



**IMPACT OF BRAND AWARENESS ON STUDENTS'
ENROLLMENT DECISION MAKING: A CASE STUDY OF SHIN
RAI INTERNATIONAL VOCATIONAL INSTITUTE, YANGON,
MYANMAR**

A Thesis Presented
by
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Submitted to the Swiss School of Business Research
in partial fulfillment
of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION
(MBA)

MAY 2024

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ACKNOWLEDGEMENT

Firstly, I would like to express my deepest gratitude to U Paing Soe, President of PSM International College, Dr. Stephen Harrison, Dean of Swiss School of Business Research for acknowledging me to implement this study.

Secondly, I am heartily grateful to my supervisor, Daw Myat Myat Oo, Academic Director, for her patience guidance, advice, immense knowledge, encouragement and advice she has provided throughout my time as her student in preparing to complete this study successfully. Without her insightful comments, regular feedback and for the hard questions, this study would not have come to a conclusion.

Furthermore, I would to extend my appreciation to all of the professors, associate professors, visiting lecturers, tutors and all the staff of PSM International College who have provided me with any administrative support and strength during academic years.

In addition, I would like to show my gratitude to the employees of Shin Rai Co., Ltd and all the responsible persons in these organizations for providing data, enormous help that I need for my paper and sharing their valuable time in interviewing. Without their help, the research would not have carried out.

Finally, I would like to appreciate all the persons who contribute in one way or another to my study to the best of their abilities and my friends of SSBR MBA for their support and sharing their knowledge and experience.

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SSBR/2022/MBA311285

ABSTRACT

This study investigates how brand awareness impacts on student enrollment decision-making at Shin Rai International Vocational Institute in Yangon. Concerned about declining enrollment rates amidst increased competition, the institute's management prioritizes brand building. Primary data from 200 current and former students, along with secondary data from various sources, are collected and analyzed using SPSS. The study finds that brand recognition, brand recall, and top-of-mind awareness influence on enrollment decisions, with top-of-mind awareness having the greatest impact. Factors such as course or program offerings, costs or fee structure, career prospects, aptitude or abilities development, financial aid, institution's reputation, advertising or promotion, and training facilities significantly affect enrollment decisions. Marketers are advised to focus on enhancing brand awareness and leveraging social influence to boost enrollment rates in the private vocational education service sector.

Key words: (Brand Awareness, Brand Recognition, Brand Recall, Top-of-mind Awareness, Enrollment Decision Making, Influence Factors.)

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ABBREVIATION

B	Unstandardized Beta
HEIs	Higher education institutions
ROI	Return on investment
SEO	Search engine optimization
SPSS	Statistical Package for the Social Sciences (Software)
SRIVI	Shin Rai International Vocational Institute
Std.	Standard
TOMA	Top-of-mind awareness
TVET	Technical and Vocational Education and Training
VIF	Variance inflation factor

CHAPTER I

INTRODUCTION

1.1 Background Information of the Study

A brand is an emotional connection that belongs to an individual or a society. This goes beyond transactional factors such as location or affordability (Kristen, 2022). Today, the role of Myanmar's private education service industry is growing rapidly. Therefore, brand building has become an important role for private educational services. Brand awareness is much broader than advertising campaigns. In order to achieve brand awareness, the position of education services will be derived from the values of mission priorities and strategic plans. Educational services businesses that maintain a high level of brand awareness are likely to sell more of their educational services. This means that consumers, faced with choices, are more likely to choose brand-familiar services than unfamiliar services.

In technical and vocational education, the life and future success of students need to be able to choose and attend the right university/college/sciences that can teach and train to fit the profession of passion with the workplace. In this way, only the students can choose and attend properly. There will be more opportunities to produce professionals and contributors to society.

Universities/colleges/institutes must provide students with comprehensive information resources and tools tailored to students' needs throughout the enrollment decision-making cycle. Only then are educational service organizations more likely to succeed academically and personally by supporting students in making informed decisions. By understanding the steps of the decision-making process and addressing the challenges involved, technical and vocational service universities/colleges/institutes can create an environment in which students can begin their vocational education journey with confidence and enthusiasm (Aldabbagh, 2023).

This study is a research study on the impact of brand awareness on students' enrollment decision-making towards Shin Rai International Vocational Institute. Enrollment decision of each student is different based on the brand awareness factors. The brand awareness is an important element in the marketing field to understand the

students' enrollment decision-making. Both qualitative and quantitative research methods will be utilized in this study.

1.2 Problem Statement of the Study

On May 12, 2023, the Myanmar government promulgated the Private Education Law, a regulation of the National Education Law. After that, the number of private education services in Myanmar, such as private universities/colleges/sciences and technical and vocational schools, has increased in number, and competition has intensified to gain market share and increase students' enrollment rates. Shin Rai International Vocational Institute is a technical and vocational school that brought Finland's technical and vocational education system to Myanmar for the first time, and is a market-leading vocational institute in advanced technical and vocational education services. Now, Shin Rai International Vocational Institute's top management is concerned about declining student enrollment rates in an increasingly competitive technical and vocational education services market, and is taking measures to prioritize brand building. In doing so, there is a need to understand how brand awareness contributes to improving student enrollment rates. This study aims to explore how much impact of brand awareness on students' enrollment decision-making at Shin Rai International Vocational Institute in Myanmar.

1.3 Objective of the Study

The main objective of this study is focus on;

- a. To analyze the impact of brand awareness on students' enrollment decision-making at Shin Rai International Vocational Institute in Myanmar.
- b. To investigate the most effective factors of brand awareness on students' enrollment decision-making at Shin Rai International Vocational Institute (Myanmar)?

1.4 Research Questions of the Study

- a) What is impact of brand awareness on students' enrollment decision-making in Shin Rai International Vocational Institute (Myanmar)?
- b) Which factors of brand awareness are most influential on students' enrollment decision-making at Shin Rai International Vocational Institute (Myanmar)?

1.5 Scope and Limitation of the Study

It would have been appropriate if the study could cover the technical & vocational education service industry in Myanmar as a whole, but due to time and financial constraints, the researcher chose to concentrate the study on the impact of brand awareness on students' enrollment decision-making towards Shin Rai International Vocational Institute. The Data will be collected from current and former students studying at Shin Rai International Vocational Institute in Bahan Campus, Yangon. This Campus is located in Bahan Township, Yangon, Myanmar. The present study will give an insight students' enrollment decision-making on technical & vocational training programs of Shin Rai International Vocational Institute. The study has been restricted only the current and former students of Shin Rai International Vocational Institute. The sample size is limited, as the study will target only 200 students. The conclusion of this research study would be limited and constrained to unique factors associated with Shin Rai International Vocational Institute in Myanmar. Consequently, the conclusion may not be the same as technical and vocational services from other vocational institutes.

1.6 Organization of the Study

In order for private education service providers such as universities/colleges/institutes to successfully implement their goals and educational strategies, it is important that students enroll in them. Some of the most important statistics in higher education relate to enrollment. For private educational institutions, they need money from tuition and fees to operate, unless they are funded by donations or publicly funded. Another reason enrollment numbers are important for education services is reputation. As a university/college/scientific institution providing educational services, the more students they can enroll in, the higher the level of prestige that university/college/ scientific institution acquires. Those numbers become even more important when demonstrating educational effectiveness (Aldemaro Jr., 2016).

Shin Rai International Vocational Institute (SRIVI) is a private international vocational training institute, located in Yangon, Myanmar. SRIVI was established on the 1st of March 2020 with a vision to contribute world-class vocational education and high-quality training to the youth and adults by focusing on the education system of Finland and research, entrepreneurship, and innovation. SRIVI enjoys a commanding market share in the vocational education service space and is the only

vocational institute in Myanmar that teaches the technical vocational curriculum of Finland. Shin Rai International Vocational Institute believes that private educational organization's success is totally depended on increasing students' enrollment rate. Nowadays, it has become important for higher vocational education service institutions to do branding because branding increases the enrollment rate of students (Sailaja, Pradeep, & Diksha, 8). It'll help universities, colleges, institute to attract students (Alam, Faruq, Alam, & Gani, 2019).

There are mainly three types of Brand Awareness such as brand recall, brand recognition, top-of-mind awareness (Team, 2023). Brand recall is defined as a customer's ability to elicit a brand name from their memory as a result of a prompt by the service category and it should bring specific brand names to mind (Kang, 2023). Brand recognition is defined as the ability of consumers to identify a specific brand by its attributes over another one (Kenton, 2022). Top-of-mind awareness refers to the brand or product that comes first to a consumer's mind when asked about a particular category or industry. It reflects the highest level of brand recall and is crucial for brand recognition and consumer preference (Pierson, 2016) (Keller K. , 1993). Brand recognition and brand recall play the most important role during the decision-making process. You can recall a brand while thinking of the product or recognize a brand by seeing its logo and so on (Khurram, 2018).

CHAPTER II

LITERATURE REVIEW

This chapter includes the concept of brand recognition, brand recall and top-of-mind awareness in brand awareness and also includes influence factors on enrollment decision. In this chapter, it highlights the theoretical background on the key terms of brand awareness, influence factor on enrollment decision-making.

2.1 Introduction and Importance of Subject Area

Higher education institutions (HEIs) consider their educational brand as a vital component in promoting their university, encompassing both academic offerings (field of study) and services. (Aaker, 1997) suggests that a brand typically evokes a specific image, fostering associations in customers' minds. Additionally, brand awareness plays a crucial role in influencing the readiness of potential customers, namely university or college students, to engage with a company, which in this context pertains to higher education institutions. Consequently, distinct brands have the potential to bolster the brand awareness of both an institution and a university.

Brand awareness serves as the bedrock for all our marketing endeavors, spanning across various channels from social media to SEO. It facilitates the process of making individuals aware of our brand and the products or services we provide, enabling us to earn their trust and shape their decision-making process, ultimately resulting in accelerated sales growth. (Killip, 2021)

While brand awareness remains a vital aspect of any marketing strategy, schools often overlook its importance. This oversight may occur because schools fail to perceive themselves as brands; however, in a saturated school market, differentiation is essential. Implementing a strategy to distinguish themselves is imperative, as it enables schools not only to assert themselves as leaders but also to entice potential students to investigate the available options. Nevertheless, brand awareness encompasses more than mere word-of-mouth promotion, presenting our school with numerous opportunities to acquaint prospects with our offerings. (HEM, 2023)

Building brand awareness for universities or colleges is crucial for several reasons. In a competitive education landscape, universities and colleges need to stand

out to attract prospective students. Building a strong brand helps create a positive and memorable image, making it more likely that students will consider and choose a particular institution. A reputable and well-known brand can attract high-quality faculty members. Talented professors and researchers may be more inclined to work for institutions with a strong and positive reputation, contributing to the overall academic excellence of the institution. Alumni play a significant role in the success and growth of universities. A strong brand encourages a sense of pride and loyalty among graduates, leading to increased engagement, support, and donations to the institution.

Brand awareness helps universities differentiate themselves from competitors. When potential students, faculty, and partners are aware of an institution's strengths, values, and achievements, it can give that institution a competitive edge. A well-established brand can attract partnerships and collaborations with other educational institutions, research organizations, and industry partners. These collaborations can lead to joint research projects, exchange programs, and other mutually beneficial initiatives.

Building a strong brand increases the visibility of a university or college on a global scale. This can be particularly important for attracting international students, faculty, and research collaborations, as a recognizable brand is more likely to be trusted and considered. Donors and funding organizations are more likely to support institutions with a positive and well-known brand. Building brand awareness can enhance fundraising efforts and help secure financial support for scholarships, research, and infrastructure development. A reputable brand is often associated with high-quality education and academic standards. This can positively influence the accreditation process and assure stakeholders, including students and parents, of the institution's commitment to quality education.

The level of brand awareness, which reflects how the public perceives our higher education institution, plays a direct role in determining application and enrollment figures. It is imperative for a robust student recruitment strategy that our institution's brand enjoys widespread recognition and familiarity. Institutions need to proactively cultivate brand awareness to effectively engage with prospective students, establish a broad reputation, and draw in a larger pool of recruits (Glacier, 2019). It is imperative to establish brand awareness for universities and colleges as it is crucial for attracting students, faculty, and support from various stakeholders. An institution's

reputation, competitiveness, and overall success in the academic and research community are bolstered by a robust brand.

Enhancing brand awareness will yield numerous advantages for your institution, including increased ROI, heightened brand and name recognition, dissemination of values, and outreach to diverse prospective students (Glacier, 2019).

2.2 Theoretical Concepts and Principles

2.2.1 Brand Awareness

Brand awareness, as defined by (Gustafson & Brian Chabot, 2007), pertains to the level of consumer awareness regarding a brand and holds significant influence over the decision-making process. In the industry of higher education, brand awareness denotes the degree of familiarity and acknowledgment that the general public possesses concerning an educational institution and its offerings, as highlighted by the (HEM, 2023). This marketing concept delineates the extent to which the target audience of a university or college, including prospective students, parents, and the broader community, can recognize and recalls the institution's brand. As a SRIVI, it is imperative that our institution strives to cultivate a prominent and positively associated image. The significance of brand awareness in the minds of consumers can be assessed across various stages, encompassing recognition, recall, and top-of-mind awareness, as emphasized by (Aaker, 1997).

Brand awareness is a foundational concept in marketing that holds significant relevance across various industries, including higher education (Keller K. L., 1993). It refers to the extent to which consumers are familiar with and recognize a particular brand, playing a crucial role in their decision-making process (Aaker, 1997). In the context of the higher education industry, brand awareness pertains to the level of familiarity and recognition that the public, including prospective students, parents, and the general populace, has with an educational institution and its offerings (Hemsley-Brown & Oplatka, 2006). It encompasses the degree to which the target audience identifies and recalls the brand of a university or college, including its name, logo, programs, and reputation (Kotler & Keller, 2012)

As an International Vocational Institute, it is imperative to prioritize the establishment and maintenance of a strong brand image that is associated with positive attributes (Bergkvist & Rossiter, 2007). This entails ensuring that the institution's image resonates positively with its target audience and aligns with its

mission, values, and objectives (Kapferer, 2012). The importance of brand awareness can be evaluated at various stages, including recognition, recall, and top-of-mind awareness (Hoeffler & Keller, 2002). Recognition refers to the ability of individuals to identify the brand when presented with its name, logo, or other visual cues (Rundle-Thiele, Kubacki, & Arli, 2014). Recall, on the other hand, pertains to the ability of individuals to remember the brand without prompting, indicating a deeper level of brand awareness (Schmitt, 2012). Top-of-mind awareness denotes the highest level of brand awareness, where the brand is the first to come to mind when individuals think about a particular category or industry (Kapferer, 2012).

In the higher education landscape, brand awareness plays a pivotal role in influencing various aspects of decision-making, including enrollment choices, perceptions of institutional quality, and reputation (Hemsley-Brown & Oplatka, 2006). Prospective students often rely on their awareness and perceptions of a university or college brand when making decisions about where to pursue their education (Bergkvist & Rossiter, 2007). Institutions with strong brand awareness are more likely to attract and retain students, as well as garner support from other stakeholders such as donors, alumni, and policymakers (Keller K. L., 2008)

Achieving and maintaining strong brand awareness requires a concerted effort and strategic approach (Aaker, 1997). International Vocational Institutes must actively engage in activities that enhance brand recognition and recall among their target audience (Hoeffler & Keller, 2002). This may involve implementing marketing strategies such as advertising, promotions, public relations, and digital marketing campaigns (Keller K. L., 2008). Additionally, institutions should focus on delivering high-quality education and services that align with their brand promise, thereby reinforcing positive perceptions and associations (Rundle-Thiele, Kubacki, & Arli, 2014)

Continuous monitoring and evaluation of brand awareness levels are essential to gauge the effectiveness of marketing efforts and identify areas for improvement (Schmitt, 2012). Institutions should regularly assess their brand awareness among key stakeholders through surveys, focus groups, and other feedback mechanisms (Kapferer, 2012). By staying attuned to changes in market trends, demographics, and competitor activities, International Vocational Institutes can adapt their branding strategies to remain relevant and competitive (Hemsley-Brown & Oplatka, 2006).

Brand awareness is a critical factor that influences the success and sustainability of International Vocational Institutes in the higher education industry (Bergkvist & Rossiter, 2007). By fostering strong brand recognition, recall, and top-of-mind awareness, institutions can attract prospective students, enhance their reputation, and position themselves as leaders in their field (Aaker, 1997). Through strategic branding initiatives and continuous evaluation, International Vocational Institutes can build and maintain a positive brand image that resonates with their target audience and drives long-term success (Keller K. L., 2008).

2.2.2 Types of Brand Awareness

Types of brand awareness play a pivotal role in shaping the perceptions, preferences, and decisions of prospective students in the higher education sector. Understanding the nuances of brand recognition, brand recall, and top-of-mind awareness is crucial for universities and colleges seeking to establish a strong presence in a competitive market landscape (Pahwa, 2023). Each type of brand awareness offers unique insights into how individuals engage with and perceive educational institutions, ultimately influencing their enrollment decisions.

- a) *Brand Recognition* (or aided awareness): Brand recognition, also known as aided awareness, involves the ability of prospective students to identify a university or college when presented with its name, logo, or programs (Smith, 2015). It reflects the extent to which our institution's brand elements are familiar to individuals and can be readily recognized in various contexts (HEM, 2023). Brand recognition serves as a foundational aspect of brand awareness, laying the groundwork for further engagement and consideration among prospective students (Jones & Brown, 2018)
- b) *Brand Recall* (or unaided awareness): In contrast, brand recall, or unaided awareness, represents a higher level of brand familiarity where prospects can spontaneously recall our university or college when prompted with a related cue (Lee & Kim, 2019). This level of awareness goes beyond mere recognition and delves into the depth of associations individuals have with our institution. It provides valuable insights into how our brand is remembered and the extent to which it resonates with the target audience's perceptions and preferences (Johnson, 2020). At this level, prospects are familiar with our school's brand and can recall it when facing a related cue that does not necessarily speak

about our university or college. At this level, we can observe how our university or college is remembered and what it is associated with (HEM, 2023).

- c) *Top-of-mind awareness*: At the pinnacle of brand awareness lies top-of-mind awareness, which signifies market leadership and prominence within the industry (Thompson & Smith, 2017). This level of awareness denotes that our university or college is the first to come to prospects' minds when considering higher education options. Achieving top-of-mind awareness requires consistent visibility, compelling messaging, and memorable brand experiences that differentiate our institution from competitors and resonate with the target audience (Brown & Wilson, 2021). This is the highest level of brand awareness and indicates market leadership. It refers to the first university or college that comes to prospects' minds when considering universities or colleges in our industry (HEM, 2023).

Each type of brand awareness serves as a strategic asset for universities and colleges striving to enhance their market position and attract prospective students. By fostering brand recognition, institutions can increase familiarity and credibility among the target audience, laying the groundwork for further engagement and consideration. Brand recall enables institutions to deepen their connections with individuals by fostering associations and memories that evoke positive sentiments and perceptions (Harris & Taylor, 2020). Meanwhile, achieving top-of-mind awareness elevates our university or college to a position of prominence, ensuring that we remain the preferred choice for prospective students in a competitive landscape. Understanding the nuances of brand awareness is essential for universities and colleges seeking to thrive in today's dynamic higher education market. By leveraging brand recognition, brand recall, and top-of-mind awareness, institutions can enhance their visibility, credibility, and competitiveness, ultimately attracting and retaining prospective students in an increasingly competitive landscape.

2.2.3 Influence Factors on Enrollment Decision

Student enrollment decisions are influenced by a multitude of factors, encompassing personal, social, economic, and institutional aspects. Understanding these factors is crucial for educational institutions to devise effective recruitment

strategies and enhance student enrollment rates. Here are some key influence factors on student enrollment decision-making along with citations to support each point.

Academic Reputation of the Institution: Students often consider the academic reputation of an institution when making enrollment decisions (Hossler, Braxton, & Coopersmith, 1989). The quality of programs and specific offerings within an institution play a crucial role in enrollment decisions. Students tend to prefer institutions that offer programs aligned with their career aspirations (St. John & Starkey, 1995). Financial considerations are significant influencers in enrollment decisions. Students weigh factors such as tuition fees, availability of financial aid, scholarships, and grants (DesJardins & McCall, 2014). The campus atmosphere, social life, diversity, extracurricular activities, and overall campus culture also impact enrollment decisions (Pike, 2009). Peers, family, and social networks significantly influence students' enrollment decisions (Eagan, Hurtado, & Chang, 2010). The overall reputation and brand image of an institution affect enrollment decisions (Hemsley-Brown & Oplatka, 2006). Students are more likely to enroll in institutions that offer programs closely aligned with their career aspirations (Schneider & Yin, 2011). The presence of robust career services departments offering resume assistance, job search workshops, networking opportunities, and career counseling can sway enrollment decisions. Research by (Nauta, Epperson, & Kahn, 1998) underscores the impact of career services on students' perceptions of institutional support for their career development. Collaborations with industry partners, guest lectures, and networking events can enhance students' access to career opportunities and influence their enrollment decisions (Koc & Welsh, 2017). Advertising and promotional activities contribute to building brand awareness and shaping perceptions of an institution (Hill, Phan, & Goodwin, 2009). Institutions with state-of-the-art laboratories, research centers, studios, and other specialized facilities may attract students interested in programs that require hands-on training (Kim & Lee, 2015). The availability of modern training facilities can enhance students' perceptions of program quality and the institution's commitment to providing a conducive learning environment (Mark & Wozniak, 2010). Institutions offering experiential learning opportunities through simulation centers, clinics, or industry partnerships may attract students seeking hands-on experiences (Brandau, Kennedy, & Fox, 2008). Training facilities equipped with modern technology and resources can better prepare students

for their future careers, thereby influencing enrollment decisions (Ricketts, 2011) and (Garcia, Almeida, & Veiga, 2020)

2.3 Variables of the Study

2.3.1 Independent variable

(a) Important of Brand Recognition on Students' Enrollment Decision-Making

According to (Keller K. , 1993), *brand recognition* involves consumers' ability to identify a brand as one they have encountered before. It occurs when customers recognize a brand and distinguish it from others upon encountering it, without needing to recall its name (Pahwa, 2023). Brand knowledge, as described by (Portor & Claycomb, 1997), refers to consumers' capacity to recall information about a brand from memory when making purchasing decisions. Recognized brands tend to lead to repeat purchases, particularly in consumer products, where customers rely on recognition to guide their preferences (Lin, 2013) (Thomas & Williams, 2013). When faced with a choice between brands, customers typically prefer those they recognize over unfamiliar ones. (Bettman J. R., 1979) suggests that for purchase decisions made at the point of sale, a basic level of recognition learning suffices, as options are available for examination at the retail outlet, especially for low-involvement products.

H1: There is an impact of brand recognition on students' enrollment decision- making.

(b) Important of Brand Recall on Student's Enrollment Decision-Making

During the purchase decision process, *brand recall* becomes evident. Brands that are easily recalled tend to receive favorable evaluations from consumers (Labroo & Lee, 2006), thereby increasing the likelihood of purchase. The enhancement of brand awareness contributes to improved brand recall during the point of purchase, emphasizing the importance for companies to focus on increasing their brand awareness efforts (Shabbir, 2009). Brand recall without priming occurs when consumers can recall a brand while making a purchase decision (Huang & Sarigollu, 2011). This phenomenon occurs when customers readily remember and associate a brand with the

category or need, they are currently trying to fulfill, significantly influencing their choice at the point of purchase.

H2: There is an impact of brand recall on students' enrollment decision-making.

(c) Important of top-of-mind awareness on Students' Enrollment decision-Making

Top-of-mind awareness (TOMA) is crucial in the context of student enrollment decision-making because it influences students' perceptions, preferences, and choices regarding educational institutions (Aaker & Keller, 1990). When a particular university or college is the first to come to mind for a student when they think about pursuing higher education, it significantly impacts their decision-making process (Kim Y. & Kim H., 2005). Institutions with high TOMA are more likely to be included in students' consideration sets when they are exploring higher education options and being the first to come to mind increases the likelihood that students will actively consider these institutions during their decision-making process (Lynch & Srull, 1982). TOMA influences students' perceptions of institutional reputation and educational quality and institutions that are top-of-mind are often perceived as more reputable and desirable, leading students to prefer them over less recognized alternatives (Keller K. L., 1993). Institutions with high TOMA are more accessible to students during the information search process and students may be more likely to recall details about these institutions, making it easier for them to gather information and make informed enrollment decisions (Bettman J. R., 1979). Institutions with strong TOMA gain a competitive edge in the higher education market and they are more likely to attract a larger pool of applicants and enrollments, leading to greater success and sustainability in the long run (Simon & Sullivan, 1993).

H3: There is an impact of top-of-mind awareness on student's enrollment decision making.

2.3.2 Influence brand awareness factors on decision to enroll

(Chapman, 1981) research shed light on the multifaceted nature of factors influencing students' decisions regarding college attendance. He emphasized the role of personal aspirations, academic performance, and external influences in shaping these decisions, highlighting their collective impact on students' college choices (Hossler & Gallagher, 1987); (Borus, 1993). Chapman's findings underscored the importance of considering a range of factors beyond academic performance alone when understanding students' college selection processes.

In addition to personal and external influences, academic program offerings emerged as a significant determinant of students' college choices. Studies by (Ford, Joseph, & Joseph, 1999) and (Yusof, Ahmad, Tajudin, & Ravindran, 2008) provided further evidence of the association between academic program characteristics and students' decisions regarding college attendance. These studies highlighted the importance of factors such as the content range and duration of academic programs in influencing students' perceptions and preferences when selecting colleges.

The findings of (Chapman, 1981), (Hossler & Gallagher, 1987), (Borus, 1993), (Ford, Joseph, & Joseph, 1999), and (Yusof, Ahmad, Tajudin, & Ravindran, 2008) collectively underscored the complexity of students' college selection processes. They emphasized the need for educators, policymakers, and other stakeholders to consider a broad array of factors, including personal aspirations, academic program characteristics, and external influences, when developing strategies to support students in making informed decisions about college attendance. By understanding the diverse factors shaping students' college choices, stakeholders can better tailor interventions and initiatives to meet the needs and preferences of prospective college students, thereby facilitating successful transitions to higher education and enhancing overall student outcomes.

The cost of attending college is a crucial consideration for prospective students and their families, often playing a significant role in their decision-making process. Researchers such as (Webb, 1993) and (Joseph & Joseph, 1998) have highlighted the importance of cost as a key factor influencing college choice decisions. The financial implications associated with tuition fees, living expenses, and other related costs can greatly impact students' ability to access and afford higher education. As such, understanding the financial aspects of college attendance is

essential for policymakers, educators, and stakeholders seeking to support equitable access to education.

(Paulsen, 1990) research delved into the relationship between employment opportunities and college choice decisions, shedding light on the factors that influence students' enrollment choices. Paulson's findings indicated that employment prospects serve as a significant predictor of students' decisions regarding college attendance. The availability of job opportunities, career prospects, and the perceived value of a college degree in the labor market can influence students' perceptions of the return on investment associated with pursuing higher education. As such, policymakers and educational institutions must consider the alignment between educational offerings and the evolving needs of the job market to better support students in making informed decisions about their educational pathways.

The research by (Webb, 1993), (Joseph & Joseph, 1998), and (Paulsen, 1990) collectively underscores the importance of considering both financial and employment-related factors in students' college choice decisions. These studies highlight the multidimensional nature of college affordability and the role of perceived employment outcomes in shaping students' perceptions of the value proposition associated with higher education. By addressing issues related to college affordability and aligning educational offerings with workforce demands, stakeholders can better support students in accessing and completing higher education programs that lead to meaningful employment opportunities and long-term economic mobility.

The selection of a college or university is a complex decision influenced by various factors, including students' own abilities and aptitudes. Researchers such as (Manski & Wise, 1983) and (Hossler, 1984) have highlighted the significance of students' personal characteristics and academic strengths in shaping their college choices. These studies suggest that students are likely to consider their academic capabilities and interests when evaluating potential institutions, seeking programs and environments that align with their educational goals and aspirations.

Moreover, the availability of financial aid plays a crucial role in influencing students' decisions about college attendance. Studies by (Litten, 1982), (Manski & Wise, 1983), and (Jackson, 1986) have examined the persuasive power of financial aid in attracting students to higher education institutions. These researchers have analyzed the impact of financial assistance programs, scholarships, grants, and other

forms of aid on students' enrollment decisions. Their findings indicate that financial aid can serve as a significant motivator for students, particularly those from low-income backgrounds, by reducing financial barriers to college access and affordability.

The research by (Manski & Wise, 1983), (Hossler, 1984), (Litten, 1982), and (Jackson, 1986) collectively underscores the importance of considering both students' academic abilities and financial circumstances in understanding college choice behavior. These studies highlight the interplay between academic considerations and financial constraints in shaping students' decisions about higher education. By recognizing the role of both factors, policymakers and educational institutions can develop strategies to support student access and success in higher education.

Furthermore, the findings suggest that financial aid programs play a critical role in promoting college enrollment and diversifying student populations. By offering financial assistance to students in need, colleges and universities can expand access to higher education and promote socioeconomic diversity on their campuses. Additionally, financial aid programs can help address disparities in college access and completion rates among underrepresented groups, thereby advancing equity and social mobility.

Overall, the research on students' abilities and financial aid underscores the multidimensional nature of college choice decisions. By considering both academic and financial factors, policymakers and educational institutions can develop targeted interventions to support student access, success, and persistence in higher education. Moreover, efforts to enhance financial aid availability and academic support services can contribute to a more inclusive and equitable higher education system, benefiting individuals and society as a whole.

The influence of friends on students' college expectations and enrollment decisions is a significant area of study in educational research (Carbonaro & Workman, 2016) conducted research highlighting the positive impact of friends on students' aspirations and expectations regarding higher education. Their findings suggest that peer networks play a crucial role in shaping students' attitudes towards college, with friends serving as important sources of information, support, and encouragement. Additionally, research by (Hauser, Tsai, & Sewell, 1983) further supports the notion that friends influence educational outcomes, including students' expectations about their academic futures. This study emphasizes the social

dimension of educational decision-making and underscores the importance of peer interactions in shaping students' educational aspirations and choices.

The research on the influence of friends on students' college expectations and enrollment decisions has several implications for educational policy and practice. Firstly, it highlights the importance of fostering supportive peer networks and social connections among students, particularly during critical transitions such as the transition to college. Schools, colleges, and community organizations can implement programs and initiatives that promote positive peer relationships and provide students with opportunities to connect with peers who have similar academic and career interests. By creating a supportive social environment, institutions can empower students to set high educational goals and pursue postsecondary education with confidence.

Furthermore, the findings underscore the need for targeted interventions aimed at enhancing students' college readiness and preparedness. Educators and counselors can work collaboratively to provide students with accurate information about college options, admission requirements, and financial aid opportunities. Additionally, peer mentoring programs and college access initiatives can help students navigate the college application process and make informed decisions about their educational futures. By equipping students with the knowledge and resources they need to succeed in higher education, educators can empower them to overcome barriers and pursue their academic goals.

Moreover, the research emphasizes the importance of addressing social and cultural factors that may influence students' college expectations and enrollment decisions. Factors such as family background, socioeconomic status, and cultural norms can shape students' perceptions of college and influence their attitudes towards postsecondary education. Schools and colleges can implement culturally responsive practices and provide tailored support services to address the unique needs of diverse student populations. By recognizing and valuing students' cultural identities and backgrounds, institutions can create inclusive learning environments where all students feel valued and supported in their educational pursuits.

In addition to the influence of friends, the reputation of colleges and universities emerges as a critical determinant of students' college choice decisions. (Lay & Maguire, 1981), (Murphy, 1981), and (Keling, 2006) conducted research examining the relationship between college reputation and student enrollment

patterns. Their studies collectively demonstrate that college reputation is a strong predictor of student preferences and behaviors when selecting a postsecondary institution. Institutions with strong reputations for academic excellence, student support services, and career outcomes are more likely to attract high-quality applicants and enrollments.

The research on college reputation has important implications for institutional branding and marketing strategies. Colleges and universities can leverage their reputational strengths to attract and retain students, faculty, and other stakeholders. By highlighting their unique academic programs, research opportunities, and campus resources, institutions can differentiate themselves from competitors and position themselves as leaders in higher education. Additionally, strategic communication and outreach efforts can help institutions build and maintain positive relationships with key stakeholders, including prospective students, alumni, employers, and community partners.

Furthermore, the findings underscore the need for colleges and universities to invest in initiatives aimed at enhancing their reputations and improving their standing in the higher education marketplace. Institutions can prioritize efforts to strengthen academic quality, student success outcomes, and institutional effectiveness, all of which contribute to a positive reputation. Additionally, proactive engagement with the media, industry leaders, and accreditation bodies can help institutions raise their visibility and credibility within the broader community. By continuously monitoring and assessing their reputational strengths and weaknesses, colleges and universities can develop strategic plans to enhance their competitive positioning and ensure long-term success in a dynamic and evolving higher education landscape.

(Hossler & Bean, 1990) research delved into the influence of advertising on students' college selection processes, particularly focusing on the effectiveness of radio and television advertisements. The findings of this study shed light on the significance of marketing strategies in shaping students' perceptions of educational institutions and their decision-making regarding college enrollment. Hossler's findings suggest that radio and television ads serve as effective mediums for educational marketers to convey a positive institutional image and build strong brand recognition among prospective students. By leveraging these advertising platforms, colleges and universities can effectively communicate their unique value propositions, academic offerings, and campus culture to target audiences. Moreover, Hossler's research

highlights the importance of strategic marketing efforts in attracting and engaging prospective students and fostering a positive institutional reputation in the competitive higher education landscape.

Furthermore, Hossler's study underscores the need for educational institutions to adopt a comprehensive approach to marketing and branding that encompasses various channels and platforms. In addition to traditional advertising methods such as radio and television ads, colleges and universities can leverage digital marketing strategies, social media platforms, and content marketing to reach and engage prospective students. By diversifying their marketing efforts and embracing emerging technologies, institutions can enhance their visibility, expand their reach, and connect with students in meaningful ways. Additionally, Hossler's findings underscore the importance of crafting compelling and authentic marketing messages that resonate with target audiences and effectively communicate the institution's unique value proposition and brand identity.

Similarly, the research conducted by (Kim & Lee, 2015) explores the impact of facilities provided by educational institutes on students' decision-making processes. Their study examines how the quality and availability of facilities within an institution influence students' perceptions and preferences when selecting a college or university. The findings suggest that facilities play a significant role in shaping students' perceptions of an institution and can serve as a decisive factor in their selection decisions. Institutions that invest in modern, well-equipped facilities and amenities are more likely to attract and retain students, as these factors contribute to a positive campus experience and support student success.

Kim and Lee's research highlights the importance of infrastructure and facilities in creating a conducive learning environment and fostering student engagement and satisfaction. Educational institutions that prioritize the development and maintenance of high-quality facilities demonstrate their commitment to student success and academic excellence. Moreover, the availability of state-of-the-art facilities can enhance the institution's competitive advantage and differentiate it from other colleges and universities in the marketplace. By investing in facilities that meet the evolving needs and preferences of students, institutions can enhance their appeal to prospective students and position themselves as leaders in higher education.

Additionally, Kim and Lee's study underscores the need for institutions to continually assess and improve their facilities to meet the changing demands of

students and ensure a positive campus experience. By soliciting feedback from students, faculty, and staff, institutions can identify areas for improvement and prioritize investments in facilities that enhance student learning, engagement, and well-being. Moreover, strategic planning and resource allocation can help institutions maximize the impact of their facility investments and align them with broader institutional goals and priorities. Ultimately, by providing modern, well-maintained facilities that support student success and enrich the overall campus experience, educational institutions can attract and retain students, enhance their reputation, and achieve long-term sustainability in a competitive higher education landscape.

H4: Influence brand awareness factors effect on decision to enroll.

2.3.3 Dependent variable

Students' Enrollment Decision-Making - The decision to enroll is the stage in the decision-making process by consumers, namely when consumers decide to buy a product or service offered (Kotler & Armstrong, 2008). In this study, the researcher uses the concept of enrollment decision, which has the same concept as purchase decisions. (Kotler & Keller, 2012) said that the decision-making process for consumers to register has 5 stages, namely problem recognition, information search, evaluation of alternatives, decision to register, post- registration behavior. The decision to register has a very important role because it can increase profits for the company in improving the services provided. The decision to register is also an important factor in determining the existence of an educational institution. Consumers who have made the decision to register will take the next action according to their satisfaction or dissatisfaction. If consumers are satisfied, the possibility of using the service again on an ongoing basis can occur and consumers will spread good information. On the other hand, if consumers feel dissatisfied, negative actions may be taken, such as spreading information about their disappointment or even leaving the educational institution.

Private higher education TVET (Technical and Vocational Education and Training) colleges aim to increase their student enrollment rates for several reasons, which are vital for their sustainability and growth. Private TVET colleges rely heavily on tuition fees as their primary source of revenue. Increasing student enrollment directly correlates with higher tuition income, which is essential for covering operating expenses, faculty salaries, infrastructure maintenance, and investments in

educational resources (Johnstone & Marcucci, 2010). Higher enrollment rates contribute to the overall economic viability of private TVET colleges. By attracting more students, these institutions can achieve economies of scale, spread fixed costs over a larger student base, and invest in quality improvements such as updating equipment and technology, enhancing facilities, and hiring qualified faculty (Haveman & Smeeding, 2006). Private TVET colleges operate in a competitive environment where attracting and retaining students is crucial for their survival. Increasing student enrollment helps colleges maintain or expand their market share and stay competitive in the education sector (Eckel & King, 2004). Private TVET colleges invest significant resources in infrastructure, equipment, and faculty expertise to deliver quality vocational education. Increasing enrollment ensures optimal utilization of these resources, maximizing their return on investment and enhancing the overall efficiency of the institution (Breneman & Pusser, 2007). Many private TVET colleges have a mission to provide accessible and quality vocational education to a broader segment of the population. By increasing enrollment, these institutions can fulfill their mission of serving more students and addressing the demand for skilled workers in various industries (Johnstone & Marcucci, 2010). Private TVET colleges play a crucial role in workforce development and regional economic growth. By attracting more students, they can address skill shortages, promote employment opportunities, and contribute to socio-economic development in their local communities and beyond (Kumar & Bhatia, 2014).

2.4 Review of Empirical Studies

2.4.1 Impact of Brand Awareness on Students' Enrollment Decision-Making

Brand awareness is crucial in student enrollment decision-making due to its significant influence on students' perceptions, preferences, and choices regarding educational institutions. According to (Barnett & Whiteside, 1995), Institutions with high brand awareness are more likely to be included in students' consideration sets when exploring higher education options. This means that students are more likely to actively consider these institutions during their decision-making process. Another opinion is presented by (Keller K. L., 1993), brand awareness influences students' perceptions of institutional reputation and educational quality. Institutions that are top-of-mind are often perceived as more reputable and desirable, leading students to prefer them over less recognized alternatives. Institutions with high brand awareness

are more accessible to students during the information search process (Bettman J. R., 1979). Students may be more likely to recall details about these institutions, making it easier for them to gather information and make informed enrollment decisions. Institutions with strong brand awareness gain a competitive edge in the higher education market (Simon & Sullivan, 1993). They are more likely to attract a larger pool of applicants and enrollments, leading to greater success and sustainability in the long run. These factors highlight the importance of brand awareness in influencing students' enrollment decisions, ultimately shaping the composition of student bodies and the success of educational institutions.

2.4.2 Relationship between Brand Recognition and Students' Enrollment Decision- Making

The relationship between brand recognition and student enrollment decision-making is a multifaceted phenomenon that encompasses various dimensions of cognitive processing, consumer behavior, and marketing strategy within the context of higher education. Brand recognition, defined as the ability of consumers to identify and recall a brand when presented with its name or visual cues, serves as a fundamental determinant in shaping students' perceptions, preferences, and choices regarding educational institutions (Keller K. L., 1993). (Lynch & Srull, 1982) assert that brand recognition influences which institutions are included in students' consideration sets when exploring higher education options, indicating that institutions with strong brand recognition are more likely to be actively considered during the decision-making process. Moreover, brand recognition plays a pivotal role in shaping students' perceptions of institutional reputation and educational quality (Keller K. L., 1993). Institutions with well-established brands are often perceived as more reputable and desirable, leading students to favor them over lesser-known alternatives (Simon & Sullivan, 1993). This perception of quality and reputation is particularly significant in the competitive landscape of higher education, where students seek assurance and confidence in their choice of institution. Additionally, brand recognition facilitates information retrieval for students during the college search process (Bettman J. R., 1979). Students are more likely to recall details about recognized institutions, such as program offerings, faculty expertise, and campus facilities, making it easier for them to gather information and make informed enrollment decisions. Furthermore, institutions with strong brand recognition gain a

competitive advantage in the higher education market (Simon & Sullivan, 1993). They are more likely to attract a larger pool of applicants and enrollments, leading to greater success and sustainability in the long run. This competitive advantage stems from the positive associations and perceptions associated with well-recognized brands, which contribute to enhanced visibility, credibility, and trust among prospective students and other stakeholders (Keller K. L., 1993). Overall, the relationship between brand recognition and student enrollment decision-making underscores the importance of building and maintaining strong brand recognition in higher education, as it influences consideration sets, perceptions of reputation and quality, ease of information retrieval, and competitive advantage for educational institutions.

2.4.3 Relationship between Brand Recall and Students' Enrollment Decision-Making

The relationship between brand recall and student enrollment decision-making is a complex interplay of cognitive processes, consumer behavior, and marketing strategies that significantly impact students' perceptions, preferences, and choices regarding educational institutions. Brand recall, defined as the ability of consumers to retrieve a brand from memory when prompted with a category or need, plays a pivotal role in shaping students' awareness and consideration of different colleges and universities (Keller K. , 1993). (Lynch & Srull, 1982)emphasize that brand recall influences the inclusion of institutions in students' consideration sets during their exploration of higher education options, indicating that institutions with strong brand recall are more likely to be actively considered during the decision-making process. Moreover, brand recall influences students' perceptions of institutional reputation and educational quality (Keller K. L., 1993). Institutions with well-established brands that are easily recalled from memory are often perceived as more reputable and desirable, leading students to favor them over lesser-known alternatives (Simon & Sullivan, 1993). This perception of quality and reputation is crucial in the competitive landscape of higher education, where students seek assurance and confidence in their choice of institution. Additionally, brand recall facilitates information retrieval for students during the college search process (Bettman J. R., 1979). Students are more likely to remember details about recognized institutions, such as program offerings, faculty expertise, and campus facilities, making it easier for them to gather

information and make informed enrollment decisions. Furthermore, institutions with strong brand recall gain a competitive advantage in the higher education market (Simon & Sullivan, 1993). They are more likely to attract a larger pool of applicants and enrollments, leading to greater success and sustainability in the long run. This competitive advantage stems from the positive associations and perceptions associated with well-recalled brands, which contribute to enhanced visibility, credibility, and trust among prospective students and other stakeholders (Keller K. L., 1993). Overall, the relationship between brand recall and student enrollment decision-making underscores the importance of building and maintaining strong brand recall in higher education, as it influences consideration sets, perceptions of reputation and quality, ease of information retrieval, and competitive advantage for educational institutions.

2.4.4 Relationship between Top-of-mind Awareness and Students' Enrollment Decision-Making

The relationship between top-of-mind awareness (TOMA) and student enrollment decision-making is a dynamic process that encompasses various cognitive, behavioral, and marketing elements, significantly influencing students' perceptions, preferences, and choices regarding educational institutions. TOMA, defined as the extent to which a brand or institution is the first to come to mind when individuals are prompted with a category or need, plays a crucial role in shaping students' awareness and consideration of different colleges and universities (Hemsley-Brown & Oplatka, 2006). Institutions that achieve high levels of TOMA are more likely to be included in students' consideration sets during their exploration of higher education options, indicating that TOMA influences the initial stage of the decision-making process. Furthermore, TOMA influences students' perceptions of institutional reputation and educational quality, as institutions that are top-of-mind are often perceived as more reputable and desirable, leading students to prefer them over lesser-known alternatives (Brown & Shand, 2006). This perception of quality and reputation is vital in the competitive landscape of higher education, where students seek assurance and confidence in their choice of institution. Moreover, TOMA facilitates information retrieval for students during the college search process, as they are more likely to readily recall details about recognized institutions, such as program offerings, faculty expertise, and campus facilities, making it easier for them to gather information and

make informed enrollment decisions (Hemsley-Brown & Oplatka, 2006). Additionally, institutions with high TOMA gain a competitive advantage in the higher education market, as they are more likely to attract a larger pool of applicants and enrollments, leading to greater success and sustainability in the long run (Brown & Shand, 2006). This competitive advantage stems from the positive associations and perceptions associated with top-of-mind brands, which contribute to enhanced visibility, credibility, and trust among prospective students and other stakeholders. Overall, the relationship between TOMA and student enrollment decision-making underscores the importance of achieving and maintaining high levels of top-of-mind awareness in higher education marketing efforts, as it influences consideration sets, perceptions of reputation and quality, ease of information retrieval, and competitive advantage for educational institutions.

2.4.4 The influence factor of brand awareness on Students' Enrollment Decision-Making

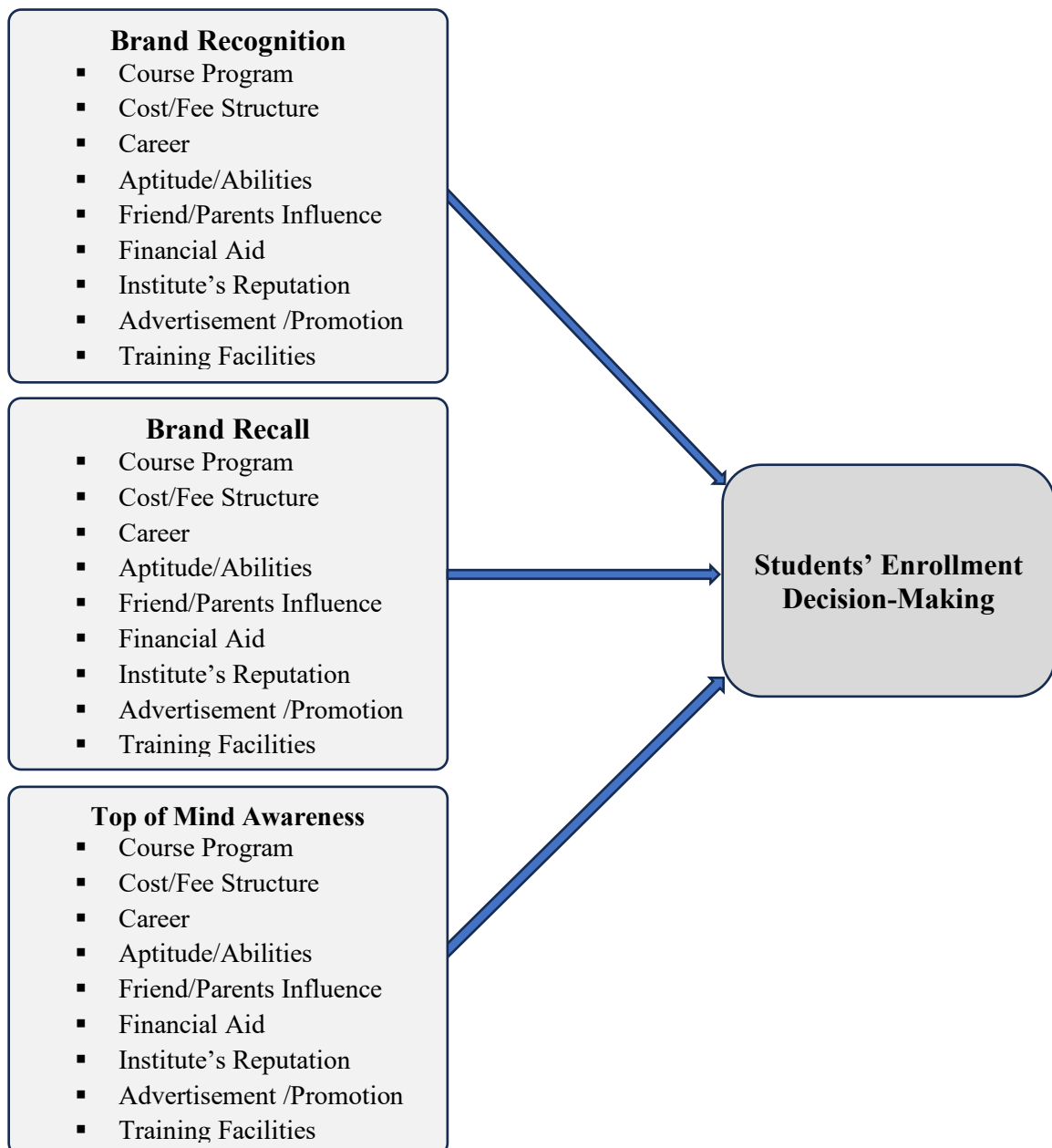
A study by (Hossler, Braxton, & Coopersmith, 1989) found that academic reputation significantly influences students' college choice decisions. Research by (St. John & Starkey, 1995) highlights the importance of program quality in student decision-making. A study by (DesJardins & McCall, 2014) underscores the impact of financial factors on college enrollment choices. (Pike, 2009) discusses the role of campus climate in shaping student college choices. Other studies have shown the importance of peer influence in college choice processes (Eagan, Hurtado, & Chang, 2010). Research by (Hemsley-Brown & Oplatka, 2006) emphasizes the role of institutional image in student choice. Understanding these influence factors can aid educational institutions in developing targeted marketing strategies, improving services, and enhancing overall student recruitment efforts. Research by (Schneider & Yin, 2011) demonstrates that perceived program quality and relevance to future career goals strongly influence college choice decisions. student career development can significantly influence university or college enrollment decision-making. Students often consider how a particular institution can support their career goals, provide relevant resources, and enhance their employability. Availability of internship, co-op, and experiential learning opportunities can significantly impact enrollment decisions. Students seek institutions that provide hands-on experiences relevant to their desired careers. Institutions with a reputation for producing successful alumni who excel in

their respective fields may attract students seeking similar career achievements. A study by (Koc & Welsh, 2017) emphasizes the importance of industry connections in students' perceptions of an institution's value.

These factors highlight the crucial role of student career development in shaping university or college enrollment decisions. Institutions that effectively address students' career-related needs and aspirations are likely to attract and retain students seeking to achieve their professional goals. advertising and promotional efforts can significantly influence students' enrollment decision-making at universities or colleges. Effective marketing campaigns can raise awareness, shape perceptions, and attract prospective students to specific institutions. Research by (Hill, Phan, & Goodwin, 2009) demonstrates that marketing efforts positively influence students' perceptions of institutional quality and attractiveness. Studies by (Berkner & Cataldi, 2002) and (Avery & Ramaswami, 2012) highlight the role of marketing communications in providing valuable information to prospective students. Research by (Pike, 2009) discusses the influence of testimonials on student perceptions and choices. In these researches and studies demonstrate the significant impact of advertising and promotional efforts on student enrollment decision-making in higher education. Effective marketing strategies can help institutions attract the right students and achieve their enrollment goals. The quality and availability of training facilities can indeed influence students' enrollment decisions at universities or colleges, particularly for programs requiring specialized equipment or resources. Research by (Kim & Lee, 2015) highlights the importance of access to specialized facilities in influencing students' program choices. Another study by (Mark & Wozniak, 2010) discusses the impact of facilities on students' perceptions of program quality. Research by (Brandau, Kennedy, & Fox, 2008) suggests that experiential learning facilities positively influence students' perceptions of program relevance and effectiveness. In these researches and studies demonstrate the significant impact of training facilities on students' enrollment decision-making at universities or colleges, particularly for programs requiring practical training and experiential learning. Institutions that invest in modern and well-equipped facilities can enhance their attractiveness to prospective students.

2.5 Conceptual Framework of the Study

As shown in Figure (2.1), this study follows below research model with three types of brand awareness; Brand Recognition, Brand Recall and Top-of-mind Awareness, with the influence factor such as Course or Program, Cost or Fee Structure, Career Development, Aptitude or Abilities of students, Friend or Parents Influence, Financial Aid, Institute's Reputation, Advertisement or Promotion, Training Facilities of the college, behind the decision as input variables and decision to enroll at SRIVI as output variable.



Source: Own Complication Based on Previous Studies

Figure 2.1. Conceptual Model for Impact of Brand Awareness on Students' Enrollment Decision-Making

According to the Figure (2.1), the conceptual framework of this study encompasses a research model that integrates various factors influencing students' enrollment decisions at a Shin Rai International Vocational College. The research model employed in this study encompasses three distinct types of brand awareness: Brand Recognition, Brand Recall, and Top-of-Mind Awareness. Brand Recognition refers to the ability of individuals to identify a brand when encountering it, without the need for deliberate recall. Brand Recall, on the other hand, involves the ability to retrieve a brand from memory when prompted with a related cue or stimulus. Top-of-Mind Awareness represents the highest level of brand familiarity, where a brand is the first to come to mind when individuals are prompted with a category or need. These dimensions of brand awareness serve as input variables in the research model.

In addition to brand awareness, the study considers various influence factors that contribute to the enrollment decision-making process. These factors include Course or Program offerings, Cost or Fee Structure, Career Development opportunities, Aptitude or Abilities of students, Influence of Friends or Parents, availability of Financial Aid, Institute's Reputation, effectiveness of Advertisement or Promotion strategies, and adequacy of Training Facilities provided by the college. Each of these factors plays a role in shaping students' perceptions, preferences, and decisions regarding enrollment at Shin Rai International Vocational Institute.

The decision to enroll at a vocational college serves as the output variable in the research model, reflecting the culmination of various internal and external influences on students' decision-making processes. By analyzing the interplay between brand awareness dimensions and influence factors, the study aims to gain insights into the determinants of enrollment decisions among prospective students. Through empirical investigation and data analysis, the research seeks to uncover patterns, relationships, and implications that can inform strategic initiatives aimed at enhancing enrollment outcomes and institutional effectiveness in the vocational education sector.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methods

This research is descriptive analytical research of the actual relationships that may exist between independent and dependent variables. The descriptive part is needed to describe and identify the research factors, which constitute the brand awareness strategy factors for Shin Rai International Vocational Institute. In the analytical part, the research model is being tested through examining the impact of brand awareness and student enrollment decision making for Shin Rai International Vocational Institute and also see whether it is influence by brand awareness factors such as course or program offerings, cost or fee structure, career development opportunities, aptitude or abilities of students, influence of Friends or Parents, availability of financial aid, institute's reputation, effectiveness of advertisement or promotion strategies, and adequacy of training facilities on enrollment decision. By reviewing the existing literature, I identified a research gap and tested the impact of brand awareness on each influence factor of the students' enrollment decision-making process.

3.2 Research Design

The study aims to investigate the influence of three types of brand awareness on enrollment decision-making among the students at the Shin Rai International Vocational Institute in Myanmar. Data will be collected from both current and former students of the institute, selected through convenience sampling. This method was chosen because it allows easy access to participants (Farahman & Asgar, 2012). The researcher will employ a random sampling method, specifically targeting the Bahan Campus of the institute located in Yangon, with a total sample size of 200 respondents.

Utilizing Statistical Package for the Social Sciences (SPSS) version 26, the researcher will conduct statistical analysis to determine the impact of brand awareness on studentd' enrollment decision-making. This analysis will involve examining the relationship between brand awareness variables and enrollment decisions, allowing

for a comprehensive understanding of how brand perception influences students' choices.

Once the impact of brand awareness on enrollment decision-making is assessed, the researcher will further analyze the data to identify the most influential factors affecting students' enrollment decisions. This analysis will help elucidate which aspects of brand awareness, such as brand recognition, brand recall, or top-of-mind awareness, have the greatest impact on students' decisions to enroll in the vocational institute.

By employing rigorous statistical analysis techniques, the study aims to provide valuable insights into the role of brand awareness in shaping students' enrollment decisions. Understanding these dynamics can assist educational institutions like Shin Rai International Vocational Institute in devising effective marketing strategies and enhancing their brand image to attract and retain students in an increasingly competitive higher education landscape. Moreover, by identifying the most influential factors, the study can inform targeted interventions aimed at improving enrollment rates and overall institutional success.

3.3 Data Collection Method

The data collection method employed in the present study is crucial to ensuring the reliability and validity of the research findings. This study primarily relies on primary data gathered through the survey method using a structured questionnaire. This approach aligns with recommendations from scholars such as (M.Ranganatham & Harikumar, 2016) , who advocate for the use of surveys due to their cost-effectiveness, ability to maintain respondent anonymity, and potential for eliciting more honest responses compared to other data collection methods.

The utilization of a questionnaire allows the researcher to systematically gather data from a large sample of respondents, thereby ensuring a diverse range of perspectives and insights into the phenomenon under investigation. By employing a Likert scale ranging from 1 to 5, respondents are provided with a structured format for expressing their opinions and perceptions on various aspects related to the research topic. This standardized approach facilitates the quantification and analysis of responses, enabling the researcher to derive meaningful conclusions and insights from the data.

Furthermore, the questionnaire-based survey method offers several advantages over alternative data collection approaches. Firstly, it enables the researcher to efficiently collect data from a geographically dispersed population, thereby enhancing the generalizability of the study findings. Secondly, the anonymity afforded to respondents encourages candid and honest feedback, minimizing social desirability bias and enhancing the reliability of the data collected. Additionally, the structured nature of the questionnaire ensures consistency in data collection procedures, reducing the potential for errors or inconsistencies in responses.

In conjunction with primary data collection, the study also incorporates secondary data obtained from various sources such as internet resources, theses, journals, and international publications. This secondary data serves as a valuable supplement to the primary data collected through surveys, providing additional context, background information, and theoretical insights relevant to the research topic. By drawing upon a diverse array of secondary sources, the researcher can enrich the literature review section of the study and contextualize the primary findings within the broader theoretical and empirical landscape.

Overall, the combination of primary data collected through surveys and secondary data obtained from diverse sources contributes to the robustness and comprehensiveness of the research methodology employed in the present study. By adopting a rigorous and systematic approach to data collection, the researcher endeavors to ensure the validity, reliability, and credibility of the research findings, thereby advancing knowledge and understanding in the field of study.

3.4 Ethical Consideration

During the conduct of this study, prior permission was obtained from the respective school authorities and top management of SRIVI to access the data related to SRIVI necessary for this study and to collect the necessary data from current and former students of SRIVI.

In addition, special care has been taken to ensure that SRIVI's business information does not reach unauthorized parties. It has been informed that the personal information, personal photos, and video files of SRIVI's alumni and current students who participated in the data collection will not be requested. In order to ensure the mental security of the participants and to be able to freely answer their

opinions and views, they were not even asked to include their personal email addresses in the questionnaire.

In addition, the school authorities and students of SRIVI have been informed that the information collected during this study related to SRIVI and the information collected from the students will be used only for this study.

CHAPTER IV

ANALYSIS AND RESULTS

In this chapter, SPSS was utilized to analyze the data in order to achieve the objectives of this study. The initial section of this chapter presents the general information of the respondents, along with descriptive statistics and the reliability of variables. The primary focus of this chapter is to examine the impact factors impact brand awareness on students' enrollment decision making at Shin Rai International Vocational Institute in Yangon, Myanmar.

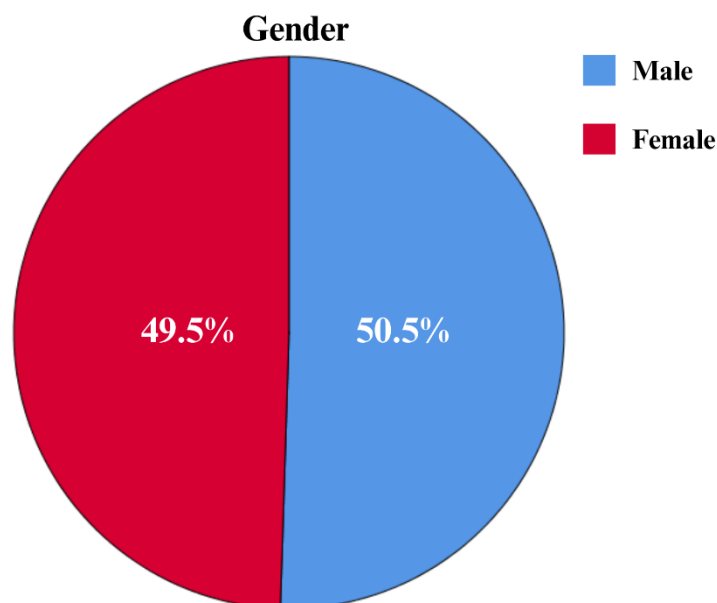
4.1 Description of Population and Sample

In order to aid in the interpretation of the data, the general information of the respondents from Shin Rai International Vocational Institute was gathered throughout the structured questionnaire's administration. Gender, Age groups, Place of residence, Marital status and Education background are only a few of the general characteristics of respondents.

4.1.1 Respondents by Gender

The respondents have two gender groups; male and female. The respondents by genders are described in Figure (4.1) and Table (4.1).

Figure (4.1) Pie chart of gender



Source: Survey data (April, 2024)

Table (4.1) Respondents by Gender

Sr. No.	Gender	Frequency	Percentage
1	Male	101	50.5
2	Female	99	49.5
Total		200	100.0

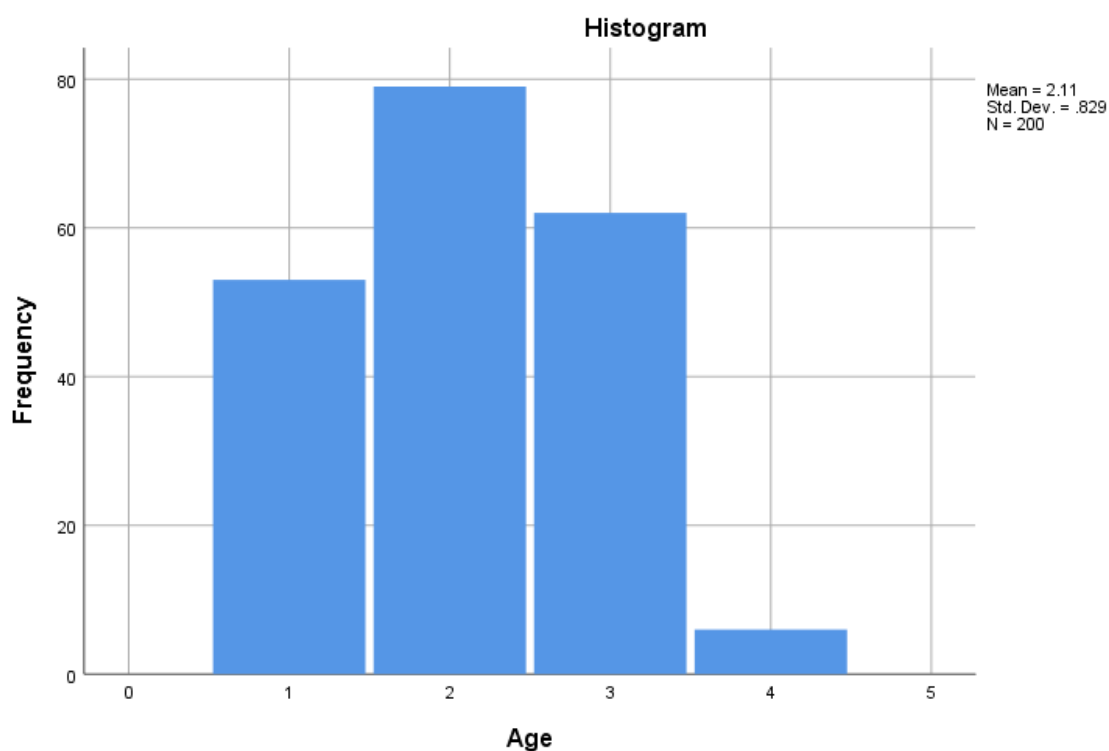
Source: Survey data (April, 2024)

Table (4.1) shows that 50.5% of respondents are men and 49.3% are women, with men constituting the majority of respondents. It is obvious the men make up the majority of the clientele.

4.1.2 Respondents by Age

The respondents are classified into 4 groups: (1) 18 to 25 years, (2) 25 to 35 years, (3) 35 to 45 years, (4) 45 to 50 years as shown in Figure (4.2). No data was collected on people under the age of 18 and over the age of 50. The reason is that depending on the labor market demand, Shin Rai International Vocational Institute has set a minimum age limit and a maximum age limit for enrollment.

Figure (4.2) Histogram of Respondents by Age



Source: Survey data (April, 2024)

Table (4.2) Respondents by Age

Sr. No.	Age (years)	Frequency	Percentage
1	18 to 25	53	26.5
2	25 to 35	79	39.5
3	35 to 45	62	31.0
4	45 to 50	6	3.0
Total		200	100.0

Source: Survey data (April, 2024)

According to the Table (4.2), the age group consisting of 53 students representing 26.5 percents is 18 to 25 years, 79 students representing 39.5 percents is 25 to 35 years, 62 students representing 31.0 percents is 35 to 45 years and 6 students representing 3.0 percents is 45 to 50 years. The age group consisting most of the students is 25 to 35 years.

4.1.3 Respondents by Place of Residence

Respondents were divided into 2 groups based on their place of residence; urban area and rural area. The respondents by place of residences are described in Table (4.3).

Table (4.3) Respondents by Place of Residence

Sr. No.	Place of Residence	Frequency	Percentage
1.	Urban Area	169	84.5
2.	Rural Area	31	15.5
Total		200	100.0

Source: Survey data (April, 2024)

Table (4.3) shows that 84.5% of respondents live in urban area and 15.5% live in rural area, with students who live in urban area constituting the majority of respondents. It is obvious the students who live in urban area make up the majority of the students.

4.1.4 Respondents by Marital Status

The respondents' marital status is divided into five categories: single, married, widowed, divorced and separated. The following Table (4.4) provides information about the number of respondents broken down by marital status.

Table (4.4) Respondents by Marital Status

Sr. No.	Marital Status	Frequency	Percentage
1.	Single	113	56.5
2.	Married	67	33.5
3.	Widowed	1	0.5
4.	Divorced	12	6.0
5.	Separated	7	3.5
Total		200	100.0

Source: Survey data (April, 2024)

According to the Table (4.4), among the respondents, 113 students, accounting for 56.5% of the total, reported their marital status as single. The married group comprises 67 students, representing 33.5% of the respondents. Additionally, one student, constituting 0.5% of the total, reported being widowed, while 12 students (6.0%) indicated that they were divorced. Finally, 7 students, accounting for 3.5% of the total, reported being separated. It is noteworthy that the majority of respondents belong to the single group as shown in Figure (4.3).

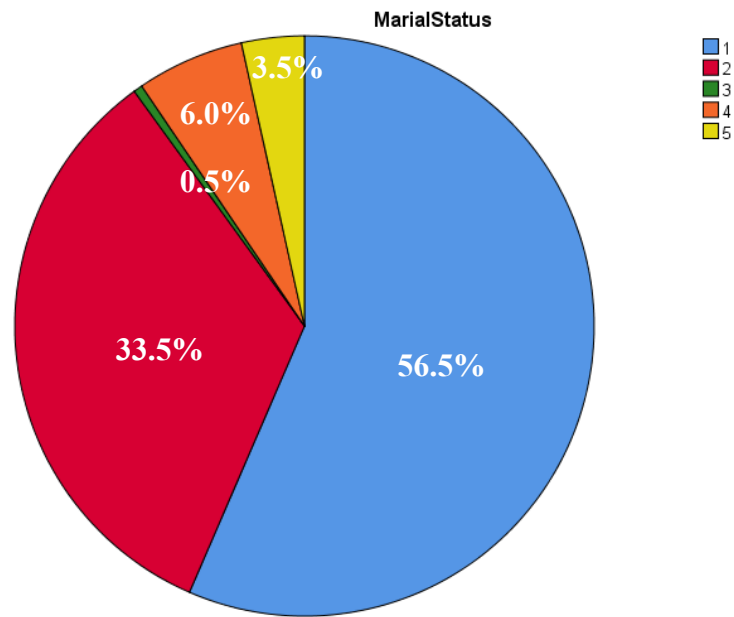


Figure (4.3) Pie Chart of Respondents by Marital Status

Source: Survey data (April, 2024)

4.1.5 Respondents by Educational Background

The respondents' educational backgrounds are divided into four categories: middle school graduate, high school graduate, diploma/ bachelor degree and master degree. The following Table (4.5) displays the number of responders broken down by education level.

Table (4.5) Respondents by Educational Background

Sr. No.	Education Level	Frequency	Percentage
1.	Middle School Graduate	82	41.0
2.	High School Graduate	68	34.0
3.	Diploma/Bachelor Degree	48	24.0
4.	Master Degree	2	1.0
Total		200	100.0

Source: Survey data (April, 2024)

According to the Table (4.5), when collecting information on the education level before enrolling in SRIVI, 82 of the respondents (41 percent) were middle school graduates, 68 students (34 percent) were high school graduates, 48 students (24 percent) were diploma graduates, and 2 percent (1 percent) were master degrees. Majority of the respondents is middle school graduates as shown in Figure (4.4).

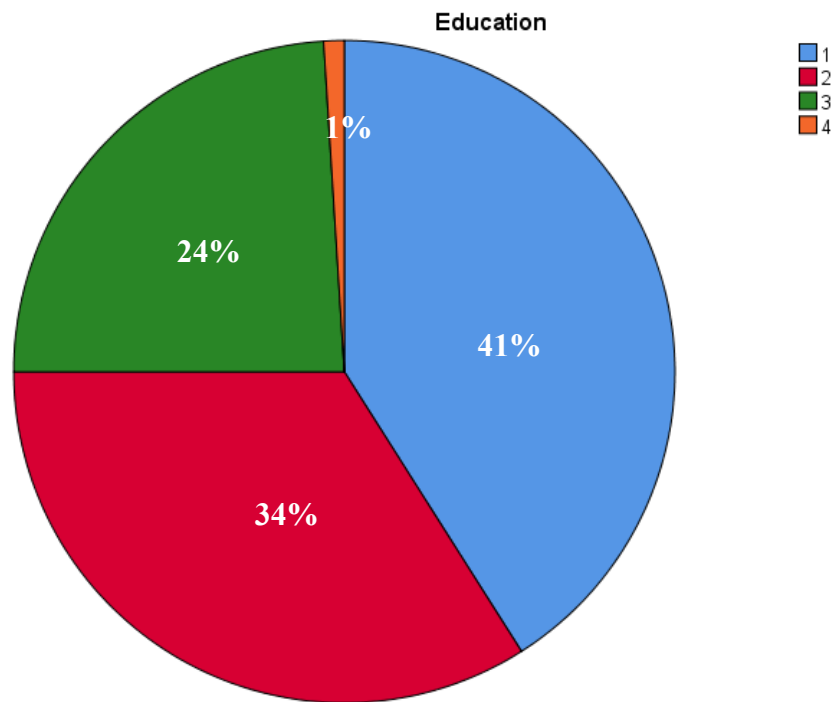


Figure (4.4) Pie Chart of Respondents by Educational Background

Source: Survey data (April, 2024)

4.2 Statistical Analysis and Interpretation of Results

4.2.1 Reliability Test of the Variables

The questionnaire's scales' reliability can be assessed using the Cronbach's alpha reliability test. In this study, students' perceptions regarding TVET educational services, such as brand recognition, brand recall, top-of-mind awareness, and enrollment decision-making, were examined. Each factor comprises a different number of items, and each item is rated on a five-point Likert scale. The reliability analysis table below demonstrates that all items for each variable support acceptable reliability. Subsequently, the variables exhibited an acceptable reliability level 0.7 of (Cronbach, 1951). According to (Sekaran, 2003), a Cronbach's Alpha value exceeding 0.6 is considered moderate, exceeding 0.7 is good, and exceeding 0.8 is excellent. In this study, all independent variables and the dependent variable meet the aforementioned requirements.

Table (4.6) Reliabilities Analysis for Cronbach alpha coefficients of variables

Variables	No. of items	Cronbach's Alpha
Brand Recognition	10	0.858
Brand Recall	10	0.818
Top-of-mind Awareness	10	0.907
Enrollment Decision	7	0.912

Source: Survey data (April, 2024)

In Table (4.6), the results of a reliability analysis conducted using Cronbach's Alpha coefficients for several variables: Brand Recognition, Brand Recall, Top-of-mind Awareness, and Enrollment Decision. These variables were examined in the context of a study aiming to understand their influence on students' enrollment decisions. The Cronbach's Alpha values obtained for each variable indicate the internal consistency reliability of the measurement scales used in the study. Specifically, the Cronbach's Alpha values for Brand Recognition, Brand Recall, Top-of-mind Awareness, and Enrollment Decision are 0.858, 0.818, 0.907, and 0.912, respectively.

Firstly, let's delve into the concept of reliability analysis and Cronbach's Alpha coefficients. Reliability analysis is a statistical method used to assess the consistency and stability of measurement scales or instruments. Cronbach's Alpha is a commonly used measure of internal consistency reliability, indicating the extent to which items within a scale are correlated with one another. A Cronbach's Alpha value closer to 1 suggests higher internal consistency, indicating that the items within the scale are measuring the same underlying construct reliably.

In this study, Cronbach's Alpha coefficients were calculated for each variable: Brand Recognition, Brand Recall, Top-of-mind Awareness, and Enrollment Decision. The results revealed that all Cronbach's Alpha values fell within the acceptable range of 0.8 to 1. This indicates high reliability and strong internal consistency among the items within each variable, suggesting that they effectively measure the intended constructs.

The variables of Brand Recognition, Brand Recall, and Top-of-mind Awareness were treated as independent variables, while Enrollment Decision served as the dependent variable in the study. This indicates that the researchers aimed to examine how variations in brand awareness (independent variables) influence

students' enrollment decisions (dependent variable). By treating these variables accordingly, the study sought to uncover the relationship between brand awareness and enrollment decision-making.

The reliability of the measurement scales used for each variable is crucial for ensuring the validity of the study's findings. The high Cronbach's Alpha values obtained for Brand Recognition, Brand Recall, Top-of-mind Awareness, and Enrollment Decision suggest that the measurement scales are internally consistent and reliable. This implies that the items within each scale are measuring the intended constructs consistently, enhancing the credibility of the study's results.

Moreover, the reliability analysis results indicate that the study's measurement instruments are robust and suitable for investigating the research objectives effectively. By demonstrating strong internal consistency, the study's measurement scales instill confidence in the validity of the findings and the reliability of the research methodology employed.

Furthermore, the reliability analysis findings have practical implications for future research and decision-making processes. Researchers can trust the reliability of the measurement scales used in similar studies, facilitating the replication and extension of findings in different contexts. Additionally, policymakers and practitioners can use the study's findings to inform strategic decisions related to branding and enrollment management in educational institutions.

This reliability analysis conducted using Cronbach's Alpha coefficients provides valuable insights into the internal consistency of measurement scales used in the study. The strong Cronbach's Alpha values obtained for Brand Recognition, Brand Recall, Top-of-mind Awareness, and Enrollment Decision underscore the reliability of the study's measurement instruments. These findings contribute to a deeper understanding of the relationship between brand awareness and enrollment decision-making in the higher education context, ultimately informing both research and practice in the field.

4.3 Students' Perception towards brand awareness with influence factors on enrollment decision-making at SRIVI

This section examines the students' perception on brand awareness with influence factors to make decision to enroll at SRIVI. The five-point Likert scale questionnaire is used to measure the students' perception level on the following

factors. The value for the scales was given as: 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. Thus, the mean value of each statement can range between 1 to 5. It can be assumed that the respondents have more agreement on a particular statement if their mean value for the statement is larger than 3.0. Otherwise, they will have more disagreements.

4.3.1 Brand Recognition

The descriptive analysis of the students' perception on brand recognition of SRIVI including means, standard deviation of each question for brand recognition of SRIVI are also mentioned in Table (4.7).

Table (4.7) Students' Perception on Brand Recognition with influence factors

Sr. No.	Description	Mean	Std. Dev
1	Can you easily find and recognize SRIVI's brand logo among other schools and institutions?	4.22	0.672
2	Do you agree that you chose SRIVI as the best, compared to other vocational schools when choosing to attend vocational courses?	4.37	0.533
3	Do you think that the course fee and payment plan of SRIVI are convenient to participate in the courses, compared to other vocational education schools?	4.37	0.561
4	Did you choose SRIVI as a better option for your career development than other vocational schools?	4.36	0.549
5	Do you think that SRIVI improves the quality of training compared to other vocational schools?	4.37	0.579
6	In choosing SRIVI compared to other schools, do you pay attention to the recommendation of friends, mates, and family members to choose SRIVI?	4.42	0.596

7	Did you think that SRIVI is more suitable to choose among the schools that practice paid apprenticeship dual vocational education system?	4.39	0.565
8	Do you think SRIVI's reputation is good compared to other vocational schools?	4.31	0.603
9	Do you think that SRIVI's course advertisements and dissemination of information for upcoming courses are better than other schools' advertisement and dissemination?	4.01	0.776
10	Do you agree that SRIVI's training facilities are superior to other institutes, so you chose to attend the course?	4.37	0.579
	Overall Mean	4.31	

Source: Survey data (April, 2024)

Table (4.7) presents insightful data regarding respondents' perceptions of brand recognition concerning SRIVI. With an overall average means value of 4.31, the findings indicate a positive outlook among respondents in terms of brand recognition. This positive perception is particularly evident in respondents' views on the influence of friends and family members in choosing SRIVI, as well as the availability of financial aid through SRIVI's paid internship dual vocational system. However, it is crucial for SRIVI to acknowledge the significant influence of parents, relatives, and friends on students, particularly within the context of Burmese culture. Strategic planning in marketing and sales promotion should take into account these cultural factors to effectively engage with prospective students and their support networks.

The highest positive perception observed among respondents regarding the influence of friends and family members highlights the importance of interpersonal relationships in shaping students' decisions regarding education. In many cultural contexts, including Burmese culture, the opinions and recommendations of close acquaintances carry significant weight in decision-making processes. Therefore, SRIVI must recognize the influential role of parents, relatives, and friends and

leverage this influence in its strategic planning efforts. Engaging with these key stakeholders through targeted marketing campaigns, personalized communication, and networking opportunities can enhance SRIVI's brand recognition and appeal.

Similarly, the second-highest positive perception among respondents regarding the availability of financial aid through SRIVI's paid internship dual vocational system underscores the importance of affordability and practical support mechanisms in attracting students. The provision of financial aid, particularly through innovative programs such as paid internships, can significantly alleviate the financial burden on students and make higher education more accessible and attractive. SRIVI should continue to prioritize and expand such initiatives to cater to the diverse financial needs of its student body and enhance its reputation as an institution that cares about student welfare and success.

However, the findings also reveal areas for improvement, particularly in the realm of advertisement or promotion. Despite respondents' positive perceptions of SRIVI's superiority over other schools, the mean value for this aspect was the lowest compared to other questions. This suggests a gap or discrepancy between SRIVI's perceived strengths and its ability to effectively communicate them through advertising and promotional activities. Consequently, SRIVI should undertake a comprehensive review of its marketing and sales promotion strategies to identify areas for enhancement and refinement.

To address this gap, SRIVI should consider implementing targeted marketing campaigns that highlight its unique selling points, strengths, and competitive advantages. Leveraging digital marketing channels, social media platforms, and online advertising can help SRIVI reach its target audience more effectively and convey its value proposition in a compelling and engaging manner. Additionally, investing in market research and consumer insights can provide valuable data and feedback to inform marketing strategy development and optimization.

Furthermore, SRIVI should explore opportunities for collaboration and partnerships with industry stakeholders, alumni networks, and educational associations to amplify its promotional efforts and reach a wider audience. Engaging with influencers, thought leaders, and brand ambassadors can also enhance SRIVI's visibility and credibility in the education sector. By continuously refining its marketing and sales promotion strategies based on data-driven insights and market

trends, SRIVI can strengthen its brand recognition and competitive position in the higher education landscape.

H1: There is an impact of brand recognition on students' enrollment decision-making.

4.3.2 Brand Recall

The descriptive analysis of the students' perception on brand recall of SRIVI including means, standard deviation of each question for brand recall of SRIVI are also mentioned in Table (4.8).

Table (4.8) Students' Perception on Brand Recall with influence factors

Sr. No.	Description	Mean	Std. Dev
1	Do you think SRIVI is the right choice to take up any vocational course that suits you?	4.29	0.623
2	When considering European-linked vocational education courses, is Shin Rai International Vocational Institute (SRIVI) your first thought?	4.29	0.690
3	Do you agree that SRIVI's course fee is reasonable and the plan and types of payment for the course fee are convenient, so that you decided to attend the course?	4.29	0.562
4	Have you considered SRIVI as a priority when choosing to attend a course for your career development?	4.36	0.548
5	Have you ever thought that you should attend courses at SRIVI to improve your quality and skills?	4.07	0.723
6	Have you considered your parents' or friends' recommendation to attend SRIVI when considering vocational courses that lead to overseas employment opportunities?	4.31	0.666
7	Do you think that having sufficient financial support to cover the course fees was the reason for	4.29	0.690

	choosing SRIVI?		
8	Do you think SRIVI's reputation is already spreading among the masses?	4.05	0.759
9	Have you ever remembered SRIVI when you see advertisements for vocational training courses that improve job opportunities abroad?	4.33	0.593
10	Have you ever thought of SRIVI as an International Standard Vocational School with Complete Training Facilities?	4.39	0.565
	Overall Mean	4.26	

Source: Survey data (April, 2024)

The data from Table (4.8) provides valuable insights into respondents' perceptions of SRIVI's brand recall. With an overall average means value of 4.26, it indicates a generally positive outlook among respondents. This positive perception is particularly evident in respondents' views on SRIVI's training facilities and career development opportunities. Such findings are crucial for SRIVI as they underscore the importance of maintaining and enhancing these aspects of their institution to meet the expectations of their target audience effectively.

The highest positive perception observed among respondents towards SRIVI's training facilities highlights the significance of this aspect in shaping their overall brand recall. It indicates that respondents highly value the quality and availability of training facilities at SRIVI, suggesting that these facilities play a pivotal role in their perception of the institution. As such, SRIVI should prioritize the maintenance and improvement of its training facilities to ensure they remain comprehensive and meet the evolving needs of students.

Furthermore, the second-highest positive perception among respondents towards SRIVI's career development offerings underscores the importance of this aspect in enhancing brand recall. It suggests that respondents recognize the value of SRIVI's career development programs and services in supporting their professional growth and advancement. Therefore, SRIVI should continue to invest in and expand

its career development initiatives to provide students with ample opportunities for skill-building, networking, and career progression.

In light of these findings, SRIVI should heed the recommendations derived from the analysis. Firstly, maintaining and enhancing the institution's training facilities should be a priority. This entails not only ensuring the physical infrastructure is up to par but also investing in cutting-edge technology, equipment, and resources to provide students with a conducive learning environment. Additionally, SRIVI should explore ways to expand and diversify its course offerings in line with labor market demands.

The suggestion to offer short-term and long-term courses on modern technology and vocational education aligns with the evolving needs of students and the demands of the labor market. By providing relevant and industry-aligned programs, SRIVI can equip students with the skills and knowledge needed to thrive in today's competitive job market. Moreover, such initiatives demonstrate SRIVI's commitment to meeting the evolving needs of its students and stakeholders, thereby enhancing its reputation and standing in the education sector.

Overall, the insights gleaned from Table (4.8) serve as valuable guidance for SRIVI in strengthening its brand recall and positioning itself as a leading institution in the education landscape. By prioritizing investments in training facilities and expanding its course offerings in alignment with market demands, SRIVI can ensure it remains a preferred choice for prospective students seeking quality education and promising career opportunities.

H2: There is an impact of brand recall on students' enrollment decision-making.

4.3.3 Top-of-mind Awareness

The descriptive analysis of the students' perception on top-of-mind awareness of SRIVI including means, standard deviation of each question for top-of-mind awareness of SRIVI are also mentioned in Table (4.9).

Table (4.9) Students' Perception on Top-of-mind Awareness with influence factors

Sr. No.	Description	Mean	Std. Dev
1	If you were to compare SRIVI to other similar schools for the course you are currently attending or have attended, do you agree that you would definitely choose SRIVI again?	4.31	0.513
2	Do you agree that choosing SRIVI's course programs among the schools which are affiliated with foreign organizations abroad gives you confidence and satisfaction?	4.35	0.545
3	Do you agree that the fees and payment methods charged at SRIVI, if reasonable and correct, will increase your confidence and satisfaction?	4.31	0.588
4	Do you agree that you have encouraged others to attend as you believe that attending the course at SRIVI will improve your career prospects?	4.38	0.536
5	Do you agree that you have a strong belief that SRIVI can contribute to the improvement of your ability?	4.39	0.538
6	Do you feel that your trust in SRIVI has been strengthened by the compliments from acquaintances or parents that SRIVI's vocational training courses are excellent?	4.33	0.594
7	Do you agree that the fact that the course you attend at SRIVI can lead to job opportunities and increased income strengthens your trust in SRIVI?	4.32	0.519
8	Do you agree that SRIVI's position and reputation is very good in your mind?	4.35	0.547
9	Every time you see advertisements for the opening of SRIVI's new training program, do you agree that	4.38	0.526

	you are usually sharing this information with friends, colleges and family member in confidence and encouraging them to attend?		
10	. Do you agree that SRIVI's comprehensive training facilities have given you full satisfaction?	4.40	0.540
	Overall Mean	4.35	

Source: Survey data (April, 2024)

Table (4.9) provides valuable insights into respondents' perceptions of top-of-mind awareness, particularly regarding SRIVI. With an overall average means value of 4.35, the findings indicate a positive outlook among respondents regarding top-of-mind awareness. This positive perception is particularly evident in respondents' views on SRIVI's comprehensive training facilities, as well as SRIVI's potential to enhance students' abilities. These findings underscore the significance of training facilities and educational quality in influencing enrollment decision-making processes.

Respondents' highest positive perception regarding SRIVI's comprehensive training facilities highlights the pivotal role of infrastructure and resources in shaping students' perceptions and preferences. Access to state-of-the-art facilities, advanced equipment, and modern learning environments can significantly enhance the educational experience and attract prospective students seeking high-quality education and training. Therefore, it is imperative for SRIVI to prioritize the maintenance and enhancement of its teaching and training facilities to ensure they remain competitive and aligned with industry standards and student expectations.

Moreover, respondents' second-highest positive perception regarding SRIVI's potential for improving students' abilities underscores the importance of academic and skill development initiatives in fostering student success and employability. SRIVI should prioritize initiatives aimed at enhancing students' aptitude and abilities through tailored educational programs, experiential learning opportunities, and skill-building workshops. By equipping students with the necessary knowledge, skills, and competencies to excel in their chosen fields, SRIVI can enhance its reputation as a provider of high-quality education and improve its attractiveness to prospective students.

In the context of top-of-mind awareness and enrollment decision-making, the completion and maintenance of training facilities emerge as crucial factors.

Prospective students often base their enrollment decisions on factors such as the availability of resources, the reputation of educational institutions, and the perceived value of the educational experience. Therefore, SRIVI must prioritize investments in its teaching and training facilities to ensure they meet the evolving needs and expectations of students and remain competitive in the higher education landscape.

Furthermore, SRIVI should focus on continuous improvement and innovation in its educational offerings to enhance students' aptitude and abilities. This can be achieved through curriculum updates, integration of cutting-edge technologies, and partnerships with industry stakeholders to ensure alignment with current market demands and trends. By offering relevant and up-to-date educational programs, SRIVI can attract a diverse range of students and enhance its reputation as a leader in vocational education and training.

Additionally, SRIVI should consider the role of training facilities and educational quality in shaping students' perceptions and decision-making processes. Positive perceptions of comprehensive training facilities and opportunities for skill development can significantly influence prospective students' enrollment decisions. Therefore, SRIVI should leverage these strengths in its marketing and recruitment efforts to effectively communicate its value proposition and differentiate itself from competitors.

The findings from Table (4.9) highlight the importance of training facilities and educational quality in shaping top-of-mind awareness among prospective students. By prioritizing investments in teaching and training facilities and focusing on continuous improvement in educational offerings, SRIVI can enhance its attractiveness to prospective students and strengthen its position in the higher education market.

H3: There is an impact of top-of-mind awareness on students' enrollment decision-making.

4.3.4 Enrollment Decision Making

The descriptive analysis of the students' perception on enrollment decision making at SRIVI including means, standard deviation of each question for enrollment decision at SRIVI are also mentioned in Table (4.10).

Table (4.10) Students' Perception on Enrollment Decision Making

Sr. No.	Description	Mean	Std. Dev
1	I am interested in pursuing my study at private technical and vocational higher education institution.	4.43	0.553
2	I was eager to enroll for SRIVI's technical and vocational programs.	4.41	0.560
3	I was eager to enroll for SRIVI's technical and vocational programs.	4.46	0.548
4	My decision could affect financially, emotionally, philosophically, or even ideologically for the enrollment in TVET program.	4.47	0.549
5	I will recommend the SRIV's I chose to my friend.	4.71	0.509
6	The chance of furthering my study at a SRIV's is high.	4.51	0.549
7	I like to learn in a Technical & Vocational Training Institute.	4.62	0.526
	Overall Mean	4.51	

Source: Survey data (April, 2024)

Table (4.10) presents valuable insights into respondents' perceptions of enrollment decision-making at SRIVI, with an overall average means value of 4.51 indicating a positive outlook among respondents. The findings reveal that respondents are particularly inclined to encourage their friends to choose SRIVI and express a strong preference for learning in a technical and vocational training college or institute. These findings underscore the significance of social influence, word-of-mouth marketing, and the appeal of vocational education in shaping enrollment decisions.

Respondents' highest positive perception regarding encouraging their friends to choose SRIVI highlights the influential role of social networks and peer recommendations in enrollment decision-making processes. Friends and family members often play a crucial role in shaping students' perceptions and preferences regarding educational institutions, as their recommendations are trusted and valued by prospective students. Therefore, SRIVI must recognize the importance of leveraging social influence and word-of-mouth marketing strategies to enhance brand awareness and attract prospective students.

Furthermore, respondents' second-highest positive perception regarding the preference for learning in a technical and vocational training college or institute underscores the growing demand for vocational education programs among students, particularly in Myanmar. As vocational education is increasingly recognized as a pathway to gainful employment and career advancement, students are showing greater interest in technical and vocational training programs that offer practical skills and industry-relevant knowledge. Therefore, SRIVI should seize this opportunity to expand its vocational education offerings and align them with the needs and aspirations of students.

In light of these findings, SRIVI must consider the influence of friends and family members in enrollment decision-making processes and prioritize initiatives aimed at harnessing social networks and peer recommendations to promote its educational programs. Building strong relationships with current students, alumni, and community stakeholders can facilitate word-of-mouth marketing and enhance SRIVI's reputation as a preferred educational destination.

Moreover, SRIVI should capitalize on the growing demand for vocational education by expanding its vocational education programs and diversifying its course offerings to cater to the needs of a diverse student population. By providing high-quality vocational education programs that align with industry standards and market demands, SRIVI can position itself as a leader in vocational education and attract a greater number of prospective students seeking practical skills and career-focused training.

Additionally, SRIVI should focus on enhancing its marketing and recruitment strategies to effectively communicate the value proposition of its vocational education programs and differentiate itself from competitors. This can be achieved through

targeted advertising campaigns, outreach initiatives, and engagement with key stakeholders to raise awareness and generate interest in SRIVI's offerings.

The findings from Table (4.10) highlight the importance of social influence, word-of-mouth marketing, and vocational education in shaping enrollment decision-making at SRIVI. By leveraging social networks, expanding vocational education offerings, and enhancing marketing strategies, SRIVI can attract a diverse range of prospective students and strengthen its position as a preferred educational institution in Myanmar.

4.3.3 *Analysis of the Overall Mean Values of Students' Perception*

The results of descriptive analysis including overall means of student's perception on brand awareness of SRIVI and Enrollment decision making are also mention in Table (4.11).

Table (4.11) Summary of Students' Perception

Sr. No.	Description	Overall Mean Value
1	Brand recognition	4.31
2	Brand recall	4.26
3	Top-of-mind awareness	4.35
4	Enrollment decision	4.51

Source: Survey data (April, 2024)

Table (4.11) provides valuable insights into respondents' perceptions of brand awareness at SRIVI, revealing generally positive or high levels of perception across all types of brand awareness. The mean values for these factors are consistently higher than 4, indicating a favorable view among respondents. Notably, top-of-mind awareness emerges as the most prominent aspect of brand awareness, with the highest mean value among the various types assessed. This suggests that a significant proportion of students hold a highly positive perception of SRIVI's top-of-mind awareness.

The prominence of top-of-mind awareness among respondents underscores its importance as a key driver of brand recognition and recall among students. When an educational institution such as SRIVI occupies a prominent position in students' minds, it enhances its visibility, relevance, and appeal, ultimately strengthening its brand identity and reputation. Therefore, SRIVI must recognize the significance of

top-of-mind awareness and continue to invest in initiatives aimed at maintaining and enhancing its prominence among students.

Moreover, the positive correlation between SRIVI's top-of-mind awareness and students' enrollment decision-making processes is evident from the overall mean value of 4.51 for enrollment decisions. This indicates that students' perceptions of SRIVI's brand awareness exert a tangible influence on their decisions to enroll in the institution. As SRIVI gains traction in terms of top-of-mind awareness, it concurrently experiences a positive impact on enrollment numbers and student recruitment efforts.

The findings underscore the importance of brand awareness in driving student enrollment decision-making and highlight the need for SRIVI to prioritize brand building initiatives. By cultivating a strong and distinctive brand identity, SRIVI can effectively differentiate itself from competitors, enhance its market positioning, and attract a greater number of prospective students. This entails leveraging various channels and platforms to communicate SRIVI's unique value proposition, academic offerings, and institutional strengths to target audiences.

Furthermore, SRIVI should adopt a multi-faceted approach to brand building that encompasses both traditional and digital marketing strategies. This may include enhancing the institution's online presence through social media platforms, website optimization, and targeted digital advertising campaigns to reach and engage with prospective students effectively. Additionally, SRIVI should invest in offline channels such as campus events, career fairs, and community outreach initiatives to raise awareness and generate interest among students and stakeholders.

The findings from Table (4.11) underscore the critical role of brand awareness, particularly top-of-mind awareness, in shaping student enrollment decision-making at SRIVI. By prioritizing brand building initiatives and maintaining a strong presence in students' minds, SRIVI can enhance its competitiveness, attract a larger pool of prospective students, and achieve its enrollment goals. Therefore, SRIVI must continue to invest in strategies aimed at cultivating and strengthening its brand identity to remain a preferred choice among students in the educational landscape.

4.3.3 Analysis of the impact of brand awareness on students' enrollment decision-making

In the analysis each type of brand awareness with influence factors on students' enrollment decision-making is applied to test the connection between independent variables (Brand Recognition, Brand Recall and Top-of-mind awareness) and dependent variable students' enrollment decision making. R Square value is 0.689. The Adjusted R Square value indicates the proportional of variance in dependent variable (average value of student enrollment decision making) that is predicted by 3 perception values (independent variables). In this case, it can be interpreted that 68.4% of the variation in students' enrollment decision making is caused by changes in independent variables; average values of 3 perception on enrollment decision-making.

The regression model can be written as:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3$$

Where, Y is for average of value of enrollment decision making, dependent variable of regression model, a is the regression constant of the equation, X_1 is for Average value of Brand Recognition, X_2 is for Average value of Brand Recall and X_3 is for Average value of Top-of-mind Awareness, which are independent variables or predictors. b_1 is the regression coefficient for Brand Recognition, b_2 is the regression coefficient for Brand Recall and b_3 is the regression coefficient for Top-of-mind awareness.

According to Table (4.12), brand recognition and top-of-mind awareness have significant positive relationship with students' enrollment decision-making because their significant values are less than 0.05. However, brand recall has not strongly significant relationship with students' enrollment decision making because its significant value is greater than 0.05. Since b_1 is (0.172), b_2 is (0.147) and b_3 is (0.657), which are regression coefficients of the model and the regression equation is:

$$Y = 0.171X_1 + 0.147X_2 + 0.657X_3$$

Top-of-mind awareness has the most effect on students' enrollment decision-making because its standardized coefficient is 0.602 which indicates that top-of-mind awareness has strongly positive relationship. Therefore, SRIVI should emphasize on the influence factors of top-of-mind awareness to increase high enrollment rate.

Table (4.12) Impact factor of brand awareness on enrollment decision making

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	0.295	0.208		1.419	0.157		
Brand Recognition	0.172**	0.71	0.156	2.436	0.016	0.338	2.579
Brand Recall	0.145	0.79	0.132	1.826	0.069	0.302	3.315
Top-of-mind Awareness	0.657***	0.71	0.602	9.318	0.000	0.380	2.635
R Square	0.689						
Adjusted R Square	0.684						
F Value	144.872***						
Durbin-Watson	1.948						

Source: Survey data (April, 2024)

*** Significant at the 0.01 level, ** Significant at the 0.05 level.

Table (4.12) presents a comprehensive analysis of the regression coefficients associated with brand recognition, brand recall, and top-of-mind awareness in relation to students' enrollment decision-making at SRIVI. The significance levels of these coefficients provide valuable insights into the extent to which each type of brand awareness influences enrollment decisions.

The regression coefficient for brand recognition, significant at the 5% significance level with a coefficient of 0.172, suggests that for every one-unit increase in brand recognition, students' enrollment decision-making increases by 0.172 units. This indicates that a stronger recognition of SRIVI's brand positively impacts students' propensity to enroll in the institution.

Similarly, the regression coefficient for brand recall, significant at the 10% significance level with a coefficient of 0.145, implies that an increase of one unit in

brand recall results in a 0.145-unit increase in students' enrollment decision-making. While slightly lower in magnitude compared to brand recognition, brand recall still exerts a notable influence on enrollment decisions.

Of particular significance is the regression coefficient for top-of-mind awareness, significant at the 1% significance level with a coefficient of 0.657. This indicates that for every one-unit increase in top-of-mind awareness, students' enrollment decision-making increases substantially by 0.657 units. Top-of-mind awareness emerges as the most influential factor, exerting a pronounced impact on students' enrollment decisions at SRIVI.

Furthermore, the Durbin-Watson value of 1.948 falls within the range of 1.54 to 2.46, indicating the absence of autocorrelation in the regression model. This suggests that the residuals in the model are uncorrelated, validating the reliability of the regression results.

Moreover, all tolerance values exceed 0.1, and all variance inflation factor (VIF) values are less than 10, indicating the absence of multicollinearity between independent variables. This signifies that each independent variable contributes unique explanatory power to the regression model without being redundant or correlated with other variables.

In light of these findings, SRIVI is advised to prioritize the maintenance and enhancement of top-of-mind awareness among students. Strengthening initiatives aimed at increasing brand recognition and recall should also be pursued to further bolster enrollment decision-making. Additionally, SRIVI should focus on providing comprehensive training facilities and programs to enhance students' aptitude and abilities, thereby aligning educational offerings with labor market demands.

Expanding technical and vocational education programs can further enrich students' career prospects and contribute to their long-term success. Furthermore, recognizing the influence of friends and family members in students' decision-making processes, SRIVI should incorporate this aspect into its sales promotion strategies to maximize outreach and engagement.

The regression analysis presented in Table (4.12) underscores the significant impact of brand recognition, brand recall, and top-of-mind awareness on students' enrollment decision-making at SRIVI. By leveraging these insights and addressing the recommendations outlined, SRIVI can effectively enhance its brand presence, attract a

larger pool of prospective students, and achieve its enrollment objectives in the competitive educational landscape.

H4: Influence brand awareness factors effect on decision to enroll.

CHAPTER V

CONCLUSION

In this chapter, the structure comprises three distinct sections. The first segment delineates the findings of the research, elucidating the rationale behind the study, the specific facets of the problem under consideration, and the resultant outcomes. It encapsulates an in-depth exploration of the various brand awareness factors and influencing variables that impact students' enrollment decision-making processes. The second part delineates recommendations derived from the findings, offering actionable insights and strategic suggestions to address identified issues or capitalize on opportunities. Finally, the chapter concludes with a discussion on the imperative for further research, highlighting areas of inquiry that warrant deeper exploration or refinement. By delineating these components, the chapter provides a comprehensive overview of the research process, findings, implications, and avenues for future investigation, thereby contributing to the scholarly discourse on the subject matter.

5.1 Findings and Discussions

5.1.1 Impact of Brand awareness on Enrollment Decision-Making

The findings of this study underscore the significant role played by brand awareness comprising brand recognition, brand recall, and top-of-mind awareness in shaping students' enrollment decisions. Analysis of the data presented in Table (4.11) reveals compelling insights into the perceived impact of brand awareness on enrollment choices. Across all dimensions of brand awareness, including brand recognition, brand recall, and top-of-mind awareness, the mean values exceeded 4, indicating a generally positive perception among respondents. Notably, top-of-mind awareness emerged as the most salient factor, boasting the highest overall mean value among the brand awareness metrics examined. This suggests that SRIVI has effectively established itself in the forefront of students' consciousness, a commendable feat in the competitive landscape of higher education. Moreover, the respondents' perceptions regarding enrollment decisions yielded an overall mean value of 4.51, indicative of a favorable inclination towards SRIVI. This convergence

of high brand awareness scores and positive enrollment decision ratings underscores the potent influence wielded by brand awareness on students' enrollment choices. It is evident that SRIVI's concerted efforts to cultivate brand awareness have yielded tangible dividends, bolstering its appeal and resonance with prospective students. Consequently, the study affirms the pivotal role of brand awareness in navigating the complex decision-making processes inherent in enrollment choices. The implications of these findings are manifold. Firstly, they underscore the imperative for SRIVI to sustain its brand-building initiatives and further enhance its visibility and recognition among its target audience. As evidenced by the robust correlation between brand awareness and enrollment decisions, a strong brand presence is indispensable for attracting and retaining students in today's competitive educational landscape. Therefore, SRIVI must continue to invest in strategic branding efforts aimed at fortifying its market positioning and fostering a compelling value proposition for prospective students.

Furthermore, the study underscores the need for ongoing monitoring and evaluation of brand awareness metrics to gauge the efficacy of SRIVI's branding endeavors. By systematically tracking changes in brand recognition, recall, and top-of-mind awareness over time, SRIVI can glean valuable insights into the evolving perceptions and preferences of its target demographic. Armed with this intelligence, the institution can recalibrate its branding strategies and messaging to align more closely with students' evolving needs and aspirations. Additionally, the study highlights the importance of aligning brand-building initiatives with broader institutional objectives and values. Beyond mere visibility and recognition, SRIVI must strive to imbue its brand identity with attributes that resonate deeply with students' aspirations and expectations. By articulating a compelling narrative that encapsulates SRIVI's unique value proposition, mission, and commitment to student success, the institution can forge deeper emotional connections with its target audience, thereby fostering greater loyalty and engagement.

The findings of this study underscore the pivotal role of brand awareness in shaping students' enrollment decisions. By cultivating a strong brand presence characterized by robust brand recognition, recall, and top-of-mind awareness, SRIVI can enhance its appeal and competitiveness in the higher education landscape. Moving forward, SRIVI must remain vigilant in its brand-building efforts, continually striving to elevate its brand visibility, resonance, and relevance among its target

audience. By doing so, SRIVI can position itself as a preferred destination for students seeking quality education and transformative learning experiences.

5.1.2 Most Influence Factors of Brand Awareness on Enrollment Decision-Making

In this study delves into the multifaceted dynamics of enrollment decision-making within higher education institutions, with a particular focus on the role of brand awareness and its influencing factors. Three distinct types of brand awareness (Brand Recognition, Brand Recall, and Top-of-Mind Awareness) are examined alongside a comprehensive array of influencing factors, including Course/Program offerings, Cost/Fee Structure, Career prospects, Aptitude/Abilities development, Friend/Parents Influence, Financial Aid availability, Institute Reputation, Advertisement/Promotion strategies, and Training Facilities.

Brand Recognition, the first dimension of brand awareness investigated in the study, emerged as a significant determinant of enrollment decision-making. Notably, the influence of friends and family members, along with the availability of financial aid, emerged as the most influential factors in this regard. This finding underscores the pivotal role of social networks and financial support systems in shaping prospective students' perceptions and choices regarding educational institutions. Moreover, it highlights the importance of cultivating positive relationships and providing accessible financial assistance to enhance brand recognition and attract potential enrollees.

Turning to Brand Recall, the study identified SRIVI's training facilities and its capacity to offer career development opportunities as key influencers in enrollment decision-making processes. These findings underscore the critical importance of tangible resources and practical initiatives in reinforcing brand recall and fostering student engagement. By emphasizing the significance of hands-on training and career-oriented programs, educational institutions can bolster their brand recall among prospective students, thereby positioning themselves as preferred choices in the competitive higher education landscape.

In the realm of Top-of-Mind Awareness, the study unearthed the pivotal role of SRIVI's comprehensive training facilities and its ability to enhance students' aptitude and abilities as primary influencers in enrollment decision-making. This underscores the importance of maintaining state-of-the-art facilities and implementing

innovative pedagogical approaches to ensure that the institution remains top-of-mind among prospective students. Furthermore, the emphasis on skill development and academic excellence aligns with contemporary educational trends, wherein institutions strive to equip students with the competencies needed to thrive in a rapidly evolving global marketplace.

This study elucidates the multifaceted interplay between brand awareness and enrollment decision-making, highlighting several key findings. Firstly, the completeness of SRIVI's Training Facilities emerges as a critical factor across all dimensions of brand awareness, underscoring the centrality of infrastructure and resources in shaping students' perceptions and preferences. Additionally, the availability of financial assistance and the influence of social networks play pivotal roles in influencing brand recognition, emphasizing the need for inclusive financial aid policies and targeted outreach efforts. Moreover, SRIVI's focus on career development and skills enhancement resonates strongly with prospective students, reinforcing the institution's brand recall and top-of-mind awareness.

Furthermore, the study underscores the importance of contextual factors, such as cultural norms and societal expectations, in shaping enrollment decision-making processes. The influence of friends and family members, particularly in cultures like Burma, underscores the significance of interpersonal relationships and community dynamics in educational choices. By acknowledging and leveraging these cultural nuances, educational institutions can tailor their marketing strategies and outreach initiatives to resonate more effectively with target audiences.

This study provides valuable insights into the complex interplay between brand awareness and enrollment decision-making within the higher education sector. By identifying key influencers and elucidating their impact on students' perceptions and choices, the findings offer actionable recommendations for educational institutions seeking to enhance their recruitment strategies and bolster their competitive position in the marketplace. Through targeted investments in facilities, financial aid, and career development initiatives, institutions can cultivate strong brand awareness and foster lasting connections with prospective students, thereby driving enrollment growth and organizational success.

5.2 Suggestions and Recommendations

The findings presented in Table (4.7) shed light on SRIVI's Advertisement and Promotion section, indicating that while it is generally accepted by most respondents, its mean value falls slightly below that of other items. To address this disparity and bolster SRIVI's promotional efforts, several strategic recommendations can be proposed.

First and foremost, SRIVI should embark on a comprehensive review of its current advertising and promotional strategies to identify areas for improvement and optimization. This entails conducting a thorough analysis of the effectiveness of existing campaigns, channels, and messaging in reaching and resonating with the target audience. Utilizing tools such as audience segmentation, demographic analysis, and consumer behavior studies can provide valuable insights into the preferences, needs, and motivations of prospective students, enabling SRIVI to tailor its promotional efforts more effectively.

Moreover, SRIVI should consider diversifying its advertising and promotional channels to maximize reach and engagement. While traditional channels such as print media, radio, and television advertising remain relevant, the proliferation of digital platforms and social media channels offers unprecedented opportunities for targeted outreach and audience engagement. By leveraging digital marketing channels, including social media advertising, search engine optimization (SEO), and content marketing, SRIVI can enhance its visibility, brand awareness, and engagement among its target demographic. Additionally, investing in mobile marketing initiatives and responsive website design can optimize the user experience and accessibility for prospective students browsing on smartphones and other mobile devices.

Furthermore, SRIVI should prioritize storytelling and narrative-driven marketing approaches to convey its unique value proposition and brand identity effectively. By crafting compelling narratives that resonate with the aspirations, values, and interests of prospective students, SRIVI can differentiate itself from competitors and forge emotional connections with its target audience. Leveraging authentic testimonials, success stories, and student testimonials can humanize the brand and instill trust and credibility among prospective students and their families.

Additionally, SRIVI should explore opportunities for collaboration and partnerships with industry stakeholders, alumni networks, and educational

associations to amplify its promotional efforts and reach a wider audience. Engaging with influencers, thought leaders, and brand ambassadors can also enhance SRIVI's visibility and credibility in the education sector. By harnessing the power of peer recommendations and social proof, SRIVI can leverage word-of-mouth marketing to extend its reach and influence within the community.

Lastly, SRIVI should prioritize data-driven decision-making and performance measurement to evaluate the effectiveness of its advertising and promotional initiatives continually. Implementing key performance indicators (KPIs), metrics, and analytics tools can provide valuable insights into the ROI of marketing campaigns, audience engagement levels, and conversion rates. By regularly monitoring and analyzing campaign performance data, SRIVI can identify areas for optimization, refinement, and reallocation of resources to maximize impact and ROI.

By adopting a strategic and integrated approach to advertising and promotion, SRIVI can enhance its visibility, brand awareness, and competitive position in the higher education landscape. By leveraging digital marketing channels, diversifying promotional strategies, fostering strategic partnerships, and prioritizing data-driven decision-making, SRIVI can effectively engage prospective students, differentiate itself from competitors, and drive enrollment growth in Myanmar's dynamic education market.

5.4 Suggestions for Further Research

The study in question offers valuable insights into the influence of brand awareness on enrollment decision-making within the context of SRIVI. However, it is essential to acknowledge certain limitations and opportunities for future research to enrich our understanding of this complex phenomenon.

One notable limitation of the study is the omission of the school's location as a factor influencing enrollment decisions. While the study comprehensively examines various aspects of brand awareness and their impact on student choices, the geographic proximity of the school is a crucial consideration for many prospective students. Future research endeavors could incorporate the geographical factor into the analysis to provide a more holistic understanding of enrollment decision-making processes.

Moreover, the study primarily focuses on assessing the impact of SRIVI's brand awareness among students already attending the institution. While this provides

valuable insights into the effectiveness of SRIVI's branding strategies, it may not capture the perspectives of potential students who have not yet enrolled. Future research could broaden its scope to include the perceptions of prospective students who are considering multiple technical and vocational schools, thereby offering a comparative analysis of different institutions' brand appeal.

Additionally, the study lacks comparative analyses with other technical and vocational schools in Myanmar. While the examination of SRIVI's brand awareness is undoubtedly insightful, a comparative study would provide valuable benchmarks and insights into the institution's competitive position within the market. By analyzing how SRIVI's brand awareness measures up against that of its competitors, stakeholders can gain a clearer understanding of the institution's market share and brand strength.

Moving forward, future research endeavors should aim to address these limitations and explore new avenues for inquiry. Comparative studies with other technical and vocational colleges or universities in Myanmar would offer valuable insights into the broader landscape of technical education in the country. By examining factors such as brand recognition, recall, and top-of-mind awareness across multiple institutions, researchers can identify patterns, trends, and areas for improvement within the sector.

Furthermore, future research could delve deeper into the factors influencing enrollment decisions beyond brand awareness. Exploring variables such as program offerings, faculty expertise, extracurricular activities, and alumni success stories could provide a more comprehensive understanding of students' decision-making processes. By adopting a multidimensional approach to analyzing enrollment decisions, researchers can uncover nuanced insights that inform strategic planning and institutional development initiatives.

In conclusion, while the study offers valuable insights into the impact of brand awareness on enrollment decision-making at SRIVI, there are several avenues for future research to explore. By addressing the limitations outlined above and adopting a broader, more comparative approach, researchers can enhance our understanding of enrollment dynamics within the technical and vocational education sector in Myanmar. This, in turn, can inform more effective branding strategies, recruitment efforts, and institutional enhancements that benefit both students and educational institutions alike.

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Appendix:

Survey Questionnaire

Demographic

D1. Age Group :

1. 18 – 25 years
2. 25 – 35 years
3. 35 – 45 years
4. 45 – 50 years

D2. Gender:

1. Male
2. Female

D3. Place of Residence :

1. Urban Area
2. Rual Area

D4. Marital Status :

1. Singal
2. Married
3. Widowed
4. Divorced
5. Separated

D5. Education Background :

1. Middle School graduate
2. High School Graduate
3. Diploma/Bachelor Degree
4. Master Degree
5. Doctoral Degree

(1) Brand Recognition

QBRN1. Can you easily find and recognize SRIVI's brand logo among other schools and institutions?

1. Don't remember at all.
2. Hard to find.
3. Not so sure.
4. Searchable.

5. Easy to find and remember.

Brand Recognition (Course Program) → Enrollment Decision Making

QBRN2. Do you agree that you chose SRIVI as the best, compared to other vocational schools when choosing to attend vocational courses?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Cost/Fee Structure) → Enrollment Decision Making

QBRN3. Do you think that the course fee and payment plan of SRIVI are convenient to participate in the courses, compared to other vocational education schools?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Career Development) → Enrollment Decision Making

QBRN4. Did you choose SRIVI as a better option for your career development than other vocational schools?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Improve Aptitude/Abilities) → Enrollment Decision Making

QBRN5. Do you think that SRIVI improves the quality of training compared to other vocational schools?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Influence of Friend/Parents) → Enrollment Decision Making

QBRN6. In choosing SRIVI compared to other schools, do you pay attention to the recommendation of friends, mates, and family members to choose SRIVI?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Financial Aid) → Enrollment Decision Making

QBRN7. Did you think that SRIVI is more suitable to choose among the schools that practice paid apprenticeship dual vocational education system?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Institute's Reputation) → Enrollment Decision Making

QBRN8. Do you think SRIVI's reputation is good compared to other vocational schools?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Advertisement/Promotion) → Enrollment Decision Making

QBRN9. Do you think that SRIVI's course advertisements and dissemination of information for upcoming courses are better than other schools' advertisement and dissemination?

1. Strongly disagree.
2. Disagree.

3. Neutral
4. Agree.
5. Strongly agree.

Brand Recognition (Training Facilities) → Enrollment Decision Making

QBRN10. Do you agree that SRIVI's training facilities are superior to other institutes, so you chose to attend the course?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

(2) Brand Recall

QBR1. Do you think SRIVI is the right choice to take up any vocational course that suits you?

1. Strongly disagree
2. Disagree
3. Not sure
4. Agree
5. Strongly agree

Brand Recall (Course/Program) → Enrollment Decision Making

QBR2. When considering European-linked vocational education courses, is Shin Rai International Vocational Institute (SRIVI) your first thought?

1. Absolutely not
2. Not so sure
3. A little thought
4. Thought a little seriously
5. I was completely serious about it

Brand Recall (Cost/Fee Structure) → Enrollment Decision Making

QBR3. Do you agree that SRIVI's course fee is reasonable and the plan and types of payment for the course fee are convenient, so that you decided to attend the course?

1. Strongly disagree.
2. Disagree.
3. Not so sure.
4. Agree.
5. Strongly agree.

Brand Recall (Career Development) → Enrollment Decision Making

QBR4. Have you considered SRIVI as a priority when choosing to attend a course for your career development?

1. Not considered at all.
2. Not considered.
3. Don't know.
4. Considered.
5. Considered seriously.

Brand Recall (Improve Aptitude/Abilities) → Enrollment Decision Making

QBR5. Have you ever thought that you should attend courses at SRIVI to improve your quality and skills?

1. Strongly disagree.
2. Disagree.
3. Neutral.
4. Agree.
5. Strongly agree.

Brand Recall (Influence of Friend/Parents) → Enrollment Decision Making

QBR6. Have you considered your parents' or friends' recommendation to attend SRIVI when considering vocational courses that lead to overseas employment opportunities?

1. Ignored.
2. Not trying to consider
3. Not sure
4. Considered
5. Considered seriously.

Brand Recall (Financial Aid) → Enrollment Decision Making

QBR7. Do you think that having sufficient financial support to cover the course fees was the reason for choosing SRIVI?

1. Not assumed at all.
2. Not assumed
3. It is moderate.
4. Assumed
5. Strongly assumed.

Brand Recall (Institute's Reputation) → Enrollment Decision Making

QBR8. Do you think SRIVI's reputation is already spreading among the masses?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

Brand Recall (Advertisement/Promotion) → Enrollment Decision Making

QBR9. Have you ever remembered SRIVI when you see advertisements for vocational training courses that improve job opportunities abroad?

1. Completely unaware.
2. Don't remember.
3. Not sure.
4. Remember.
5. Sure to remember.

Brand Recall (Training Facilities) → Enrollment Decision Making

QBR10. Have you ever thought of SRIVI as an International Standard Vocational School with Complete Training Facilities?

1. Ignored.
2. Not trying to consider
3. Not sure.
4. Considered.
5. Considered seriously.

(3) Top-of-mind Awareness (TOMA)

QTA1. If you were to compare SRIVI to other similar schools for the course you are currently attending or have attended, do you agree that you would definitely choose SRIVI again?

1. Strongly disagree.
2. Disagree.
3. Not so sure.
4. Agree.
5. Strongly agree.

TOMA (Course Program) → Enrollment Decision Making

QTA2. Do you agree that choosing SRIVI's course programs among the schools which are affiliated with foreign organizations abroad gives you confidence and satisfaction?

1. Strongly disagree.

2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Cost/Fee Structure) → Enrollment Decision Making

QTA3. Do you agree that the fees and payment methods charged at SRIVI, if reasonable and correct, will increase your confidence and satisfaction?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Career Development) → Enrollment Decision Making

QTA4. Do you agree that you have encouraged others to attend as you believe that attending the course at SRIVI will improve your career prospects?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Improve Aptitude/Abilities) → Enrollment Decision Making

QTA5. Do you agree that you have a strong belief that SRIVI can contribute to the improvement of your ability?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Influence of Friend/Parents) → Enrollment Decision Making

QTA6. Do you feel that your trust in SRIVI has been strengthened by the compliments from acquaintances or parents that SRIVI's vocational training courses are excellent?

1. Strongly disagree.
2. Disagree.
3. Neutral

4. Agree.
5. Strongly agree.

TOMA (Financial Aid) → Enrollment Decision Making

QTA7. Do you agree that the fact that the course you attend at SRIVI can lead to job opportunities and increased income strengthens your trust in SRIVI?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Institute's Reputation) → Enrollment Decision Making

QTA8. Do you agree that SRIVI's position and reputation is very good in your mind?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Advertisement/Promotion) → Enrollment Decision Making

QTA9. Every time you see advertisements for the opening of SRIVI's new training program, do you agree that you are usually sharing this information with friends, colleges and family member in confidence and encouraging them to attend?

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

TOMA (Training Facilities) → Enrollment Decision Making

QTA10. Do you agree that SRIVI's comprehensive training facilities have given you full satisfaction?

1. Strongly disagree.
2. Disagree.
3. Neutral

4. Agree.
5. Strongly agree.

Enrollment Decision-Making

QED1. I am interested in pursuing my study at private technical and vocational higher education institution.

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

QED2. I was eager to enroll for SRIVT's technical and vocational programs.

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

QED3. I made a right decision by choosing SRIVI for my future career.

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

QED4. My decision could affect financially, emotionally, philosophically, or even ideologically for the enrollment in TVET program.

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.
5. Strongly agree.

QED5. I will recommend the SRIV's I chose to my friend.

1. Strongly disagree.
2. Disagree.
3. Neutral
4. Agree.

5. Strongly agree.

QED6. The chance of furthering my study at a SRIV's is high.

1. Strongly disagree.

2. Disagree.

3. Neutral

4. Agree.

5. Strongly agree.

QED7. I like to learn in a Technical & Vocational Training Institute.

1. Strongly disagree.

2. Disagree.

3. Neutral

4. Agree.

5. Strongly agree.