly satisfactory, whereas a value of

0.90 would be deemed exceptional in terms of reliability. The present study employed Cronbach's alpha, rho A, composite dependability, and average variance extracted (AVE) to evaluate the reliability of the measurements. In this study, values exceeding 0.7 were deemed suitable for Cronbach's alpha, rho A, and combined dependability. The AVE value utilised in this experiment fell below the optimal threshold of 0.5. Validity refers to the degree to which measurement instruments effectively and accurately assess their intended purpose. Therefore, the assessment of construction validity is commonly employed to ascertain the dependability of a measurement scale. In their study [Pavlou and Fygenon \(2006\)](#), devised a method to evaluate convergent validity through a crossover assessment. The utilisation of discriminant validity serves as a robust technique for evaluating the appropriateness of a model.

The present study utilised the partial least squares structural equation modelling (PLS-SEM) technique ([Hair et al., 2012](#)) to construct parameters by means of a coherent set of components and establish a framework for testing hypotheses. Confirmatory factor analysis (CFA) and path analysis were employed to provide empirical support for the proposed theoretical framework and to validate the obtained findings. This study's clarification was supported through the utilisation of measurement and structural models. The presence of external loading necessitates the evaluation of the external model in the measurement model. The upper limit for the outermost transfer is set at a minimum of 0.7. The external model was established using Confirmatory Factor Analysis (CFA) to evaluate the validity and reliability of the model.

The reliability of the responses pertains to the degree of consistency. The degree to which the instruments fulfilled the validity objectives of the study was assessed. Path analysis is a statistical technique that yields various important measures, including T-statistics, β -values (which may be positive or negative), p-values, and regression data. A t-statistical value exceeding 1.96 is considered the optimal threshold for hypothesis establishment. For this experiment, a significance criterion of $P > 0.05$ was chosen to determine the p-value. In order to determine the degree to which the independent variables influenced the variability of the model, we utilised regression analysis with the coefficient of determination (R2) [Melchor and Julián \(2008\)](#). have reported the lack of an R2 threshold. The survey questions and source information are presented in [Table 1](#).

Table 1

Survey questions and sources of information

Factor	Constructs	N(items)	Reference
Exogenous Variable	Ext 1: Economic Landscape	4	Bodycott (2009)
	Ext 2: Social Health	3	Goel et al. (2018)
	Ext 3: Economics	3	Kusurkar et al. (2011)
Structural element	Insfac 1: Ratings	5	Hoyt and Brown (2003)
	Insfac 2: Educational Courses	4	
	Insfac 3: Marketing (Student Testimonials)	4	
	Insfac 4: Global Multiculturalism	4	
	Insfac 5: Teaching Excellence	3	
	Insfac 6: Digital Learning	6	
	Insfac 7: Distance from Residence	6	
Personal Element	Indfac 1: Academic History	5	bin Yusof et al. (2008)

	Indfac 2: Assistance from one's family	4	
Cost - Effectiveness	Afford 1: Affordable school fees Afford 2: Low price of housing expenses Afford 3: Travel Expenses and Immigration Fees Afford 4: Employment Matching Services Afford 5: Vocational Education (Internship)		Lim, Yap, and Lee (2011)

4. Results and Discussion

The collected data is analysed with structural equation model. Table 2 demonstrates that the reactions exhibit a high level of consistency, as indicated by Cronbach's alpha values beyond the threshold of 0.7, which is necessary for achieving convergence dependability.

Table 2

Availability Indicators

Unidentified Factors	Clifton Alpha	rho_A	Combined Reliability	AVE
Exogenous variable	0.936	0.896	0.924	0.639
Organizational Principles	0.973	0.915	0.948	0.552
Personal Aspects	0.933	0.946	0.945	0.663
Cost-effectiveness	0.899	0.944	0.941	0.714
Student's Objective	0.942	0.975	0.976	0.609

The various components demonstrate Cronbach correlations of 0.941 for learner motive, 0.998 for cost-effectiveness, 0.974 for specific variables, 0.934 for specific factors, and 0.937 for external factors. The findings are deemed reliable. Table 2 presents a comprehensive elucidation of the indicators employed for evaluating the reliability and variance of the latent parameters within each model. The paper specifically examines the notion of convergence reliability, alternatively known as internal consistency, as assessed through the measures of rho A and composite reliability. These measures should possess a minimum value of 0.7 or greater.

Additionally, the table includes the average variance extracted (AVE), which is expected to be greater than 0.5. The AVE quantifies the extent to which the concealed parameters in the approach account for the observed variation. Table 2 demonstrates that both the latent variable for rho A and the composites dependability exhibit values higher than 0.7. Therefore, its reliability has been verified. The AVE estimate exceeds the minimum requirement of 0.5, suggesting that there is a significant amount of variability caused by the latent factors in the framework. The outcomes demonstrate statistical significance as the combination of dependability, AVE standards, and rho A principles all meet the recommended standards. Table 3 displays a study on the validity of the Heterotrait-Monotrait Ratio of Correlations (HTMT)

Table 3

The Heterotrait-Monotrait Ratio of Correlations (HTMT) is a statistical measure.

Unidentified Factors	Afford	StuIn	Extfac	Indfac	Insfac	Mod1	Mod2	Mod3
Affordability								
StuIn	0.813							
Extfac	0.898	0.866						
IndvFac	0.886	0.883	0.880					
InstFac	0.895	0.861	0.877	0.875				
Mod1	0.228	0.295	0.218	0.288	0.263			
Mod2	0.268	0.339	0.273	0.33	0.318	0.812		
Mod3	0.286	0.37	0.257	0.331	0.334	0.547	0.636	

Student Intention = StudInt, External Factors = Ext, Individual Factors = Indv, Institutional Factors = Inst, Affordability = Afford, Moderating factor 1 is referred to as Moder1, while reducing factor 2 is referred to as Moder2, and regulating factor 3 is referred to as Moder3". Table 4 displays the elevated levels observed in the constructions, as indicated by the data. The Heterotrait-Monotrait ratio of correlations (HTMT) is a supplementary measure for evaluating the discriminatory consistency among reflection variables. A HTMT value below the minimum requirement of 0.9 indicates sufficient discriminatory compatibility.

Table 4

Path evaluation

PathEvaluation	Inst ---->StuIn	Inst * Afford* StuIn	Ext ---->StuIn	Afford----->StuInt	Ext*Afford* StuIn	Indv *Afford* StuIn
β	1.041	-0.019	-0.584	0.108	0.017	0.002
t	46.71*	2.133*	10.91*	10.913*	1.85	0.205
p Value	0.00	0.03	0.00	0.00	0.06	0.83

a.* Significant at $p < 0.05$

Table 5

Analysis of regression and Example Fit Standards

R2Standardized root mean squared residual (SRMR)	
StuIn	0.658
	0.04

a. SRMR > 0.08 (Model goodness of fit)

The SRMR value of 0.04 falls below the threshold of 0.8. The R2 value of 0.658 suggests that the independent variables in Table 6 have a significant explanatory power in predicting the intentions of international learners. Model research is frequently suitable. Table 5 displays the path analysis results, providing clear support for the validity of the hypothesis. Table 6 displays the hypotheses, t-values, and p-values.

Table 6

Hypothesis values

Hypothesis	B	t	P
H1-Valid	-0.584	23.5	P<0.05
H2-Confirm	1.041	46.71	P<0.05
H3-Confirm	0.402	27.54	P<0.05
H4-Invalid	-0.019	1.85	P<0.05
H5-Confirm	-0.019	2.133	P<0.05
H6-False	0.205	1.96	P>0.83
H7-Confirm	0.108	10.913	P<0.05

4.1 Discussion

The factors influencing the selection of educational institutions by international students can be broadly categorised into external, organisational, and individual components. External considerations refer to factors that extend beyond the purview of the university and encompass various elements such as geographical location, climatic conditions, governmental security, and intercultural compatibility (Tang, 2020). In the context of private education in Thailand, noteworthy external factors can be observed, such as the country's rich cultural heritage, favourable climatic conditions, strong safety protocols, and renowned tourist attractions, which include historic monasteries and scenic coastlines (Li, Li, & Ren, 2021). The aforementioned factors exert a significant impact on the decision-making process of international students when selecting Thailand as their study destination, as they contribute to the overall attractiveness and convenience of the country.

In contrast, institutional variables pertain to the intrinsic characteristics of an institution that influence the decision-making of individuals. The variables under consideration encompass various aspects of the college, including its reputation, ranking, accreditation, academic programmes, faculty quality, collaborations with neighbouring organisations, and infrastructural amenities. In order to appeal to international students, it is imperative for commercial colleges in Thailand to underscore their strong scientific standing, diverse range of accredited programmes, exceptionally qualified faculty members, state-of-the-art facilities, and extensive business connections (Srijamdee & Pholphirul, 2020). Universities have the potential to enhance their appeal to prospective international students by effectively demonstrating their commitment to delivering high-quality education and fostering an enriching academic environment.

The findings of the research indicated that the enrolment decisions of international students in a private school in Thailand were influenced by exogenous factors such as low crime rates and a strong law enforcement system. The participation preferences of international learners are influenced by these two elements. The predominant external determinant impacting candidates' inclination to leave their country of origin and matriculate at a private university in Thailand was the perception of Thailand as a hospitable destination for international individuals. Additional financial factors, such as the extent of professional education and the potential for higher remuneration, appeared to influence the intentions of international students as well.

Based on the findings of this study, it is evident that an esteemed Thai university holds significant appeal for international students due to its wide array of academic offerings, highly skilled faculty adept at delivering online courses, immersive online learning opportunities, and strategically situated campus facilities. The selection of a private institution for the enrolment of overseas students was influenced by two additional variables: the existence of high-quality academic programmes and the convenient proximity to the airport. In conjunction with all the above, several subsequent variables were found to have a positive impact on the intentions of prospective international learners. These variables include the educational resources offered through online platforms, the proximity of the institution to their place of residence, the convenience of the train station, the competence of the faculty members, the availability of sports activities, the attractiveness of the campus, the prestige of the university, the multicultural environment, and the guidance provided by alumni.

The sources of information in this study include college literature, advertisements, the higher education website, the higher education social network page, the presence of strong academic connections and partnerships, reputable educational organisations, and international recognition. This research study discovered that specific organisational factors, including a high classification of globalisation learning, an optimal programme duration, marketability, highly qualified instructional staff, high-quality teaching, availability of college campus, proximity to bus service location, convenience, adaptability, and comfort of online learning, had a limited influence on the participants' motivations. However, it is important to note that these factors were still valued above the threshold limit (> 0.5).

The research findings indicate that several factors exert a significant influence on the decision of international students to pursue enrolment in a specific Thai college. These factors include guidance provided by high school teachers and counsellors, the educational expectations of family members, financial assistance from the primary carer (usually the mother), support from other relatives, and funding from banking institutions and other financial organisations. The impact of parents' educational background on the outcome was determined to be negligible. This study has identified that the low costs associated with living, travelling, and obtaining a visa are significant factors that strongly influence the aspirations of foreign learners to enrol in a private Thai university.

In addition, the affordability of tuition and fees, the assistance in securing employment, and the availability of opportunities for skill development, such as internships, were key factors that appealed to international students considering enrolment in private universities in Thailand. These features were considered essential for facilitating the achievement of learners' goals. A considerable proportion of students globally have expressed a preference for attending private educational institutions, such as colleges or universities, as opposed to public ones. Additionally, they have demonstrated a keen interest in pursuing advanced studies at these private institutions.

Moreover, empirical studies have consistently shown that international students hold favourable perceptions of the private educational institution they choose and frequently express a preference for re-enrolment to pursue additional academic credentials. Most students indicated that their parents exhibited a preference for their enrolment in a private university. A significant proportion of participants indicated their commitment to pursuing their education at a privately funded institution until they successfully finish their studies. Additionally, participants expressed their inclination to endorse this establishment to others and their preparedness to allocate higher financial resources towards private educational institutions of their preference. The statements yielded valuable perspectives regarding the objectives of the individuals engaged in the learning process.

4.2 Theoretical and Practical Implications

This research is significant from a theoretical standpoint as it uncovers previously unreported relationships that have not been observed in prior studies. This study revealed that environmental factors significantly impact the intention of international students to study in Thailand. Additionally, the study revealed that environmental factors, such as educational level, teaching quality, and university ranking, play a significant role. The study suggests that affordability is a significant factor influencing international students' decision to study at private universities in Thailand. This study made a significant

contribution to the existing knowledge on determining an affordable tuition price that can positively motivate students in Thailand to pursue higher education. This study emphasises the importance of private sector universities in Thailand setting affordable standards to attract international students for educational purposes.

In addition to its theoretical significance, this research also has practical implications. International students in Thai universities should receive a standardised international education to enhance their learning experience. Thailand's educational institutions should enhance their capacity to attract a diverse range of international students for higher education. The study emphasised the growing recognition in the field of education regarding the importance of adaptation and its potential impact on the future of education. This study highlights the importance of universities adapting their tactics and programmes to meet the needs of international learners to create an internationalised learning environment, given the ongoing process of globalisation.

However, the research indicates that the concept of adaptation in the organisational sector can greatly improve the global reputation and attractiveness of universities. The study found that private sector universities in Thailand can enhance student satisfaction, academic achievement, and student retention by accommodating the demands of international learners and fostering a supportive and inclusive climate. The study suggests that adaptability can greatly influence the perceptions and intentions of prospective international learners. It emphasises the need for private-sector universities in Thailand to address this factor. This study highlights the preference of international students for institutions with a reputation for adaptability, as they seek culturally enriching and inclusive educational experiences. Therefore, private sector universities should prioritise this approach to enhance their comprehension effectively.

4.3 Future Directions

This study has yielded valuable insights into the intentions of international students in Thai educational institutions. However, there are overlooked research areas that should be considered in future studies to address gaps in the existing body of literature. This study focused solely on private sector universities in Thailand when examining the factors that influence international students. Therefore, further research is necessary to gather data from public-sector universities in Thailand to conduct a comparative analysis. Additionally, the data collection in this study was restricted to a structured questionnaire, which may have limited the participation of certain individuals within the population. Hence, future studies should employ interview-based questionnaires to examine additional factors that may impact the intention of international students to pursue higher education in Thailand. Future research should include data from international students in Malaysia to facilitate comparison with the findings of this study. Scholars would provide valuable insights into the educational motivations of international students in Thailand.

5. Conclusion

This study contributes by identifying various external factors, including financial, individual, organisational, and environmental influences. This pertains specifically to the inclination of multinational candidates to pursue studies in Thailand. Environmental factors encompass institutional components, individual characteristics, and affordability.

By increasing resources dedicated to the development of these driving factors, the probability of meeting the enrolment criteria for international students in Thailand would greatly improve. This study offers valuable insights for administrators and policymakers of private universities in identifying key features that are essential for attracting and enrolling international students in their institutions. Additionally, it provides recommendations for effectively increasing enrolment and intention among this specific demographic group by addressing the requisite conditions.

Conflict of interest

The author has not disclosed any conflicts of interest of any sort.

Acknowledgments

The Royal Thai Government (RTG) provided funding for the study that led to these findings through School of Management at Asian Institute of Technology.

References

- Adefulu, A., Farinloye, T., & Mogaji, E. (2020). Factors Influencing Postgraduate Students' University Choice in Nigeria. In E. Mogaji, F. Maringe, & R. Ebo Hinson (Eds.), *Higher Education Marketing in Africa: Explorations into Student Choice* (pp. 187-225). Springer International Publishing. https://doi.org/10.1007/978-3-030-39379-3_8
- Al-Kuwari, M. M., Al-Fagih, L., & Koç, M. (2021). Asking the Right Questions for Sustainable Development Goals: Performance Assessment Approaches for the Qatar Education System. *Sustainability*, 13(7), 3883. <https://doi.org/10.3390/su13073883>
- Albikawi, Z. F. (2023). Anxiety, Depression, Self-Esteem, Internet Addiction and Predictors of Cyberbullying and Cybervictimization among Female Nursing University Students: A Cross Sectional Study. *International Journal of Environmental Research and Public Health*, 20(5), 4293. <https://doi.org/10.3390/ijerph20054293>
- Aroonsrimarakot, S., Laiphrakpam, M., Chathiphot, P., Saengsai, P., & Prasri, S. (2023). Online learning challenges in Thailand and strategies to overcome the challenges from the students' perspectives. *Education and Information Technologies*, 28(7), 8153-8170. <https://doi.org/10.1007/s10639-022-11530-6>
- Barkley, J. E., Lepp, A., Glickman, E., Farnell, G., Beiting, J., Wiet, R., & Dowdell, B. (2020). The Acute Effects of the COVID-19 Pandemic on Physical Activity and Sedentary Behavior in University Students and Employees. *International Journal of Exercise Science*, 13(5), 1326-1339. <https://digitalcommons.wku.edu/ijes/vol13/iss5/8>
- Bawanti, P. K. D., & Arifani, Y. (2021). The Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 5(1), 54-61. <https://doi.org/10.30587/jetlal.v5i1.2212>
- bin Yusof, M., binti Ahmad, S. N. B., bin Mohamed Tajudin, M., & Ravindran, R. (2008). A study of factors influencing the selection of a higher education institution. *UNITAR e-journal*, 4(2), 27-40. <https://www.researchgate.net/publication/251492197>

- Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of Research in International Education*, 8(3), 349-373. <https://doi.org/10.1177/1475240909345818>
- Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of Global Englishes: Moving away from 'native standards' for Thai university ELT. *System*, 99, 102511. <https://doi.org/10.1016/j.system.2021.102511>
- Bosanac, M., & Grandić, R. (2021). The Use of Vouchers in Education. *Journal of Contemporary Educational Studies/Sodobna Pedagogika*, 72(2), 236-250. https://www.sodobna-pedagogika.net/en/articles/02-2021_the-use-of-vouchers-in-education
- Carrión-Robles, F., Espinoza-Celi, V., & Vargas-Saritama, A. (2023). The Use of Augmented Reality through Assemblr Edu to Inspire Writing in an Ecuadorian EFL Distance Program. *International Journal of Engineering Pedagogy*, 13(5), 121-141. <https://doi.org/10.3991/ijep.v13i5.38049>
- Changtong, N., Maneejak, N., & Yasri, P. (2020). Approaches for Implementing STEM (Science, Technology, Engineering & Mathematics) Activities among Middle School Students in Thailand. *International journal of educational methodology*, 6(1), 185-198. <https://doi.org/10.12973/ijem.6.1.185>
- Chantarasombat, C., & Sombatsakulkit, E. (2021). Doctoral Program Learning Module on Developing Leading Secondary School Teachers in Creative Thinking for Enhancement of Students' Learning Activities in Thailand. *International Journal of Higher Education*, 10(3), 138-149. <https://doi.org/10.5430/ijhe.v10n3p138>
- Cheng, M., Adekola, O., Albia, J., & Cai, S. (2022). Employability in higher education: a review of key stakeholders' perspectives. *Higher Education Evaluation and Development*, 16(1), 16-31. <https://doi.org/10.1108/HEED-03-2021-0025>
- Dodd, R. H., Dadaczynski, K., Okan, O., McCaffery, K. J., & Pickles, K. (2021). Psychological Wellbeing and Academic Experience of University Students in Australia during COVID-19. *International Journal of Environmental Research and Public Health*, 18(3), 866. <https://doi.org/10.3390/ijerph18030866>
- Finley, A. (2021). *How College Contributes" to" Workforce Success: Employer Views on What Matters Most*. Association of American Colleges and Universities. <http://hdl.voced.edu.au/10707/618065>
- Goel, S., Angeli, F., Dhirar, N., Singla, N., & Ruwaard, D. (2018). What motivates medical students to select medical studies: a systematic literature review. *BMC Medical Education*, 18(1), 16. <https://doi.org/10.1186/s12909-018-1123-4>
- Gorman, M., Jones, S., & Turner, J. (2019). Older People, Mobility and Transport in Low- and Middle-Income Countries: A Review of the Research. *Sustainability*, 11(21), 6157. <https://doi.org/10.3390/su11216157>
- Hadi, M. S., Izzah, L., & Masae, M. (2020). Factors affecting speaking anxiety of Thai students during oral presentation: Faculty of Education in TSAI. *English Language in Focus (ELIF)*, 3(1), 79-88. <https://doi.org/10.24853/elif.3.1.79-88>
- Hagedorn, R. L., Wattick, R. A., & Olfert, M. D. (2022). "My Entire World Stopped": College Students' Psychosocial and Academic Frustrations during the COVID-19 Pandemic. *Applied Research in Quality of Life*, 17(2), 1069-1090. <https://doi.org/10.1007/s11482-021-09948-0>
- Hair, J. F., Sarstedt, M., Pieper, T. M., & Ringle, C. M. (2012). The Use of Partial Least Squares Structural Equation Modeling in Strategic Management Research: A Review of Past Practices and Recommendations for Future Applications. *Long Range Planning*, 45(5), 320-340. <https://doi.org/10.1016/j.lrp.2012.09.008>
- Herbert, I. P., Rothwell, A. T., Glover, J. L., & Lambert, S. A. (2020). Graduate employability,

- employment prospects and work-readiness in the changing field of professional work. *The International Journal of Management Education*, 18(2), 100378. <https://doi.org/10.1016/j.ijme.2020.100378>
- Hoyt, J. E., & Brown, A. B. (2003). Marketing UVSC: How Prospective Students View the College. *Unpublished manuscript*. <https://docplayer.net/8664273-Marketing-uvsc-how-prospective-students-view-the-college.html>
- Huhtiniemi, M., Sääkslahti, A., Watt, A., & Jaakkola, T. (2019). Associations among Basic Psychological Needs, Motivation and Enjoyment within Finnish Physical Education Students. *Journal of Sports Science and Medicine*, 18(2), 239-247. <https://jssm.org/volume18/iss2/cap/jssm-18-239.pdf>
- Iamudom, T., & Tangkiengsirisin, S. (2020). A Comparison Study of Learner Autonomy and Language Learning Strategies among Thai EFL Learners. *International Journal of Instruction*, 13(2), 199-212. http://www.e-iji.net/dosyalar/iji_2020_2_14.pdf
- Jackson, D., & Tomlinson, M. (2020). Investigating the relationship between career planning, proactivity and employability perceptions among higher education students in uncertain labour market conditions. *Higher Education*, 80(3), 435-455. <https://doi.org/10.1007/s10734-019-00490-5>
- Jäderberg, L., Goss, S. P., & Graham McBeath, A. (2020). Exploring the factors affecting child and adolescent psychotherapists' and counsellors' decision-making in clinical work with parents. *Counselling and Psychotherapy Research*, 20(3), 497-515. <https://doi.org/10.1002/capr.12279>
- Jiang, S. (2021). The call of the homeland: Transnational education and the rising nationalism among Chinese overseas students. *Comparative Education Review*, 65(1), 34-55. <https://doi.org/10.1086/712053>
- Jiang, Y., Wang, J., Wu, S., Li, N., Wang, Y., Liu, J., Xu, X., He, Z., Cheng, Y., Zeng, X., Wang, B., Zhang, C., Zhao, M., Su, Z., Guo, B., Yang, W., & Zheng, R. (2019). Association between Take-Out Food Consumption and Obesity among Chinese University Students: A Cross-Sectional Study. *International Journal of Environmental Research and Public Health*, 16(6), 1071. <https://doi.org/10.3390/ijerph16061071>
- Jung, J., Horta, H., & Postiglione, G. A. (2021). Living in uncertainty: the COVID-19 pandemic and higher education in Hong Kong. *Studies in Higher Education*, 46(1), 107-120. <https://doi.org/10.1080/03075079.2020.1859685>
- Karabchuk, T., & Roshchina, Y. (2023). Predictors of student engagement: the role of universities' or importance of students' background? *European Journal of Higher Education*, 13(3), 327-346. <https://doi.org/10.1080/21568235.2022.2035240>
- Khampirat, B., Pop, C., & Bandaranaike, S. (2019). The effectiveness of work-integrated learning in developing student work skills: A case study of Thailand. *International Journal of Work-Integrated Learning*, 20, 126-146. <https://researchonline.jcu.edu.au/61979>
- Kiani, M. S., & Rizvandi, A. (2020). Investigating the impact of the media on international sporting events and the extent of tourist attraction at that event. *Journal of Humanities Insights*, 4(02), 45-51. <https://doi.org/10.22034/jhi.2020.107159>
- Kusurkar, R. A., Ten Cate, T. J., van Asperen, M., & Croiset, G. (2011). Motivation as an independent and a dependent variable in medical education: A review of the literature. *Medical Teacher*, 33(5), e242-e262. <https://doi.org/10.3109/0142159X.2011.558539>
- Lee, J. J., & Castiello-Gutiérrez, S. (2019). Engaging international students. In *Student engagement in higher education* (pp. 107-129). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9780429400698-7>

- Lee, S., Jeong, E., & Qu, K. (2020). Exploring Theme Park Visitors' Experience on Satisfaction and Revisit Intention: A Utilization of Experience Economy Model. *Journal of Quality Assurance in Hospitality & Tourism*, 21(4), 474-497. <https://doi.org/10.1080/1528008X.2019.1691702>
- Li, C., Li, W., & Ren, W. (2021). Tracking the trajectories of international students' pragmatic choices in studying abroad in China: a social network perspective. *Language, Culture and Curriculum*, 34(4), 398-416. <https://doi.org/10.1080/07908318.2020.1857393>
- Lim, Y. M., Yap, C. S., & Lee, T. H. (2011). Destination choice, service quality, satisfaction, and consumerism: International students in Malaysian institutions of higher education. *African Journal of Business Management*, 5(5), 1691. <http://hdl.handle.net/20.500.11937/20874>
- Lisá, E., Hannelová, K., & Newman, D. (2019). Comparison between Employers' and Students' Expectations in Respect of Employability Skills of University Graduates. *International Journal of Work-Integrated Learning*, 20(1), 71-82. <https://files.eric.ed.gov/fulltext/EJ1214585.pdf>
- Luanganggoon, N. (2020). Content and language integrated learning (CLIL) teaching practices in Thailand higher education. *The Asian ESP Journal*, 16(4), 233-258. <https://www.asian-esp-journal.com/volume-16-issue-4-july-2020>
- Machmud, M. T., Widiyan, A. P., & Ramadhani, N. R. (2021). The Development and Policies of ICT Supporting Educational Technology in Singapore, Thailand, Indonesia, and Myanmar. *International Journal of Evaluation and Research in Education*, 10(1), 78-85. <http://doi.org/10.11591/ijere.v10i1.20786>
- McGunagle, D., & Zizka, L. (2020). Employability skills for 21st-century STEM students: the employers' perspective. *Higher Education, Skills and Work-Based Learning*, 10(3), 591-606. <https://doi.org/10.1108/HESWBL-10-2019-0148>
- Melchor, M. Q., & Julián, C. P. (2008). The Impact of the Human Element in the Information Systems Quality for Decision Making and User Satisfaction. *Journal of Computer Information Systems*, 48(2), 44-52. <https://doi.org/10.1080/08874417.2008.11646008>
- Mishra, S. (2020). Social networks, social capital, social support and academic success in higher education: A systematic review with a special focus on 'underrepresented' students. *Educational Research Review*, 29, 100307. <https://doi.org/10.1016/j.edurev.2019.100307>
- Murad, M., Malik, A. A., & Ullah, M. I. (2022). Regulating Students Behavioral Emotions: The Mediating Role of Intention and Perceived Belief Control. *Review of Applied Management and Social Sciences*, 5(3), 423-435. <https://doi.org/10.47067/ramss.v5i3.258>
- Na, K. S., Petsangsri, S., & Tasir, Z. (2020). The relationship between academic performance and motivation level in e-learning among Thailand university students. *International Journal of Information and Education Technology*, 10(3), 181-185. <https://doi.org/10.18178/ijiet.2020.10.3.1360>
- Naite, I. (2021). Impact of parental involvement on children's academic performance at Crescent International School, Bangkok, Thailand. *IOP Conference Series: Earth and Environmental Science*, 690(1), 012064. <https://doi.org/10.1088/1755-1315/690/1/012064>
- Náñez Alonso, S. L., Jorge-Vazquez, J., & Reier Forradellas, R. F. (2021). Central Banks Digital Currency: Detection of Optimal Countries for the Implementation of a CBDC and the Implication for Payment Industry Open Innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(1), 72. <https://doi.org/10.3390/joitmc7010072>
- Negash, S., Kartschmit, N., Mikolajczyk, R. T., Watzke, S., Matos Fialho, P. M., Pischke, C. R., Busse, H., Helmer, S. M., Stock, C., & Zeeb, H. (2021). Worsened financial situation during the COVID-19 pandemic was associated with depressive

- symptomatology among university students in Germany: Results of the COVID-19 international student well-being study. *Frontiers in Psychiatry*, 12, 743158. <https://doi.org/10.3389/fpsy.2021.743158>
- Nurfaidah, S., Tambunan, A. R. S., Yonata, F., Kurniawati, D., & Lestariyana, R. P. D. (2020). International Students' Perceptions of Virtual Service Learning Program Amidst COVID-19 Pandemic. *Journal of International Students*, 10(S3), 198-208. <https://doi.org/10.32674/jis.v10iS3.3207>
- Nwosu, H. E., Obidike, P. C., Ugwu, J. N., Udeze, C. C., & Okolie, U. C. (2022). Applying social cognitive theory to placement learning in business firms and students' entrepreneurial intentions. *The International Journal of Management Education*, 20(1), 100602. <https://doi.org/10.1016/j.ijme.2022.100602>
- Osmanoglu, D. E., & Yilmaz, H. (2019). The Effect of Classical Music on Anxiety and Well-Being of University Students. *International Education Studies*, 12(11), 18-25. <http://dx.doi.org/10.5539/ies.v12n11p18>
- Pavlou, P. A., & Fygenson, M. (2006). Understanding and predicting electronic commerce adoption: An extension of the theory of planned behavior. *MIS quarterly*, 30(1), 115-143. <https://doi.org/10.2307/25148720>
- Pham, D. T., & Hanh, N. T. H. (2023). University Students' Perceptions of Google Tools in Learning English Courses Online. *International Journal of Emerging Technologies in Learning (Online)*, 18(13), 45. <https://doi.org/10.3991/ijet.v18i13.39857>
- Pham, T. (2021). Reconceptualising employability of returnees: what really matters and strategic navigating approaches. *Higher Education*, 81(6), 1329-1345. <https://doi.org/10.1007/s10734-020-00614-2>
- Pongsin, V., Lawthong, N., Fry, G. W., Ransom, L., Kim, S., & Thi My, N. N. (2023). Thailand as a new international higher education hub: Major challenges and opportunities, a policy analysis. *Research in Comparative and International Education*, 18(2), 249-276. <https://doi.org/10.1177/17454999231163401>
- Prabawangi, R. P., Fatanti, M. N., & Ananda, K. S. (2021). After a year of online learning amid the covid-19 pandemic: A survey of indonesian undergraduate students' opinions and behaviors. *Asian Journal of University Education*, 17(4), 418-431. <https://doi.org/10.24191/ajue.v17i4.16211>
- Puljak, L., Čivljak, M., Haramina, A., Mališa, S., Čavić, D., Klinec, D., Aranza, D., Mesarić, J., Skitarelić, N., Zoranić, S., Majstorović, D., Neuberg, M., Mikšić, Š., & Ivanišević, K. (2020). Attitudes and concerns of undergraduate university health sciences students in Croatia regarding complete switch to e-learning during COVID-19 pandemic: a survey. *BMC Medical Education*, 20(1), 416. <https://doi.org/10.1186/s12909-020-02343-7>
- Rajprasisit, K. (2021). 'Do as WE Do': Teaching World Englishes in a General English Course to Thai Students. *RELC Journal*, 54(1), 291-299. <https://doi.org/10.1177/00336882211011276>
- Ramia, G. (2021). Crises in international education, and government responses: a comparative analysis of racial discrimination and violence towards international students. *Higher Education*, 82(3), 599-613. <https://doi.org/10.1007/s10734-021-00684-w>
- Richardson, J. (2009). Factors that influence first year medical students' choice of student selected component. *Medical Teacher*, 31(9), e418-e424. <https://doi.org/10.1080/01421590902744878>
- Rönö, K., Rissanen, E., Bergh, C., Wennerholm, U.-B., Opdahl, S., Romundstad, L. B., Henningsen, A.-K. A., Spangmose, A. L., Pinborg, A., Gissler, M., & Tiitinen, A. (2022). The neurodevelopmental morbidity of children born after assisted

- reproductive technology: a Nordic register study from the Committee of Nordic Assisted Reproductive Technology and Safety group. *Fertility and Sterility*, 117(5), 1026-1037. <https://doi.org/10.1016/j.fertnstert.2022.01.010>
- Scheffer, M. C., Pastor-Valero, M., Cassenote, A. J. F., & Compañ Rosique, A. F. (2020). How many and which physicians? A comparative study of the evolution of the supply of physicians and specialist training in Brazil and Spain. *Human Resources for Health*, 18(1), 30. <https://doi.org/10.1186/s12960-020-00472-0>
- Selvanathan, M., Hussin, N. A. M., & Azazi, N. A. N. (2020). Students learning experiences during COVID-19: Work from home period in Malaysian Higher Learning Institutions. *Teaching Public Administration*, 41(1), 13-22. <https://doi.org/10.1177/0144739420977900>
- Shaw, E., Walpole, S., McLean, M., Alvarez-Nieto, C., Barna, S., Bazin, K., Behrens, G., Chase, H., Duane, B., El Omrani, O., Elf, M., Faerron Guzmán, C. A., Falceto de Barros, E., Gibbs, T. J., Groome, J., Hackett, F., Harden, J., Hothersall, E. J., Hourihane, M., Huss, N. M., Ikiugu, M., Joury, E., Leedham-Green, K., MacKenzie-Shalders, K., Madden, D. L., McKimm, J., Nayna Schwerdtle, P., Parkes, M. W., Peters, S., Redvers, N., Sheffield, P., Singleton, J., Tun, S., & Woollard, R. (2021). AMEE Consensus Statement: Planetary health and education for sustainable healthcare. *Medical Teacher*, 43(3), 272-286. <https://doi.org/10.1080/0142159X.2020.1860207>
- Sidhu, R., Cheng, Y. E., Collins, F., Ho, K. C., & Yeoh, B. (2021). International student mobilities in a contagion:(Im) mobilising higher education? *Geographical research*, 59(3), 313-323. <https://doi.org/10.1111/1745-5871.12471>
- Snodin, N. (2019). Mobility experiences of international students in Thai higher education. *International Journal of Educational Management*, 33(7), 1653-1669. <https://doi.org/10.1108/IJEM-07-2018-0206>
- Srijamdee, K., & Pholphirul, P. (2020). Does ICT familiarity always help promote educational outcomes? Empirical evidence from PISA-Thailand. *Education and Information Technologies*, 25(4), 2933-2970. <https://doi.org/10.1007/s10639-019-10089-z>
- Tang, K. H. D. (2018). Correlation between sustainability education and engineering students' attitudes towards sustainability. *International Journal of Sustainability in Higher Education*, 19(3), 459-472. <https://doi.org/10.1108/IJSHE-08-2017-0139>
- Tang, K. N. (2020). Challenges and Importance of Teaching English as a Medium of Instruction in Thailand International College. *Journal of English as an International Language*, 15(2), 97-118. <https://files.eric.ed.gov/fulltext/EJ1282858.pdf>
- Tchamyou, V. S., Asongu, S. A., & Odhiambo, N. M. (2019). The role of ICT in modulating the effect of education and lifelong learning on income inequality and economic growth in Africa. *African Development Review*, 31(3), 261-274. <https://doi.org/10.1111/1467-8268.12388>
- Tomasik, M. J., Helbling, L. A., & Moser, U. (2021). Educational gains of in-person vs. distance learning in primary and secondary schools: A natural experiment during the COVID-19 pandemic school closures in Switzerland. *International Journal of psychology*, 56(4), 566-576. <https://doi.org/10.1002/ijop.12728>
- Tomlinson, M., & Jackson, D. (2021). Professional identity formation in contemporary higher education students. *Studies in Higher Education*, 46(4), 885-900. <https://doi.org/10.1080/03075079.2019.1659763>
- Udeogalanya, V. (2022). Aligning digital literacy and student academic success: Lessons

- learned from COVID-19 pandemic. *International Journal of Higher Education Management*, 8(2), 54-65. https://www.ijhem.com/cdn/article_file/2022-02-28-21-34-18-PM.pdf
- Woramol Chaowarat, W., & Muhammad, S. (2023). A Study on the Impact of Digital Marketing on Business Practices. *Business Review of Digital Revolution*, 3(1), 1-10. <https://brdr.org/index.php/researchrise/article/view/21>
- Wu, Y., & Wang, J. (2022). Three-stage Blended Chinese Teaching Online and Offline for International Students: A Case Study on Chinese Teaching for International Students in S University. *Journal of Higher Education Research*, 3(2), 207-211. <https://doi.org/10.32629/jher.v3i2.758>
- Yan, L., Whitelock-Wainwright, A., Guan, Q., Wen, G., Gašević, D., & Chen, G. (2021). Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study. *British Journal of Educational Technology*, 52(5), 2038-2057. <https://doi.org/10.1111/bjet.13102>
- Zakar, R., Iqbal, S., Zakar, M. Z., & Fischer, F. (2021). COVID-19 and Health Information Seeking Behavior: Digital Health Literacy Survey amongst University Students in Pakistan. *International Journal of Environmental Research and Public Health*, 18(8), 4009. <https://doi.org/10.3390/ijerph18084009>