

AN ANALYSIS OF FACTORS INFLUENCING STUDENT ENROLLMENT IN UNDERGRADUATE PROGRAMS AT MAE FAH LUANG UNIVERSITY

LOKWEETPUN SUPRAWAN

MASTER OF BUSINESS ADMINISTRATION IN BUSINESS ADMINISTRATION

MAE FAH LUANG UNIVERSITY
2006

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Lokweetpun Suprawan

Title An Analysis of Factors Influencing Student Enrollment in

Undergraduate Programs at Mae Fah Luang University

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ABSTRACT

The purpose of this study was to identify the most influential factors with respect to the marketing mix components (product, price, place, promotion, people, process, and physical evidence) of new enrollments at Mae Fah Luang University (MFLU). This study also focused on the new enrollees' needs and the decision-making process of new enrollment based on external and internal influences in selecting MFLU.

The participants of this study were the new enrollment for 2006 at MFLU. A questionnaire was developed and distributed to new enrollments during one of the activities prior to their first day of class. The analysis of this study was based on the responses in the 400 completed questionnaires. Descriptive statistics, cross-tabulations, and hypothesis testing with chi-square test were used as an analytical tool.

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The results showed that physical evidence at MFLU played the most important role

in attracting new enrollments compared to other marketing mix components. The second most

important marketing factor was the product of MFLU. The findings also showed that the

Internet (84.5 percent) was by far the most important public relations media. The results

indicated some statistically significant differences on the importance of marketing mix and other

factors among regions, but there was no difference of marketing mix and other factors between

gender.

It is suggested that MFLU could usefully study further these initial results to the

benefit of improving the student recruitment process. Perhaps MFLU could usefully consider

focusing more on the Internet as an important key to a successful recruitment process.

However, the results of this study were only based on one point in time. In order for MFLU to

take this study further, there should be a longitudinal study, over time.

Keyword: University—Student Enrollment/Higher Education/Student Enrollment

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CHAPTER I

INTRODUCTION

1.1 Background to the Research Problem

Because, Thailand suffered from a severe economic crisis in the public sector in 1997, the government has appropriately allocated a limited government expenditure. The fact that a smaller budget was provided by the government, has meant that under the new National Education Act of B.E. 2542, several public universities have become government-supervised agencies or autonomous universities. According to the new policy, many universities needed to compensate their lost budget by recruiting more students. Students are customers of the university and they bring in income in the form of tuition payment. This approach implies a more market-oriented approach that is more demand and less supply driven.

The following Figure 1.1 explains the trend in adult population of the 18 – 24 year age group. As the number of new universities grows, the number of targeted students, per university, will decrease over and above the decrease in total number, as shown in Figure 1.1. The outcome is that the competition for higher education has become tougher; therefore, the new universities have had to struggle in order to survive. Figure 1.2 illustrates the change in

the budget allocated from the Thai Government. The government was expecting all universities to use the limited budget allocated to the best of their ability.

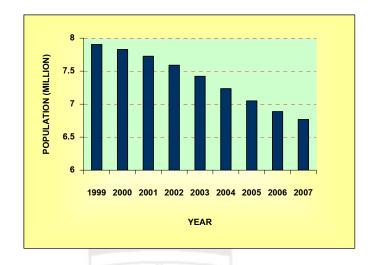


Figure 1.1 Trend in Population of the 18-24 Year Age Group (1999-2007)

Source: Annual Report of B.E. 2542 of Ministry of University Affairs (online)

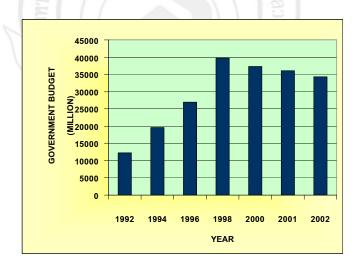


Figure 1.2 Trend in Budget Expenditure Allocated from Government to Universities (1992–2002)

Source: Annual Report of B.E. 2542 of Ministry of University Affairs (online)

1.2 Statement of the Problem

Mae Fah Luang University (MFLU) has been established as an autonomous public institution since 1998. The philosophy of MFLU is embodied in the intention of the Princess Mother to foster environmental quality and human resources development. In this regard, there has been a major focus on the promotion of environmental quality, improvement of the quality of life for the disadvantaged through higher education, the building of human capacity, the ongoing search for resourceful knowledge, and the promotion and preservation of the culture and traditions of Thailand.

Because, MFLU is a fairly new university, a marketing concept could usefully be considered. According to Kotler (1982):

"Organizations typically became aware of marketing when their market underwent a change. When buyers, members, funds, or other sources needed by the organization got scare, or harder to attract, the organization gets concerned. If their "sales" declined or became volatile, or new competitors appeared, or new buyer needs emerged, these organizations became receptive to possible solutions such as marketing" (p. 8)

The market for education providers has become more competitive. The concept of Kotler can be applied as new competitors appear. Because, MFLU is a non-profit organization, the following statement, given by Lamp, Hair and McDaniel (2000) can be applied as "Nonprofit organizations pursue goals other than profit, market share, and return on investment." (p. 384)

The goal of MFLU does not only comprise profit maximization, but rather concentrates on achieving a satisfactory level for its target market. Even MFLU has become Thailand's fastest growing education provider, in order to obtain a marketing position MFLU needs to study its market target thoroughly. However, people may have misinterpreted the marketing approach by implementing promotion methods and commercial activities. Moreover, marketing needs to be planned systematically; otherwise, an organization could have allocated too large of budget for commercial activities.

MFLU needs to be able to define the factors that strengthen the decision making of target students. The study of marketing concept can not only be utilized to strengthen the influencing factors, but has to be able to improve the weakening factors as well. In the past MFLU might not have been able to examine its target market; however as the university has become larger, a better understanding of market concepts will become more essential.

In 2005, MFLU accepted 2,116 students for new enrollment. There were 200 students from the Quotas System, 881 students from the Entrance System, 43 students from the Admission System, and 992 from Direct Admission. The report on the 2005 students was gathered by Planning Division at MFLU which indicated that some 59.4 percent were students from the North of Thailand. In addition, the majority of students selected MFLU because of the programs offered, a beautiful campus, and modern facilities. Most students enrolled at MFLU based on personal decision–making (75.1 percent). Most students gathered information about MFLU through having conversation with others and from the Internet (45.2 and 41.9)

percent, respectively), which were claimed to be the most effective public relations medium (Policy and Planning Division, 2005).

According to its mission statement, MFLU would like to become the educational center of Northern Thailand. In order to complete the stated mission, MFLU needs to strengthen its target market by expanding its market across the nation. This study and analysis will emphasize the factors affecting new enrollment for obtaining a higher education MFLU. Furthermore, a study of the target market could be use to determine the needs and demands of newly-enrolled students. Once this is accomplished satisfactorily, the end result would be an increase in the number of successful graduates in the market produced MFLU.

1.3 Objectives

- 1. To define the most influential factors with respect to the marketing mix components of new enrollments.
 - 2. To understand new enrollees' needs.
- To understand the new enrollment decision making process based on external and internal influences.

1.4 Research Questions

- 1. Which of the marketing mix components are the most important factors influencing students to enroll at Mae Fah Luang University?
 - 2. Do internal influences affect the decision making process of new enrollments?
- 3. Do the components of the marketing mix differ with gender and among regions of the respondents?

1.5 Expected Outcomes

This study was aimed at finding ways to improve the marketing mix as well as identifying which of the marketing mix components had a strong influence on students in selecting MFLU at the undergraduate level. In addition, this study will identify the target market and advertising method in order to serve a target group appropriately. In addition to the study of external factors such as marketing mix and demographic information on the students, this study will also evaluate the internal factors which affect the students' decision-making process. The end results of this study is also expected to provide information to assist MFLU in developing a marketing strategic plan and lastly, gain more satisfaction from new enrollees.

1.6 Limitations

Due to time constraints, this study is limited to the 2006 enrollments MFLU. The time frame of this study is between January and August of 2006. Other limitations will be indicated later in this study.

1.7 Summary

The marketing concept has been introduced recently to nonprofit organizations. However, in an education-provider organization, the marketing concept is very new and difficult to adapt for higher education. There are two major reasons to carefully analyze the marketing situation for education providers. First of all, due to the economic crisis, the budget from the government has been limited for all public universities. Secondly, the increasing number of competitors in education organizations has also caused changes in enrollment. It is very appropriate that MFLU begins to analyze marketing factors for its students. The purpose of this study is not only to increase the quality of the enrollment, but also increase the number of satisfied students.

The analysis of the marketing mix is rather important at this point of time. The components of the marketing mix, provided by MFLU, include product, price, place, promotion, people, process, and physical evidence. However, the internal factors also affect the decision-making process for students are just as important. Both concepts will be analyzed

carefully in parallel to each other. The followings are the main findings of this study, in relation to the three hypothesis established:

- 1. The most important factor influencing students to enroll at MFLU is physical evidence (based on marketing mix components).
- 2. Internal influences (personal aspects) affect the decision making process of new enrollments.
- 3. The marketing mix components do not differ significantly with gender; however, there are some significant differences in the marketing mix components among the regions of the respondents.

Once all these questions are answered appropriately, MFLU will be better able to apply the results of this study to its strategic or marketing plan.

CHAPTER II

LITERATURE REVIEW

Recently, marketing management has become widely accepted as a method that allows organizations to operate effectively as well as be better able to survive competition. Educational administrators have had to take important steps to learn more about the needs and satisfaction of students, parents, community and sponsors. The learning from marketing analysis can lead to policy and implementation in order to satisfy or serve the "customer". Knowledge of marketing and marketing approaches can help the Presidents of higher educational institutions to overcome many obstacles. The range of these obstacles can be translated into the guidelines in attracting more and better students to increasing student satisfaction, designing new programs, or more effective financial planning. However, having understanding of the market concept is not usual. Administrators needed to also understand the customer (students, parents, community, etc.) as well. Brooks (1986) explained how the market for education can be influenced by several factors, as follows:

"The market is influenced by demographic factors such as regional population distribution, level of education, occupation, race, national origin, or ethnicity and religion. Cultural influences and other lifestyle factors, along with psychological factors of personality, attitudes, interests, and the product benefits desired, influence consumer buying behavior and motivation" (p. 35).

Nevertheless, all of the factors suggested by Brook (1986) affect universities to some extent. Moreover, some of the influencing factors have to be studied carefully and only the specific factors can probably be applied to certain universities.

2.1 Customer Behavior

Consumer behavior is another concept important to developing an effective marketing strategy. An understanding of consumer behavior would assist an organization to properly interpret consumer needs. Hawkins, Best, and Coney (2004) defined consumer behavior as:

"The study of individuals, groups, or organizations and the processes they use to select, secure, use, and dispose of products, services, experiences, or ideas to satisfy needs and impacts that these processes have on the consumer and society" (p. 7).

The Model of Consumer Behavior, suggested by Hawkins, Best and Coney (2004), has two major components, which cover external and internal influences. External influences include culture, subculture, demographics, social status, reference groups, family, and marketing activities. However, this study will only focus on marketing mix and demographics as external influences due to the lack of historical data for it being a new establishment. Internal influences are composed of perception, learning, memory, motives, personality, emotions, and attitudes. However, this study will only focus on perception,

learning, motivation, and attitudes; these can also be referred as psychological factors. Kotler (2003) states "a person's buying choices are influenced by four major psychological factors—motivation, perception, learning, and beliefs and attitudes" (p. 195)

2.2 Internal Influences

Perception is "the process by which an individual selects, organizes, and interprets the information he or she receives from the environment" (p. 129), as defined by Sheth and Mittal (2004). This definition of perception suggests that same objects might be perceived differently by different people. For example, MFLU is teaching nearly all subjects for the undergraduate degree in English. Many people perceive and focus on the higher tuition fee, harder to understand subjects, or even the higher quality of teaching methods. However, whether the information can be conveyed clearly, is also determined by an individual's understanding of these matters.

Learning is "the processes by which memory and behavior are changed as a result of conscious and non-conscious information processing" stated by Hawkins, Best and Coney (2004, p. 316). Modeling is a type of learning by which people learn by observing others. For example, a student, who selected MFLU could observe from an elder who had good experience about this university.

Motivation is a need that drives a person to act in response to a situation.

Psychological needs include a need for recognition, esteem, or belonging. Maslow's Theory

(1970) classified needs into five categories, including physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Education was classified as a "self-actualization need" because it involves the desire for self-fulfillment and to become all that one is capable of becoming (p. 356), referred to by Hawkins, Best, and Coney (2004)

As stated by Hawkins, Best and Coney (2004), attitude is "an enduring organization of motivational, emotional, perceptual, and cognitive processes with respect to some aspect of our environment" (p.386). The attitude of students towards the image of MFLU also varies. The influence of attitude can derive from perception, learning, and motivation of an individual. In addition, the effect of attitude is very hard to change once an individual assumes an extreme attitude towards an object. For a better understanding of internal perception (internal to self) of MFLU, the terms are clarified as follows:

- 1. Psychological Factors composed of motivation, perception, learning, and beliefs and attitudes.
- 2. Motivation is the forces that drive students to take action to satisfy specific needs such, as physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. There can be good reasons for a students' behavior.
- 3. Perception is the process whereby students select, organize, and interpret information on MFLU.
- 4. Learning is the process where students create changes in behavior through experience and practice. Students can change their behavior based on observing role models.

 Attitude consists of beliefs, feelings, and behavioral responses of students towards the image of MFLU.

2.3 External Influences: Marketing Concept (Marketing Mix Components)

Several authors have defined marketing in different ways. One of the definitions is provided by McInnes (1964) who stated that "marketing was any activity which actualized the potential market relationship between the makers and users of economic goods and services" (p. 57). McCarthy (1975) also added the importance of customer satisfaction and the accomplishment of a company's objectives, as follows:

"Marketing is the performance of business activities which directed the flow of goods and services from producers to consumers or users in order to satisfy customers and accomplish the company's objectives" (p. 19)

Kotler (2003) defined "marketing as a societal process by which individuals or groups obtain what they need and want through creating, offering, and freely exchanging products and services of value with others" (p. 9). McInnes (1964) and Kotler (2003) only defined marketing as the flow of the product or services from makers to users or buyers to sellers. However, McCarthy has included customer satisfaction as the end result of the marketing process.

McCarthy also focused on target market and marketing activities, which were called marketing mix, including product, price, place, and promotion. As with service marketing, the

components involve people, process, and physical evidence, in addition to others. He also defined the target market as "a fairly homogeneous group of customers to whom a company wished to appeal" (p. 35). He defined a marketing mix as "the controllable variables, which the company combined in order to satisfy this target group" (p.35). These philosophies can also be applied directly to non-profit organizations because all business firms and non-profit organizations seek to satisfy particular consumer groups (p. 637), according to McCarthy (1975). When customer satisfaction is focused, a marketing mix can be identified. Sargeant (1999) indicated that:

"Seven elements (the 7 P's), including product, price, place, promotion, process, physical evidence, and people, were all associated to increase customer satisfaction in the non-profit context. Product or market entity referred to a range of goods and services that are produced, for how long they are produced, and how they are packaged. Price was a charge for the product or service, discount, and credit policy. Place was channels to market that it intended to use. Promotion was all the promotional tools that are employed to stimulate an interest and purchase by consumers. Physical evidence was considered as the nature of environments in which the service was delivered. Process was a flow of the activities that were encountered by service customers. Finally, people, which were the most ingredient of the service mix, ranged from training, employment, and motivation of individual members of service staff." (p. 15)

It is very important for a company to define the marketing mix of its company. Further analysis and study of market target assists a company to satisfy its customers and to obtain a larger market share. In a nonprofit organization, the objectives of studying the market

can be a little different from that in a profit organization, but satisfaction of customer was inarguable. However, the marketing concept can be applied to this study as follows:

- Product is intangible product and in this case is inferred as education service.
 There are 21 active programs offered by MFLU for 2006. The product can be evaluated from the success of students who graduated from the University.
- 2. Price is defined as direct and indirect fees. It is a cost to students in the form of tuition and teaching materials. Price can also be defined as a financial aid, such as loans, grants, and scholarship.
 - 3. Place is the location of MFLU.
- 4. Promotion is the advertising method, such as Internet, radio-television, and other publishing media. Academic services, such as summer camp, genius camp, and other workshops and seminar can be used as another form of promotion.
- 5. People is defined as the quality of employees who provide service whether they are administrative officers or academic staff.
 - 6. Process is a recruitment process.
- 7. Physical Evidence is the availability of the facilities such as library, scientific equipment center, computer laboratory, etc.

According to both theories, customer behavior and marketing mix, the intention is to satisfy customers. An organization can respond to customer demands by gathering information on customer behavior and its market mix.

2.4 Other Studies

Korawik Jivasantikarn (2003) studied "Marketing Approaches Used by Private Vocational Schools in Thailand" and the result showed that the Thai private vocational schools reported using 15 marketing techniques in their enrollment activities with a highly perceived effectiveness rating. However, enrollment marketing for Thai private vocational schools is still in the stage where "marketing is promotion". They have found marketing to be an important means of enhancing their enrollment in a competitive education market. The results also suggested that large-sized private vocational schools were moving towards the stage where "marketing is marketing research" for a better focus on marketing audit and program development. Thai private vocational schools would be able to use marketing more effectively by understanding that marketing is a continuing process that involves all aspects in school management.

Jirawan Kamolmasratana (2002) also studied "An Application of Marketing in Higher Education in Thailand: A Case Study of Private Universities"; this research was confined to only two private universities with a specific theoretical framework, marketing mix. Although marketing mix (the 4P's) is an approach that was used in this study, it is significant because each marketing element in the marketing mix is practiced at a different level in different universities. Useful elements that are used frequently or rarely will help the universities to strengthen or to change in order to develop marketing strategies for student recruitment.

MFLU Policy and Planning Division (2005) gathered information in "An Annual Report on New Enrolled Students for 2005". MFLU has accepted new enrollments in 21 programs in 2005, which belong to 8 schools. There were 2,116 students, categorized by admission types including 200 students from the Quota System, 881 students from the Entrance System, 43 students from the Admission System, and 992 students from Direct Admission. These students not only came from different type of admission, but the fact that they were from different regions might create some differences in marketing aspects. It is interesting to see whether those differences exist in regard to different demographics.

In conclusion, organizations that are not marketing-oriented often find themselves spending a great deal of money on advertising and promotion, which is only a small part of marketing. They simply rushed onto the stage of communication without really understanding or practicing effective marketing strategies. This choice of procedure could fail to achieve their business goal.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

As indicated previously, three research questions were developed for this study.

3.1 Research Questions

- 1. Which of the marketing mix components are the most important factors influencing students to enroll at MFLU?
 - 2. Do internal influences affect the decision making process of new enrollments?
- 3. Do the components of marketing mix differ with gender and among regions of the respondents?

3.2 Conceptual Framework

Knowledge of marketing in education and the consumer decision-marking process, which in the present case has only focused on internal influences or psychological factors, can be used as a theoretical basis for guiding this study. Internal influences or

psychological factors can be used interchangeably in this study. Different people have defined marketing but according to Kotler (1975), it can be defined as:

"The analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organization objectives. It relies heavily on designing the organization's offering in terms of target markets' needs and desires and on using effective pricing, communication, and distribution" (p.5)

The components of the service marketing mix are the 7Ps, product, price, place, promotion, people, process, and physical evidence. Marketing mix is the set of marketing tools the firm uses to pursue its marketing objectives in the target market. However, each of the marketing mix components needs to be analyzed carefully because each of the components has an uneven influence on students. Furthermore, the study of the consumer decision–making process is just as important. This study will only focus on internal influences, such as motivation, perception, learning, and attitudes. These internal influences can be used to see how potential students obtain information provided by MFLU as well as the feelings for and beliefs towards MFLU. The components of marketing mix and internal influences will influence the consumer decision.

3.3 Hypothesis

- 1. Products offered by MFLU will have a significant influence on students in selecting MFLU for an undergraduate degree compared to other components in the marketing mix (price, place, promotion, people, process, and physical evidence).
- 2. Internal influences (motivation, perception, learning, and attitudes) will have some influence on students in selecting MFLU for an undergraduate degree.
- 3. The components of the marketing mix will influence students differently, according to gender and the regional location of the students.

3.4 Survey Design

This study is based on a survey using questionnaires to obtain the required data, constructing the frequency distribution of survey data and analyzing the data. The hypothesis is tested in Chapter five to explain whether marketing mix components differ between gender and among regions.

This questionnaire is used to collect data from students who decided to enroll at MFLU for Academic Year 2006 as the population for this study. The estimated intake capacity at MFLU for 2006 was 3,000 students. The sample size for this study was 400 students, according to The Yamane formula (Yamane, 1967) as follows:

$$n = \frac{N}{1 + Ne^2}$$

n = Population sample

N = Population (approx. 3,000 students)

e = Sampling error (0.05 significance level)

The first part of the questionnaire asked for demographic information on the students, including gender and regional location. The second part of the questionnaire focused on components of the marketing mix, including product, price, place, promotion, people, process and physical evidence. Each question was asked using Likert's scale of one to five, then the factors are ranked based on the mean from highest to lowest in order to seek the most important marketing mix factors. The third part of the questionnaire emphasized consumer behavior based on internal influences, such as motivation, perception, learning, and beliefs and attitudes. When comparing the marketing factors between group, such as gender and regional location, the method selected for analysis was chi-square.

3.5 Interview

In order to obtain reliable information about the Public Relations aspect, an interview was undertaken. The interviewee was the Assistant to the Head of Public Relations Division at MFLU. The median used for public relations purposes were as follows:

- 1. Radio/Television
- 2. Brochure/Journal
- 3. Banner/Cutouts
- 4. Newspaper/Magazine
- 5. Internet
- 6. Advice from schools
- 7. MFLU service providers
- 8. Off-campus public relations

During the admission period, the Public Relations Division together with the Admissions Division, provided MFLU information via brochures and a road show. The Public Relations Division was aware of the fact that the Internet could also have an important influence on the students and a banner and cutouts could have more effect on local students. The Road Show was another promotion that the students were interested in. Currently, MFLU is mainly focusing its promotion on the local target group due to the distance of others from Chiang Rai.

When promoting MFLU, information such as the variety of programs offered and teaching and learning in English were considered to be attractive factors for the students. The other factors included environment on campus, facilities, and the extent to which the MFLU programs are different from those of other universities.

It is to be expected that a key success factor for promotion was the frequency of awareness by the public; however, the budget allocated for public relations at MFLU was rather

limited. In addition, staff numbers at the Public Relations Division were also limited. Another constraint for the Public Relations Division was the internal communication with other divisions or schools in order to obtain information for promotion.

3.6 Interview Questions

During the interview with the Public Relations Division, Thai language was used to accommodate the interviewee. An appointment was made just prior to the interview. The interviewee was very pleasant and cooperative. After an explanation of the study, the interview started and the protocol of the questions was as follows:

- 1. What kind of promotion does MFLU use?
- 2. What kind of information would MFLU like to transmit to its target group?
- 3. What kind of promotion reaches the target group effectively?
- 4. What are the constraints on the Public Relations Division at MFLU?
- 5. Other comments?

CHAPTER IV

EMPIRICAL STUDY OF FACTORS INFLUENCING STUDENT ENROLLMENT

This chapter presents an analysis and interpretation of the data gathered in response to the research questions used in this study to explain the factors influencing students' decision making for enrollment. The presentation is made into five main sections as follows:

(i) respondents' demographic information, (ii) influencing factors for new enrollments MFLU, (iii) the role of public relations media, (iv) internal factors (learning, perception, motivation, and attitude), and (v) students' comments and feedback. The analysis will identify the most influential factors in marketing and whether internal factors have any influence on a students' decision. In addition, all tables shown in this chapter are based on the responses of the questionnaires.

4.1 Respondents' Demographic Information

Participants in this study were the new enrollment for 2006 at MFLU. Some 600 questionnaires were distributed but only 400 completed questionnaires were returned for this study. The questionnaires were distributed to new enrollments during one of the activities prior

to their first day of class. It is particularly interesting that the proportion of females at MFLU was substantially higher than that of males, by a factor of more than 2 to 1 (Table 4.1).

Table 4.1 Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	125	31.3
Female	275	68.7
Total	400	100.0

For the data collected from the number of 2006 enrollments, students from 7 regions applied to MFLU. The response from the North was the highest (53.5%), followed by the Central (16.5%), the South (10.2%), Bangkok (8.5%), the Northeast (8.3%), the West (2.0%), and the East (1.0%) Regions (see Table 4.2). The high number of responses from the North was expected due to the location of MFLU. However, the numbers of responses has also expanded to other regions of the country, such as the Central, the South, Bangkok, and the Northeast Regions.

Table 4.2 Distribution of Respondents by Region

Region	Frequency	Percentage
North	214	53.5
Bangkok	34	8.5
outh	41	10.2
East	4	1.0
Northeast	33	8.3
Central	66	16.5
West	8	2.0
Total	400	100.0

4.2 Influencing Factors for New Enrollments at MFLU

This section presents the findings in response to the research questions of the study.

The usefulness of the market concept was analyzed using the following research questions.

- 1. Which of the marketing mix components are the most important factors influencing students to enroll at MFLU?
 - 2. Do internal influences affect the decision-making process of new enrollments?
- 3. Do the components of marketing mix differ with gender and among regions of the respondents?

Research question one was "Which of the marketing mix components is the most effective factor in influencing students to enroll at MFLU?" The respondents rated the marketing mix, which included product, price, place, promotion, people, process, and physical evidence based on their personal concepts in selecting MFLU. Table 4.3 shows the average rating from respondents' perspective based on Likert's scale of one to five. Also, Table 4.4 and 4.5 illustrate the ranking of the marketing mix components.

Table 4.3 Responses on Marketing Mix Components

	Marketing Mix Components	Average
1	Product	
	1.1 All programs are taught in English	4.45
	1.2 Programs are opened according to the need of the labor force	4.17
	1.3 Programs are unique from other universities	3.65
	Overall Product	4.09
2	Price	
	2.1 Appropriateness of tuition fee	3.56
	2.2 Tuition installment plan available	3.82
	2.3 Availability of scholarships	3.90
	Overall Price	3.76
3	Place	
	3.1 Located in a good environment	4.63
	3.2 Convenience of location	3.22
	3.3 Ease of contact	4.16
	Overall Place	4.00

Table 4.3 Responses on Marketing Mix Components (cont.)

	Marketing Mix Components	Average
4	Promotion	
	4.1 Availability of academic services, such as summer camp	4.08
	4.2 Awareness of public relations	3.16
	4.3 Program consultation services	3.35
	Overall Promotion	3.53
5	People	
	5.1 Knowledgeable service provider with accurate information	3.74
	5.2 Service providers practice good human relation	3.92
	5.3 Service providers practice service mind	3.93
	Overall People	3.86
6	Process	
	6.1 Service process is quick and effective	3.84
	6.2 Service process is simple and understandable	3.91
	6.3 Flexibility of service process	3.72
	Overall Process	3.82
7	Physical Evidence	
	7.1 Availability of facilities	4.37
	7.2 Evidence of modern structure	4.46
	7.3 Good environment on campus	4.70
	Overall Physical Evidence	4.51

From the responses, physical evidence at MFLU played an important role in attracting new enrollments. An expectation for this study was that the product would be the most influential factor in attracting new enrollments. However, product was still ranked second

according to the responses. It may be significant that the rating by the respondents of awareness of public relations was relatively low. To what extent this is related to the limited budget, as pointed out by the Public Relations Division, requires further evaluation.

To further illustrate the ranking of the marketing mix components, Table 4.5 gives the details of the factors that attracted new enrollments. Good environment on campus was ranked the highest followed by good environmental location, evidence of modern structure, and that all programs are conducted in English, respectively.

Table 4.4 Ranking of the Marketing Mix Components

Ranking	Marketing Mix Components	Average
1	Physical Evidence	4.51
2	Product	4.09
3	Place	4.00
4	People	3.86
5	Process	3.82
6	Price	3.76
7	Promotion	3.53

Table 4.5 Ranking of Influential Factors for Marketing

Ranking	Influential Factors (Marketing Aspect)	Average
1	Good environment on campus	4.70
2	Located in good environment	4.63
3	Evidence of modern structure	4.46
4	All programs are taught in English	4.45
5	Availability of facilities	4.37
6	Programs are opened according to the need of the labor force	4.17
7	Ease of contact	4.16
8	Availability of academic services, such as summer camp	4.08
9	Service providers practice service mind	3.93
10	Service providers practice good human relation	3.92
11	Service process is simple and understandable	3.91
12	Availability of scholarships	3.90
13	Service process is quick and effective	3.84
14	Tuition installment plan available	3.82
15	Knowledgeable service provider with accurate information	3.74
16	Flexibility of service process	3.72
17	Programs are unique from other universities	3.65
18	Appropriateness of tuition fee	3.56
19	Programs consultation service	3.35
20	Convenience of route	3.22
21	Awareness of public relations	3.16

The results of this study show that physical evidence was the most important factor influencing student enrollment at MFLU. This study indicates that students selected the

university based on their first impression; that is of tangible, physical evidence. As shown in Table 4.5, physical evidence ranked highly compared to other marketing mix components; good environment on campus ranked first, evidence of modern structure ranked third and availability of facilities ranked fifth. From the product perspective, all programs are taught in English and programs meet the need of the labor force are ranked in the top ten of all other marketing mix components.

4.3 The Role of Public Relations Media

The marketing factors need to be conveyed to students using different channels. Table 4.6 shows the medium of public relations practiced MFLU. These media were the channels that the students were familiar with and often experienced in public. The table presents the data in the form of frequency, percentage, and ranking. It is clear that the Internet was the most important medium with 84.5 percent from the respondents; banner and cutouts was the least important, probably because it was localized. Other media, such as personally was exchanging information with others and advice from schoolteachers, were effective methods as well. This implies that the personal approach through different networks or channels could be very helpful (schools, family, or friends).

Table 4.6 Frequency, Percentage, and Ranking of Public Relations Media

Public Relation Media	Frequency	Percentage	Ranking
Radio/Television	91	22.8	5
Brochure/Journal	129	32.3	4
Banner/Cutouts	35	8.8	9
Newspaper/Magazine	53	13.3	6
Internet	338	84.5	1
Advice from schools	169	42.3	3
MFLU service providers	41	10.3	7
Off-campus public relations	37	9.3	8
Exchange of information with others	206	51.5	2

The information learned by the students, as shown in Table 4.7, also reflects the most effective medium. The Internet was still the most useful information source for students followed by exchanging information with others and advice from school, respectively. However, the most costly media, such as television and radio, were actually the least useful for the students. Banner and cutouts only focused on the local students, so information flowed unevenly across the nation. In addition, the message on the banner or cutout was usually limited.

Table 4.7 Average and Ranking of Learning from Public Relations Media

Learning from Public Relation	Average	Ranking
Radio/Television	2.68	8
Brochure/Journal	3.16	4
Banner/Cutouts	2.72	7
Newspaper/Magazine	2.92	6
Internet	4.45	1
Advice from schools	3.33	3
MFLU service providers	3.16	4
Off-campus public relations	2.61	9
Exchange of information with others	3.63	2

4.4 The Internal Factors (Learning, Perception, Motivation, and Attitude)

As shown in Table 4.8, the learning duration for obtaining admission information by the student was usually less than one month (29.2%). In addition, 21.8% of respondents look for admission information between 3-6 months prior to the admission process, followed by less than two months (18.8%), less than three months (15.0%), and more than six months (12.2%), respectively. Mae Fah Luang University could usefully plan admission activities accordingly. The most critical period was within six months prior to admission process.

Table 4.8 Frequency, Percentage, and Ranking of the Learning Duration for Obtaining

Admission Information at MFLU

Learning Duration	Frequency	Percentage	Ranking
Less than one month	117	29.2	1
Less than two months	75	18.8	3
Less than three months	60	15.0	4
Between 3-6 months	87	21.8	2
More than 6 months	49	12.2	5
Others	12	3.0	6

As shown in Table 4.9, most respondents based the decision of selecting university on themselves. This indicates that "self" was the most influential person at 71.2%, parents at 25.0%, friends at 1.5% and teachers at 1.0%, respectively.

Table 4.9 The Frequency, Percentage, and Ranking of Influential Person

Influential Person	Frequency	Percentage	Ranking
Parents	100	25.0	2
Self	285	71.2	1
Friends	6	1.5	3
Teachers	4	1.0	5
Others	5	1.3	4

Table 4.10 represents the perception of the respondents towards MFLU. The University has conveyed several types of messages to the public; however, it is not clear as to which type of message has actually been perceived by and influenced the respondents. The respondents acknowledged location and environment as being the most important (98.0%). Other acknowledgements were availability of programs (97.5%), teaching in English (95.5%), contacting point information (80.8%), availability of facilities (80.3%), distinctive process (75.3%), traveling route (74.8%), tuition fees (72.5%), availability of scholarships (68.3%), and Admissions Division (57.8%), respectively. The questionnaire was designed for the respondents to be able to select more than one answer.

Table 4.10 Frequency, Percentage, and Ranking of Perception of Students towards MFLU

Perception of students	Frequency	Percentage	Ranking	
Availability of Programs	390	97.5	2	
Teaching in English	382	95.5	3	
Tuition fee	290	72.5	8	
Scholarships	273	68.3	9	
Location and Environment	392	98.0	1	
Traveling Route	299	74.8	7	
Admissions Division	231	57.8	10	
Contact Information	323	80.8	4	
Distinctive Process	301	75.3	6	
Availability of Facility	321	80.3	5	

Table 4.11 gives the data, according to Moslow's Theory (1970), which needs are physiological needs, safety needs, social needs, esteem needs, and self-actualization needs in addition to coercion and following friends, were added into the study as further motivation. According to Hawkins, Best, and Coney (2004), meeting needs is important to the educational process because it involves the desire for self-fulfillment. The students seem to know what they were capable of and what they would like to pursue as a consequence. Career path was very motivating for the students, followed by gaining knowledge. Another need for the respondents was esteem need, which was self and family's pride. The respondents recognized social needs as being accepted by the social system; therefore, higher education can also place

them in the new society. The report shows very little motivation from coercion force and following friends.

Table 4.11 Average and Ranking of Students' Motivation

Motivation	Average	Ranking
Social Acceptance	4.00	4
Career Path	4.64	1
Self and Family's Pride	4.49	3
Gaining Knowledge	4.58	2
Coercion	1.51	7
Seeking the New Society	3.61	5
Following Friends	1.58	6

As shown in Table 4.12, the attitude of the respondents towards the image of MFLU was good (53.0%), very good (33.2%) and with 13.8% feeling moderate and slightly towards MFLU. For a new university, MFLU has good recognition.

Table 4.12 Frequency and Percentage of Students' Attitude towards MFLU

Attitude	Frequency	Percentage
Very good	133	33.2
Good	212	53.0
Moderate	51	12.8
Slight	4	1.0
Slightest	0	0

4.5 Students' Comments from the Questionnaires

In accordance with the distributed questionnaire, some respondents commented on the marketing factors as follows:

Many students suggested that there should be a wider selection and variety of the programs offered by MFLU. Some of the programs suggested by students were Architecture, Engineering, Nursing and Mass Media Communication.

The students were also concerned about traveling on campus. Because MFLU has a large campus, transportation should be provided for the students to travel from building to building. Also, a map or directory of all buildings should make the movement on campus more convenient to the newcomers. In addition, the signs an each building should be more noticeable.

There were many suggestions about MFLU's promotion. Currently, the web site of MFLU did not have detailed information about each school and its programs. In addition, the information on the web site should be more precise and accurate. Promotion for the 2006 recruitment only focused on the North region and this should be expanded by giving more information to students in other regions or provinces. The students suggested more road shows in other regions and to involve students at MFLU in recruitment activity, although the suggestion of having more road shows is contradicted by the result obtained in this study.



CHAPTER V

HYPOTHESIS TESTING

This chapter presents an analysis and interpretation of data gathered in response to the research questions of the study. The presentation is made into two main sections as follows:

(i) differences of marketing mix between gender and among regions, (ii) differences of other factors between gender and among regions. The analysis will respond to the following hypothesis:

- 1. Products offered by MFLU will have a significant influence on students in selecting MFLU for an undergraduate degree compared to other components in the marketing mix (price, place, promotion, people, process, and physical evidence).
- 2. Internal (to the students) influences (motivation, perception, learning, and attitudes) will have some influence on students in selecting MFLU for an undergraduate degree.
- 3. The components of the marketing mix will influence students differently according to gender and the regional location of the students.

5.1 Differences of Marketing Mix between Gender and among Regions

Research question two is concerned with "Do the components of the marketing mix differ with gender and among regions of the respondents?" As shown in Table 5.1, the respondents weighted components of marketing mix differently according to their region. Some of the differences are as follows:

Convenience of the route was weighed higher in the North, than in the South, and in the West (3.42, 3.39, and 3.38, respectively). Bangkok weighed this factor the least compared to other regions (2.65). There were some significant differences with respect to convenience of the route, χ^2 = 51.77, ρ = .001.

Awareness of public relations media was weighed higher in the Central Region, than in the North, than in the East and the West (3.70, 3.29, 3.25, and 3.25, respectively). Bangkok weighed this factor the least compared to other regions (2.68). There were some significant differences among the regions with respect to awareness of public relations media, $\chi^2 = 42.53$, $\rho = .011$.

Program consultation service was weighed higher in the Central Region, than in the North than in the East (3.94, 3.54, and 3.50, respectively). Bangkok weighed this factor the least compared to other regions (2.59). There were some significant differences with respect to program consultation service, $\chi^2 = 64.93$, $\rho = .000$.

Knowledgeable service provider with accurate information was weighed higher in the South, than in the North, and the Central Region (3.88, 3.81, and 3.77, respectively). Bangkok weighed this factor the least compared to other regions (3.26). There were some significant differences among the regions with respect to knowledgeable service provider with accurate information, $\chi^2 = 38.84$, $\rho = .028$.

Availability of facilities was weighed higher in the South, than in the North and the Central Region (4.49, 4.45, and 4.33, respectively). The northeast weighted this factor the least compared to other regions (4.00). There were some significant differences among the regions with respect to availability of facilities, $\chi^2 = 30.81$, $\rho = .030$

There were some significant differences among the regions for promotion, χ^2 = 92.86 ρ = .016 and place, χ^2 = 73.69, ρ = .039. For overall promotion, the Central Region showed the highest rating (3.89), followed by the East (3.83) and the North (3.64). Bangkok showed the lowest rating of 3.07. For the effect of place overall, the South showed the highest rating (4.10), followed by the North (4.09) and then the West (4.00). Bangkok showed the lowest rating of 3.66.

For all other factors, no significant differences across the regions were found.

 Table 5.1
 Average of Marketing Mix Components Categorized by Region

	Region							
Marketing Mix Components	North	Bangkok	South	East	Northeast	Central	West	χ², ρ
1 Product		8)					
1.1 All programs are taught	4.38	4.32	4.54	4.50	4.61	4.59	4.38	27.59, 0.278
in English								
1.2 Programs are opened	4.17	3.85	4.29	3.50	4.12	4.26	4.38	27.43, 0.285
according to the need of the								
labor force								
1.3 Programs are unique	3.57	3.47	3.78	3.75	3.48	3.67	3.38	14.98, 0.921
from other universities								
Overall Product	4.04	3.88	4.20	3.92	4.07	4.17	4.04	66.92, 0.111
2 Price					1			
2.1 Appropriateness of	3.32	3.88	3.88	3.75	3.48	3.52	3.13	33.08, 0.102
tuition fee								
2.2 Tuition installment plan	3.86	3.62	3.71	3.24	3.64	3.89	3.88	28.99, 0.221
available								
2.3 Availability of	3.92	3.71	3.88	4.00	3.82	3.97	3.88	20.34, 0.677
scholarships								
Overall Price	3.70	3.74	3.82	4.00	3.65	3.79	3.63	62.65, 0.594
3 Place								
3.1 Located in a good	4.63	4.38	4.66	4.75	4.82	4.65	4.63	13.41, 0.766
environment								
3.2 Convenience of route	3.42	2.65	3.39	3.25	2.79	2.94	3.38	51.77, 0.001**
3.3 East of contact	4.21	3.94	4.24	4.50	4.00	4.11	4.00	17.38, 0.498
Overall Place	4.09	3.66	4.10	3.50	3.87	3.90	4.00	73.69, 0.039

 Table 5.1 Average of Marketing Mix Components Categorized by Region (cont.)

				Region	l			
Marketing Mix Components	North	Bangkok	South	East	Northeast	Central	West	χ², ρ
4 Promotion		B)					
4.1 Availability of academic services, such as summer camp	4.09	3.94	4.24	3.75	4.00	4.05	4.00	15.84, 0.894
4.2 Awareness of public relations	3.29	2.68	3.10	3.25	3.18	3.70	3.25	42.53, 0.011*
4.3 Program consultation service	3.54	2.59	3.46	3.50	3.09	3.94	3.38	64.93, 0.000**
Overall Promotion	3.64	3.07	3.60	3.83	3.42	3.89	3.54	92.86, 0.016*
5 People								
5.1 Knowledgeable service provider with accurate information	3.81	3.26	3.88	3.25	3.73	3.77	3.75	38.84, 0.028*
5.2 Service providers practice good human relation	3.88	3.85	4.10	4.00	3.94	3.83	3.75	14.01, 0.947
5.3 Service providers practice service mind	3.92	3.88	4.05	4.25	3.82	3.73	4.00	15.65, 0.617
Overall People	3.87	3.67	4.01	3.19	3.83	3.78	3.83	54.60, 0.673

Table 5.1 Average of Marketing Mix Components Categorized by Region (cont.)

				Region	ı			
Marketing Mix Components	North	Bangkok	South	East	Northeast	Central	West	χ², ρ
6 Process		B)					
6.1 Service process is quick and effective	3.83	3.71	4.10	4.00	3.82	4.33	3.75	18.84, 0.760
6.2 Service process is simple and understandable	3.97	3.68	3.95	4.25	3.82	4.53	3.88	21.96, 0.234
6. 3 Flexibility of service	3.71	3.38	3.90	4.00	3.76	4.70	3.63	30.11, 0.181
process								
Overall Process	3.83	3.59	3.98	4.08	3.80	4.52	3.75	53.59, 0.707
7 Physical Evidence	52		V	5	_/_			
7.1 Availability of facilities	4.45	4.21	4.49	4.25	4.00	4.33	4.25	30.81, 0.030*
7.2 Evidence of modern structure	4.50	4.26	4.54	4.75	4.27	4.53	4.13	31.11, 0.151
7.3 Good environment on campus	4.72	4.68	4.66	4.75	4.64	4.70	4.88	8.81, 0.964
Overall Physical Evidence	4.52	4.38	4.56	4.58	4.30	4.52	4.42	45.01, 0.144

^{*} ρ < .05, two-tailed test

As shown in Table 5.2, the respondents weighed the components of marketing mix differently according to their gender. The only difference was as follows:

Programs are opened according to the need of the labor force was weighed higher in females (4.21) than in males (4.06). There were some significant differences between

^{**} ρ < .01, two-tailed test

gender with respect to Programs opened according to the need of the labor force, χ^2 = 10.99, ρ = .027.

For all other factors, no significant difference between gender was found.

 Table 5.2 Average of Marketing Mix Components Categorized by Gender

	Ge	nder	
Marketing Mix Components	Male	Female	χ², ρ
1 Product			
1.1 All programs are taught in English	4.34	4.50	8.09, 0.088
1.2 Programs are opened according to the need of	4.06	4.21	10.99, 0.027*
the labor force			
1.3 Programs are unique from other universities	3.58	3.68	6.53, 0.163
Overall Product	4.00	4.13	15.36, 0.081
2 Price	Na:		
2.1 Appropriateness of tuition fee	3.52	3.58	2.44, 0.655
2.2 Tuition installment plan available	3.72	3.87	7.03, 0.134
2.3 Availability of scholarships	3.78	3.95	8.08, 0.089
Overall Price	3.67	3.80	7.69, 0.741
3 Place	>>		
3.1 Located in a good environment	4.62	4.63	0.35, 0.950
3.2 Convenience of route	3.14	3.26	3.73, 0.444
3.3 Ease of contact	4.13	4.17	4.00, 0.262
Overall Place	3.97	4.02	8.02, 0.532

Table 5.2 Average of Marketing Mix Components Categorized by Gender (cont.)

4 Promotion			
4.1 Availability of academic services, such as	4.05	4.09	2.15, 0.709
summer camp			
4.2 Awareness of public relations	3.09	3.19	4.20, 0.380
4.3 Program consultation service	3.41	3.33	7.84, 0.098
Overall Promotion	3.51	3.53	5.34, 0.914
5 People			
5.1 Knowledgeable service provider with accurate	3.70	3.76	3.58, 0.466
information			
5.2 Service providers practice good human relation	3.91	3.92	2.39, 0.664
5.3 Service providers practice service mind	3.96	3.92	0.52, 0.914
Overall People	3.86	3.87	6.18, 0.800
6 Process			
6.1 Service process is quick and effective	3.82	3.84	0.42, 0.981
6.2 Service process is simple and understandable	3.92	3.91	3.37, 0.339
6.3 Flexibility of service process	3.62	3.76	4.73, 0.316
Overall Process	3.79	3.84	6.02, 0.813
7 Physical Evidence			
7.1 Availability of facilities	4.37	4.37	1.83, 0.610
7.2 Evidence of modern structure	4.39	4.49	5.35, 0.254
7.3 Good environment on campus	4.66	4.72	1.13, 0.770
Overall Physical Evidence	4.47	4.53	10.28, 0.113

^{*} ρ < .05, two-tailed test

There were more significant differences between the regions for the response of marketing mix than with gender. The marketing plan has to be considered according to these differences in order to satisfy the target market.

5.2 Differences of Other Factors between Gender and among Regions

To develop further information on the differences of the factors across regions and gender, in addition to the marketing mix, the following has been established. Table 5.3 shows the differences of learning from the media across the regions.

Radio/television was weighed higher in the South, than in the North and in the Central (2.98, 2.76, and 2.68, respectively). The East weighed this factor the least compared to other regions (2.00). There were some significant differences with respect to radio and television, $\chi^2 = 45.59$, $\rho = .005$.

Brochure/journal was weighed higher in the North, than in the South and in the Central Region (3.41, 3.02, and 2.92, respectively). The Northeast weighted this factor the least compared to other regions (2.70). There were some significant differences with respect to brochure and journal, $\chi^2 = 45.93$, $\rho = .005$.

Advice from schools was weighed higher in the North, than in the Central and in the West (3.64, 3.15, and 3.13, respectively). Bangkok weighted this factor the least compared to other regions (2.49). The differences were statistically significant with respect to the advice from schools, χ^2 = 61.68, ρ = .000.

Off-campus public relations was weighed higher in the North, than in the Central and in the West (2.88, 2.41, and 2.38, respectively). The East weighed this factor the least compared to other regions (2.00). There were significant differences among the regions with respect to off-campus publish relations, $\chi^2 = 40.40$, $\rho = .019$.

Exchanging information with others was weighed higher in the West, than in the North and in the Central Region (4.38, 3.72, and 3.61, respectively). The South weighed this factor the least compared to other regions (2.18). There were significant differences among the regions with respect to exchanging information with others, $\chi^2 = 39.08$, $\rho = .027$.

As shown in Table 5.4, cross-tabulations across the gender shows no significant difference.

Table 5.3 Average of Learning from the Media Categorized by Region

REGION								
Learning from Media	North	Bangkok	South	East	Northeast	Central	West	χ^2 , ρ
Radio/Television	2.76	2.38	2.98	2.00	2.30	2.68	2.25	45.59, 0.005**
Brochure/Journal	3.41	2.82	3.02	2.75	2.70	2.92	2.75	45.93, 0.005**
Banner/Cutouts	2.88	2.47	2.51	2.75	2.67	2.52	2.63	27.48, 00.283
Newspaper/Magazine	3.04	2.62	3.02	3.00	2.79	2.74	2.63	28.95,0.222
Internet	4.49	4.41	4.51	4.50	4.24	4.36	4.50	27.77, 0.270
Advice from schools	3.64	2.49	2.95	2.75	3.03	3.15	3.13	61.68, 0.000**
MFLU service providers	3.19	2.91	3.51	3.25	3.15	2.97	3.13	22.42,0.554
Off-campus public	2.88	2.21	2.37	2.00	2.18	2.41	2.38	40.40, 0.019*
relations								
Exchange information with others	3.72	3.47	3.34	3.50	3.48	3.61	4.38	39.08, 0.027*

^{*} ρ < .05, two-tailed test

^{**} ρ < .01, two-tailed test

Table 5.4 Average of Learning from the Media Categorized by Gender

	GEN		
Learning from Media	Male	Female	χ², ρ
Radio/Television	2.58	2.51	5.61, 0.230
Brochure/Journal	3.22	2.97	3.85, 0.427
Banner/Cutout	2.69	2.47	0.74, 0.947
Newspaper/Magazine	2.94	2.70	3.26, 0.515
Internet	4.39	4.45	2.68, 0.611
Advice from the schools	3.28	3.22	1.09, 0.896
MFLU service providers	3.08	3.05	8.25, 0.083
Outdoors public relation	2.57	2.37	1.12, 0.891
Exchange information with others	3.69	3.55	3.19, 0.526

As shown in Table 5.5, cross-tabulations across the regions showed a few significant differences on motivation factors.

Social acceptance was weighed higher in the Central, than in the North and in the South (4.09, 4.07, and 4.05, respectively). The East weighed this factor the least compared to other regions (3.00). There were some significant differences, $\chi^2 = 44.41$, $\rho = .007$.

 Table 5.5
 Average of Motivation Categorized by Region

]	REGIO	V			
Motivation	North	Bangkok	South	East	Northeast	Central	West	χ², ρ
Social Acceptance	4.07	3.71	4.05	3.00	3.85	4.09	3.50	44.41,
								0.007**
Career Path	4.63	4.59	4.71	4.75	4.55	4.68	4.75	8.06, 0.781
Self and Family's Pride	4.46	4.53	4.59	4.75	4.52	4.47	4.38	10.60, 0.992
Gaining Knowledge	4.57	4.35	4.85	4.75	4.67	4.53	4.75	27.10, 0.300
Coercion	1.60	1.53	1.20	1.00	1.55	1.50	1.00	23.07, 0.516
Seeking the New								
Society	3.61	3.50	3.61	3.50	3.91	3.53	3.75	23.57, 0.487
Following Friends	1.64	1.44	1.54	1.75	1.45	1.52	1.50	23.74, 0.477

^{**} ρ < .01, two-tailed test

As shown in Table 5.6, cross-tabulations across the gender showed no significant differences.

Table 5.6 Average of Motivation Categorized by Gender

	GENDER					
	Male	Female	χ², ρ			
Social Acceptance	3.94	4.02	2.65, 0.617			
Career Path	4.56	4.68	4.94, 0.084			
Self and Family's Pride	4.34	4.56	8.43, 0.077			
Gaining Knowledge	4.61	4.57	4.198, 0.380			
Coercion	1.46	1.53	1.44, 0.837			
Seeking New Society	3.77	3.54	6.72, 0.152			
In Accordance with Friends	1.62	1.56	4.57, 0.334			

Research question three was "Do the internal influences affect the decision-making process of new enrollments?" The internal influences affected the decision-making process of new enrollments to some extent. However, in order to identify the significance of the influence, a further study has to be established.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a discussion of the results of the study and offers recommendations for improving the marketing practices at MFLU. The first section summarizes the findings of Chapter IV and V and discusses participants' responses to each research question. The second section provides conclusions based on these findings, and the final section provides recommendations, as well as the research topics related to the marketing at MFLU.

The objectives of this study were to identify the influence of marketing factors on new enrollments as well as their needs and their decision-making process. As stated in the early chapters, the decision-making process involves two types of influences, including internal (learning, perception, motivation, and attitude) and external (demographic status and marketing mix components) influences.

6.1 Summary of Findings

A marketing concept had been developed in many organizations for years; however for non-profit organization such as universities, this is a rather new concept. Ms. Jirawan Kamolmasratana (2002) studied "An Application of Marketing in Higher Education in Thailand: A Case Study of Private Universities" and found that many private universities in Thailand followed some marketing concepts. However, her study focused only on marketing tools and the uses of promotional activities, as a part of marketing concepts.

This study aimed to expand on the work of Ms. Kamolmasratana by expressing the marketing mix concept and by trying to identify which factors have the most influence in attracting new enrollments at MFLU. Therefore, the first question in this study was "Which of the Marketing mix components is the most effective factor in influencing students to enroll at MFLU?" The results showed that out of seven marketing mix components (product, price, place, promotion, people, process, and physical evidence) physical evidence (4.51 based on Likert's scale of one to five) was the most influential factor according to the responses of the students. The weakest factor was promotion (3.53 based on Likert's scale of one to five); however, the rating is still fairly high.

The second research question was "Do internal influences affect the decision-making process of new enrollments?" The results show that learning, perception, motivation and attitude have some influence on the new enrollment decision process. The output from this study illustrates the benefit of promotion tools and the Internet (4.45 based on Likert's scale of

one to five) as being the most beneficial in influencing student attitudes. The main perception of the new enrollments of MFLU was the location and environment (98.0%) of the campus. The motivation for the present study was the assessment of enrollment needs and the results showed that career path (4.64 based on Likert's scale of one to five) motivated the students to study at the higher education level and in this case, the students enrolled at MFLU. The attitude of the new enrollments towards was good (53.0% of respondents).

The third and last research question was "Do the components of marketing mix differ with gender and among regions of the respondents?" There was some evidence of differences among the regions of the respondents; however, the differences between genders of the respondents were very small. The differences in the marketing mix varied with place and promotion. The new enrollments from the South were concerned about location more than these from other regions because they were from a greater distance to MFLU. Promotion showed some differences among regions and the Central Region had the most concern for this factor.

6.2 Discussion and Conclusion

The findings of this study suggest that students have several perceptions of MFLU. In trying to identify the most influential factors of student enrollment at MFLU in 2006 with regard to marketing mix components, it was expected that the product would be the most influential. MFLU was using a differentiation strategy such as offering different programs to other universities and also the use of English as a primary medium for the teaching and learning process for Bachelor Degree students. Surprisingly, it turns out that most students were more attracted to physical evidence, such as facilities, modern structure and good environment on campus. Therefore, most of the new enrollments were attracted to what they can see with their eyes in the first instance. Nevertheless, the quality of the programs has to be improved continuously, because it was not one of the most attractive factors.

The least attractive factor in regard to marketing mix components was promotion. It is difficult to say whether most students were careless or were little influenced by promotion. Many organizations spend large amounts of their budget on promotion, which in return gives high in returns. MFLU has used several public relations methods; however, all of them have not reached the students as clearly as they should have been. For example, the Internet was the most effective medium in conveying the message to the students; however, there could be some improvement towards the effectiveness and efficiency of this medium.

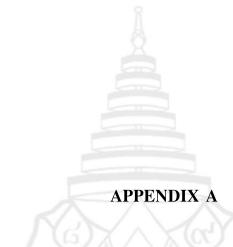
6.3 Recommendation

From this study, MFLU could expand the ideas and concepts of marketing for use in its strategic or marketing plan. This study has only analyzed rather superficially the generally-accepted issues; therefore, further study is recommended. Perhaps the most important finding is that the Internet has the largest influence on student recruitment. This points to the need to have a quality web site with appropriate and effective messages being delivered. It may be necessary to seek professional assistance to achieve this. MFLU could usefully consider focusing more on the Internet as an important key to a successful recruitment process. The other media, such as brochure, radio, and television, might not be as effective for the students, but these need to be used perhaps to a varying extent; as they do provide the basic information about the university.

The findings of this study are that the different of factors vary in influence among the regions. MFLU could further study and establish explanations for these differences. It would definitely be helpful for the students' recruitment process. Lastly, the result of this study was only based on one point in time. In order for MFLU to take this study further there should be a longitudinal study, over time.

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QUESTIONNAIRE IN ENGLISH

Questionnaire

An Analysis of Factors Influencing Student Enrollment in Undergraduate Programs at Mae Fah Luang University

This questionnaire is a part of independent study on "An Analysis of Factors Influencing Student Enrollment in Undergraduate Programs at Mae Fah Luang University" by emphasized on the new enrollees at Mae Fah Luang University for Academic Year 2006. The data will be analyzed and included in final report of independent study which is a part of Master of Business Administrative Program (Business Administrative) at Mae Fah Luang University, Chiang Rai Provice.

The data collects from this questionnaire will be kept confidential. Thank you for your cooperation for responding to this questionnaire.

Lokweetpun Suprawan

Section 1: Demographics Information

Instruction Please mark ✓ by	the most suitable choice
1. Gender	
() Male	() Female
2. Region	
() North	() Northeast
() Bangkok	() Central (excluding Bangkok)
() South	() West
() East	

Section 2 The Factors Influencing Enrolling at MFLU

Section 2.1 External Influences: Marketing Mix Components

Instruction Please rate the importance of marketing mix components from highest to lowest (5 to 1) in selecting Mae Fah Luang University. (Please mark ✓ by the appropriate box)

Marketing Mix Components	Highest	High	Moderate	Low	Lowest
	(5)	(4)	(3)	(2)	(1)
1. Good environment on campus					
2. Located in good environment					
3. Evidence of modern structure					
4. All programs are taught in English	7				
5. Availability of facilities					
6. Programs are opened according to the need of labor force					
7. Ease of contact	/ /]	3			
8. Availability of academic services, such as summer camp		M			
9. Service providers practice service mind	100	7			
10. Service providers practice good human relation		/			
11. Service process is simple and understandable					
12. Availability of scholarships					
13. Service process is quick and effective					
14. Tuition installment plan available					
15. Knowledgeable service provider with accurate information					
16. Flexibility of service process					
17. Programs are unique from other universities					

Marketing Mix Components	Highest	High	Moderate	Low	Lowest
	(5)	(4)	(3)	(2)	(1)
18. Appropriateness of tuition fee					
19. Programs consultation service					
20. Convenience of route					
21. Awareness of promotion					
22. Others (Please indicate)					

Section 2.2 Internal Factors

1. Please select public relation media	that you've noticed (select more than one)
() Radio/Television	() Advice from the schools
() Brochure/Journal	() MFLU service providers
() Banner/Cutout	() Outdoors public relation
() Newspaper/Magazine	() Exchange information with others
() Internet	() Others (Please indicate)
2. Please rate the public relation media	a by the amount of information provided (Please mark \checkmark
by the appropriated box)	

Media	Highest	High	Moderate	Low	Lowest
	(5)	(4)	(3)	(2)	(1)
1. Radio/Television		7			
2. Brochure/Journal		>>			
3. Banner/Cutout					
4. Newspaper/Magazine					
5. Internet					
6. Advice from the schools					
7. MFLU service providers					
8. Outdoors public relation					
9. Exchange information with others					
10. Others (Please indicate)					

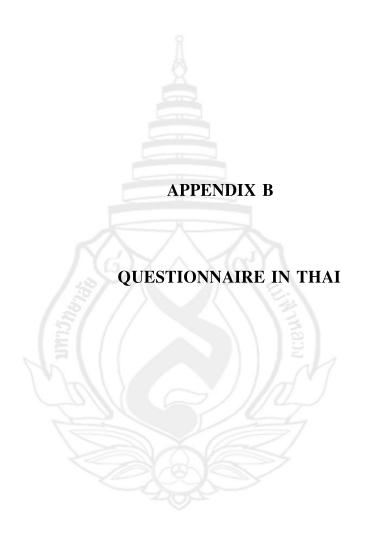
3. How	much time you spend in searching for MI	FLU	J information prior to admission process
(Plea	se mark ✓ by the appropriated box)		
() Less than one month	() Between 3-6 months
() Less than two months	() More than 6 months
() Less than three months	() Others (Please indicate)
4 Who	is the most influential person in selecting	MI	FLU (Please mark 🗸 by the appropriated box)
4. WHO) Parents	1711	Lo (Tiease mark - by the appropriated box)
() Self		
() Friends		
() Teachers		
() Others (Please indicate)		
5. What	did you perceived from public relation m	edi	a (Please mark ✓ by the appropriated box)

Information	Know	Unknown
1. Availability of Programs	(3	
2. Teaching in English	1 2 7	
3. Tuition fee	111	
4. Scholarship		
5. Location and Environment	7	
6. Traveling Route		
7. Admissions Division		
8. Contact Information		
9. Distinctive Process		
10. Availability of Facility		
11. Others (Please indicate)		

6. What does motivate you to obtain a higher education? (Please mark ✓	by the appropriated box
--	-------------------------

Needs	Highest	High	Moderate	Low	Lowest
	(5)	(4)	(3)	(2)	(1)
1. Social Acceptance					
2. Career Path					
3. Self and Family's Pride					
4. Gaining Knowledge					
5. Coercion					
6. Seeking New Society					
7. Following Friends					
8. Social Acceptance					
9. Others (Please indicate)					
	7				

7. What	is your attitude towards the image of MFLU (Please mark ✓ by the appropriated box)
()	Very good
()) Good
()	Moderate
()	Slight
()	Slightest
8. Other	es comments or recommendations related to this issue



แบบสอบถาม

การวิเคราะห์ปัจจัยที่มีอิทธิพลต่อการเลือกศึกษาต่อระดับปริญญาตรี ณ มหาวิทยาลัยแม่ฟ้าหลวง

แบบสอบถามชุดนี้จัดทำขึ้นเพื่อการศึกษาและวิเคราะห์ปัจจัยที่มีอิทธิพลต่อการเลือกศึกษาต่อ ระดับปริญญาตรี ณ มหาวิทยาลัยแม่ฟ้าหลวง โดยเน้นกลุ่มนักศึกษาปีที่ 1 ที่จะเข้าศึกษา ณ มหาวิทยาลัย แม่ฟ้าหลวง ในภาคการศึกษาต้น ปีการศึกษา 2549 ซึ่งผู้ศึกษาจะนำข้อมูลดังกล่าวไปทำการค้นคว้า แบบอิสระตามหลักสูตร บริหารธุรกิจมหาบัณฑิต สาขาวิชาบริหารธุรกิจ (MBA) มหาวิทยาลัยแม่ฟ้าหลวง จังหวัดเชียงราย

ข้อมูลที่ได้รับจากการตอบแบบสอบถามทั้งหมดจะถือเป็นความลับ และจะนำไปใช้ในการศึกษา ครั้งนี้เท่านั้น ในโอกาสนี้ผู้วิจัยใคร่ขอขอบคุณทุกท่านที่ได้สละเวลาตอบแบบสอบถาม และให้ความร่วมมือ เป็นอย่างดี

รวิพรรณ สุภาวรรณ์

ตอนที่ 1 ข้อมูลทั่วไป	
<u>คำชี้แจง</u> โปรดทำเครื่องหมาย 🗸 ลงใน	เช่องหน้าคำตอบที่ตรงกับตัวท่านมากที่สุด
2. เพศ	
() ชาย	() หญิง
2. ภูมิลำเนา	
() ภาคเหนือ	() ภาคตะวันออกเฉียงเหนือ
() กรุงเทพมหานคร	() ภาคกลาง (ไม่รวมกรุงเทพฯ)
() ภาคใต้	() ภาคตะวันตก
() ภาคตะวันออก	

ตอนที่ 2 ปัจจัยที่มีอิทธิพลต่อการเลือกศึกษาต่อ ณ มหาวิทยาลัยแม่ฟ้าหลวง ตอนที่ 2.1 ปัจจัยภายนอก: ด้านการตลาด

คำชี้แจง โปรดให้คะแนนความสำคัญของปัจจัยทางการตลาดจากมากที่สุดไปน้อยที่สุด (1 ถึง 5) ที่ท่านใช้ เป็นเกณฑ์ในการตัดสินใจเลือกศึกษาต่อ ณ มหาวิทยาลัยแม่ฟ้าหลวง (โปรดทำเครื่องหมาย ✓ ลงช่องว่าง ที่ท่านเห็นว่าเหมาะสม)

ปัจจัยทางการตลาด	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	(5)	(4)	(3)	(2)	(1)
1. การเรียนการสอนเป็นภาษาอังกฤษ	2				
2. ความเหมาะสมของค่าธรรมเนียม					
3. ที่ตั้งของมหาวิทยาลัยอยู่ในทำเลดี สวย และ อากาศดี					
4. มีบริการผ่อนผันค่าธรรมเนียม	7				
	(00)	7			
5. มีการให้บริการวิชาการ เช่น การจัดค่าย		E.\			
ภาษาอังกฤษ หรือ ค่ายคณิตศาสตร์ เป็นต้น		21			
6. เปิดสาขาที่มีความต้องการในตลาดแรงงาน		13	\		
ระดับประเทศ		15			
7. ความสะดวกในการเดินทางมามหาวิทยาลัย	$\mathbf{V} I I$	1			
แม่ฟ้าหลวง		10-	/		
8. ผู้ให้บริการให้ข้อมูลได้ชัดเจน ถูกต้อง เช่น		37			
ส่วนรับนักศึกษา ส่วนประชาสัมพันธ์ ส่วน		>			
ทะเบียน ฯลฯ					
9. สามารถพบเห็นป้ายโฆษณาข้อมูลของ					
มหาวิทยาลัยแม่ฟ้าหลวง ตามที่สาธารณะต่างๆ					
10. ผู้ให้บริการมีมนุษยสัมพันธ์ที่ดี เช่น ส่วนรับ					
นักศึกษา ส่วนประชาสัมพันธ์ ส่วนทะเบียน ฯลฯ					
11. ความพร้อมของอุปกรณ์และสื่อการเรียน					
การสอน เช่น ห้องสมุด อุปกรณ์เครื่องมือทาง					
วิทยาศาสตร์ เป็นต้น					

ปัจจัยทางการตลาด	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
	(5)	(4)	(3)	(2)	(1)
12. มีการให้ทุนการศึกษาแก่นักศึกษา					
13. ผู้ให้บริการมีความพร้อมในการให้บริการ					
เช่น ส่วนรับนักศึกษา ส่วนประชาสัมพันธ์ ส่วน					
ทะเบียน ฯลฯ					
14. ขั้นตอนการให้บริการที่รวดเร็ว และมี					
ประสิทธิภาพ					
15. เปิดสอนสาขาที่ไม่ซ้ำซ้อนกับมหาวิทยาลัย					
อื่น					
16. สภาพของอาคารสถานที่ค่อนข้างใหม่					
17. ความสะดวกในการติดต่อกับมหาวิทยาลัย					
ผ่านทางเว็บไซต์ โทรศัพท์ ฯลฯ					
18. ขั้นตอนการให้บริการที่สะดวก สามารถ		א			
เข้าใจได้ง่าย	XCC				
19. สภาพแวดล้อมที่ร่มรื่นน่าอยู่		E			
20. มีการบริการประชาสัมพันธ์แนะนำหลักสูตร		13	\		
ของมหาวิทยาลัยแม่ฟ้าหลวง ตามโรงเรียนต่าง ๆ	5)	15			
21. ขั้นตอนการให้บริการมีความยืดหยุ่นตาม	VII.	1	7		
ความสะดวกของนักเรียน และ ผู้ปกครอง		14	/		
22. อื่นๆ (โปรดระบุถ้ามี)		=7			
		3			

ตอนที่ 2.2 ปัจจัยภายใน : ด้านจิตวิทยา

1. สื่อใดของมหาวิทยาลัยแม่ฟ้าหลวงที่ท่านพบเห็า	นบ่อยครั้งที่สุด (เลือกได้มากกว่า 1 ข้อ โดยทำ
เครื่องหมาย 🗸 ลงในช่องว่าง)	
() วิทยุ/โทรทัศน์	() การแนะแนวจากโรงเรียน
()แผ่นพับ/สิ่งพิมพ์ (วารสารของ	() การติดต่อขอข้อมูลผ่านพนักงานของ
มหาวิทยาลัย)	มหาวิทยาลัยแม่ฟ้าหลวง
() ป้ายผ้า/คัทเอ้าท์	() การออกประชาสัมพันธ์นอกสถานที่
() สื่อสิ่งพิมพ์ (หนังสือพิมพ์/นิตยสาร)	() การพูดคุยแลกเปลี่ยนข้อมูลกับบุคคลอื่น
() อินเตอร์เน็ต	() อื่นๆ (โปรดระบุ)
 ท่านได้รับประโยชน์จากสื่อต่าง ๆ ที่มหาวิทยาลัย 	ยแม่ฟ้าหลวงใช้เผยแพร่มากน้อยเพียงใด (โปรดท์

 ท่านได้รับประโยชน์จากสื่อต่าง ๆ ที่มหาวิทยาลัยแม่ฟ้าหลวงใช้เผยแพร่มากน้อยเพียงใด (โปรดทำ เครื่องหมาย ✓ ลงในช่องว่างตามที่ท่านเห็นว่าเหมาะสม)

สื่อ	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
តម	(5)	(4)	(3)	(2)	(1)
1. วิทยุ/โทรทัศน์			2		
2. แผ่นพับ/สิ่งพิมพ์ (วารสารของ		/ /	CBV		
มหาวิทยาลัย)			M		
3. ป้ายผ้า/คัทเอ้าท์			77		
4. สื่อสิ่งพิมพ์ (หนังสือพิมพ์/นิตยสาร)		1	4		
5. อินเตอร์เน็ต	X.				
6. การแนะแนวจากโรงเรียน					
7. การติดต่อขอข้อมูลผ่านพนักงานของ	000				
มหาวิทยาลัยแม่ฟ้าหลวง					
8. การออกประชาสัมพันธ์นอกสถานที่					
9. การพูดคุยแลกเปลี่ยนข้อมูลกับบุคคล					
อื่น					
10. อื่นๆ (โปรด					
ระบุ)					

3.	ท่านใช้เวลาในการศึกษาข้อมู	ลเกี่ยวกับมหาวิทยาลัยแม่ฟ้าห	ลวง ก่อนตัดสินใจสมัครศึกษาต่อนานเท่าใด
	(โปรดทำเครื่องหมาย ✔ ลง	ในช่องว่างที่ตรงกับตัวท่านมาก	าที่สุด)
	() น้อยกว่า 1 เดือน	() น้อยกว่า 2 เดือน	() น้อยกว่า 3 เดือน
	() 3-6 เดือน	() มากกว่า 6 เดือน	() อื่นๆ (โปรดระบุ)
4.		เลือกศึกษาต่อมากที่สุด (โปรเ	ดทำเครื่องหมาย 3ลงในช่องว่างที่ท่านเลือก
	เพียง 1 ข้อ)		
	() พ่อ-แม่/ผู้ปกครอง		
	() ตัวเอง		
	() เพื่อน		
	() อาจารย์		
	() อื่นๆ (โปรดระบุ)		

 ข้อมูลของมหาวิทยาลัยแม่ฟ้าหลวงที่เผยแพร่ผ่านสื่อต่าง ๆ ท่านทราบข้อมูลใดบ้าง (โปรดทำ เครื่องหมาย ✓ ลงในช่องว่างที่ตรงกับท่านมากที่สุด)

ข้อมูล	ทราบ	ไม่ทราบ
1. หลักสูตรที่เปิดสอน	SC.	
2. การเรียนการสอนเป็นภาษาอังกฤษ	10M	
3. อัตราค่าธรรมเนียม	14	
4. ทุนการศึกษา	= 7	
5. ที่ตั้งและสภาพแวดล้อมของมหาวิทยาลัย	>	
6. เส้นทางและการคมนาคม		
7. หน่วยงานที่รับผิดชอบการสมัครเรียน		
8. ข้อมูลในการติดต่อมหาวิทยาลัย		
9. ความชัดเจนของขั้นตอนการสมัครเรียน		
10. ความพร้อมของอุปกรณ์และสื่อการเรียนการสอน		
11. อื่นๆ (โปรดระบุ)		

6.	สาเหตุที่ท่านตัดสินใจศึกษาต่อในระดับปริญญาตรี (โปรดทำเครื่องหมาย 🗸 ลงใน	ช่องว่างที่ตรง
	กับท่านมากที่สุด)	

dolaam	มากที่สุด	มาก	ปานกลาง	น้อย	น้อยที่สุด
สาเหตุ	(5)	(4)	(3)	(2)	(1)
1. การยอมรับในสังคม					
2. ประโยชน์ต่อตนเองในการประกอบ					
อาชีพ					
3. สร้างความภาคภูมิใจต่อตนเองและ					
ครอบครัว					
4. เพิ่มพูนความรู้ในสิ่งที่สนใจ					
5. ถูกบังคับ					
6. ต้องการหาสังคมใหม่					
7. ตามเพื่อน	7				
8. อื่นๆ (โปรดระบุ)	X (Cr)	1			

	นเชื่อว่ามหาวิทย ลงในช่องหน้าคํ				เดบเด (เบร	ัดทาเครอ	งหมา
) ดีมาก	1000110194	11 11 1 10 10 11 11	1168 1111611)			
`) ดี						
`) พอใช้						
) น้อย						
•	์) น้อยมาก						
	เสนอแนะอื่น ๆ ร่ ะชาสัมพันธ์การร						1)

CURRICULUM VITAE

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