

Research Articles**Factors Influencing Generation Z in Choosing an International University in Bangkok***TharanutToh-adam**Bilingual Program, Faculty of Business and Technology, Stamford International University, Thailand.**Tel. 085-910-1617 E-mail: tharanut.toh-adam@stamford.edu**Piyada Dasri**Finance and Accounting Program, Faculty of Business and Technology, Stamford International University, Thailand**Declan Patrick O'Sullivan**General Education Department, Faculty of Communication Arts and Design, Stamford International University, Thailand**Pisal Tenghirun.**The Office of Islamic Affair Committee of Bangkok***Abstract**

The objectives of this survey research were: 1) to study the relationship between the characteristic factors of Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium; 2) to study the relationship between career preparation for Generation Z and the decision making in choosing an international university in Bangkok that provides degrees taught in the English language medium; 3) to study the relationship between interesting coursework of Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium; and 4) to study the relationship between teachers who care about the success of each student of Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium. The total population of high school students in Bangkok in 2016 was 293,574. The correct sample was determined by using Yamane's table, so 440 Generation Z students studying in eight high schools in densely populated districts within Bangkok, Thailand were selected. The instrument used in gathering data was a 5-point Likert scale questionnaire adapted from Barnes & Noble College, using SPSS software in data analysis. The data was gathered between November 2018 to January 2019. The research results found that there was a relationship between the main characteristic factors of Generation Z and the decision making stage in choosing to study at an international university in Bangkok that provides degrees taught in the English language medium. The four main characteristic factors included: 1) the relationships between career preparation for Generation Z; 2) interesting coursework of Generation Z; 3) the teachers who care about the success of each student; and 4) the decision making process in choosing to study at an international university in Bangkok that provides degrees taught in the English language medium..

Keywords: *Generation Z, International University, Career Preparation, Interesting Coursework, Students' Success.*

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Introduction

The communication in English language is increasing its importance nowadays, not only within a working environment, but also in most people's daily life. Beyond English language, modern technology also plays an important role for people using English as an international communication language. The global connection among people using English language is easier because English is one of **the most commonly spoken languages in the world**, English is now the global language of business. Multinational companies are mandating that English is the common corporate language **and it is the main language used on the internet**. However, many Thai people experience some fear and anxiety when communicating with foreigners from different countries because of the lack of their confidence in speaking English language in public (Nimnuch, 2011). Therefore, studying English language is important, as it enables students to confidently communicate with people worldwide.

The current students in high schools are in Generation Z, whose specific characteristics are different from students in previous generations. It is generally accepted that people born between the mid-1990s and early or mid-2000s are referred to as Generation Z (Tongwaranan, 2019; Dolot, 2018).

To understand current high school students, teachers need to know Generation Z's significant characteristics. The term 'Generation Z' refers to *the sharing generation, all technology all the time, and who were born almost immediately using digital tools and apps* (Barnes & Noble College, 2016a). The average attention span of the Millennial generation is 12 seconds, but it is only eight seconds for the Generation Z (Law, 2019; Tongwaranan, 2019). Generation Z generally expects on-demand services that are available at any time they want, with either low, or no barriers for access. Therefore, it is essential for organizations to understand the behavioral characteristics, so they will be able to supply relevant education for Generation Z.

Students in the new generation tend to be far more career-focused much earlier than previous generations had been (Singh & Dangmei, 2016). In fact, Generation Z students tend to thrive when they become immersed within a more direct educational experience, and they even enjoy the challenges of being a physical part of it.

A study undertaken by Barnes & Noble College (2016b) showed that contemporary students wholly expected to be a part of the learning process themselves. They tend to communicate with people by using

online and social networks. They will focus on what they want, and they are easy to ignore anything if the information does not match with their expectations in the “eight-second filter.” They realize that English language is important for them to obtain a better position in their future job or to run their own business successfully. Therefore, an international university is a good option for Generation Z students in choosing to further their education. In Thailand, there are approximately 45 to 50 international universities that run courses or degrees in the English language medium, which are discussed in detail in the next section.

Research Problem

This research project focused on studying the new education consumers in Generation Z, particularly focusing on the bachelor’s degree level of tertiary education. It was important to study the main characteristics of the Generation Z youth who were in high schools in the age range between 15-19 years-old in 2019, or those born between 2000-2004. The Ministry of Education (Thailand) in 2017, reported that the number of students in Bangkok in the academic year of 2016 only included 444,619 high school students. This number had become substantially reduced from 900,088 in 2015 (Ministry of Education, Thailand, 2017, p43).

This drop is largely based on the demographic changes in recent decades which has created one major dilemma for Thai universities. There has been a dramatic drop in the birth rate in recent decades, which means that there has been a huge decline in the number of school children who are now old enough to go to university. Recent research highlighted this new dilemma that every university is facing: “According to the United Nations, Thailand is the world’s third most rapidly ageing country. The percentage of the Thai population that is 65 or older has more than doubled over the last two decades, from 5% in 1995 to 11% in 2017” (Mala, 2019).

In the last fifty years, there has been a serious reduction in the birth rates in Thailand, which fell from 6.2 births per woman in the early 1960s which dropped down to 1.5 in 2017. Therefore, there are now far fewer children which means a huge drop in student numbers and therefore, less demand for higher education (Mala, 2019). Recent research results were published by the University of Washington’s Institute for Health Metrics and Evaluation in *The Lancet* medical journal in July 2020. The information highlights the fact that the low birth rate will continue to such an extent that it will create serious long-term consequences in many countries, including Thailand: “23 countries in the reference scenario, including Japan, Thailand, and Spain, were forecasted to have population declines greater than 50% from 2017 to 2100” (Vollset, et al., 2020, p17; Gallagher, 2020).

Research results from Arnanz&Kaewnuch (2019) indicated that there were 173 higher educational institutions under the OHEC (Office of Higher Education Commission) in Thailand in 2015: “including 80 public universities, 73 private tertiary education institutions and 20 community colleges” (Arnanz&Kaewnuch, 2019).

There are approximately fifty international universities in Thailand, or Thai universities that run an international program that is taught in English language medium (WPEN, 2017). There has been an immense

increase in the internationalisation of Thailand's higher education. For example, in 2015, both the public and private higher education institutions combined were providing a total of 1,044 international programs in English language (Michael and Trines, 2018; Australian Government, 2015).

These institutions are also ready to recruit students. It is a modern daydilemma of colleges and universities, including international university management teams, to change or adjust the marketing strategies in these hard times of low numbers of t the annual student intake. Studying the Generation Z's characteristics and the influence factors in choosing an international university to further their education is important, especially for each international university. The knowledge of the research results will help to guide the international university management teams to find the best alternatives in the most efficient and effective marketing strategy planning.

Importance of the problem

The decline in the number of high school students because of the drop in the national demographic birth rate in Thailand, directly affects higher educational institutions in preparing appropriate learning programs and the intake of new students in each academic year. Colleges and universities, including international universities using English language programs, need to know the factors that will influence young people choosing the most suitable university for them to study, in order for the university to be able to adjust the relevant marketing strategies to attract a higher intake of students.

Barnes & Noble College (2016c) indicated that Generation Z are generally passionate about the importance and value of higher education, particularly in the way it provides access to the career that they are interested to follow and the rewards it will provide them financially. Their main reason for heading to a university campus is whether they will be able to find a good job after graduation. Barnes & Noble College (2016b) suggested that the top three factors that persuade young people when choosing which college to study at were: 1) career preparation; 2) interesting coursework; and 3) professors that care about the success of each student. A deeper understanding of Generation Z consumers will require recruitment teams to become aware of how to deliver products, services, and experiences that this elusive and evolving generation is looking for (Kleinschmit, 2019). It is good for colleges and universities to know if these factors influence Generation Z in choosing to study at an international university in Bangkok. The results of this specific study will be able to help the management team of an international university to understand the consumers who are the newest generation and the universities can successfully develop B2C (Business-to-Consumer) marketing strategies for the targeted clients.

Research question

Kleinschmit (2019) highlighted the point that the main characteristics of Generation Z includes immense social media consumption; they tend to prefer cool products to cool experiences; they are entrepreneurial and tech-savvy. A study undertaken by Barnes & Noble College (2016b) showed that there were four characteristics which were of most interest to the Generation Z youth: 1) they plan to go from high school directly to college (82%); 2) they consider a four-year college or university degree because they want to graduate as fast as possible (77%); 3) they consider studying at a community college (39%); and 4) they are interested in tech or trade school (22%). Since the researchers of this project wanted to know if the **characteristic factors** influenced the decision making of high school students in choosing an international university in the bachelor's degree level in Bangkok, the researchers focused on a relevant question, as follows: "Do the Generation Z characteristic factors influence the high school students to choose an international university in bachelor's degree level studies in Bangkok, Thailand?" The question relies especially on finding out the four main characteristic factors of Generation Z students who were specifically studying in high schools within different districts of the capital city, Bangkok.

The Objectives of the research

The objectives of this research were to determine certain criteria, described as follows:

- 1) The relationships between the characteristic factors of Generation Z and the decision making process in choosing an international university in Bangkok.
- 2) The relationship between career preparation on Generation Z and the decision making process in choosing an international university in Bangkok.
- 3) The relationship between interesting coursework on Generation Z and the decision making process in choosing an international university in Bangkok.
- 4) The relationship between teachers who care about the success of each student of Generation Z and the decision making process in choosing an international university in Bangkok.

Review of the relevant literature

2.1 Characteristics of Generation Z

LinkedIn Learning (2016) described the characteristics of Generation Z as those who were born in 1995–2014. Most of Generation Z were born into a world with immediate interaction of the internet and technology including social media. The Generation Z also understand that the university is one of the pathways for a person to become successful in their career; flexible with modern technology; careful about the status; and easy to

continue their formal and informal relationships on the social media apps. Therefore, marketing campaigns targeted at Generation Z tend to revolve around the internet and technology, including social media.

The researchers were interested in Generation Z characteristic factors for being the variables. The researchers used high school students in Bangkok who were born between 2000-2004, or fell within the age range of 14-18 in 2018, to represent Generation Z.

2.2 Factors influencing Generation Z in choosing a university

Choosing a university is a significant decision that can easily become overwhelming for some teenage students. There are many factors and variables that need to be considered when making the decision. Below here is a description of several important variables that teenagers need to consider when selecting a college or university to study for a degree:

2.2.1 Career Preparation

The purpose of selecting a college for Generation Z was to help launch a future career, so colleges should decide which programs to add, expand, or eliminate. Campus leaders need to make changes based on the program that worked and would attract new students.

Barnes & Noble College. (2016b) found that career preparation was the number one reason why students go to college. The Generation Z age group was looking for practical education to establish their careers as a stepping-stone in their job progression.

Ash (2019), studied Generation Z students and found that career preparation was one of the top factors that students considered when choosing a college. Patel (2017) noted that the Generation Z youth were concerned about their career path and wanted to study more in the area of their chosen career before selecting the specific career path for the future. Therefore, career preparation is an important factor in choosing a university.

2.2.2 Interesting Coursework

Schwieger & Ladwig (2018) noted that the Generation Z population were very creative and entrepreneurial-focused. The classroom design should offer classroom projects, internships, guest speakers, discussions and debates during classes, participation in competitive events, and providing students with immersive experiences. Interesting coursework is a magnet for young education consumers choosing a university. Generation Z youth were entrepreneurially minded and career focused. They were generally looking for an education that would lead them to a successful career and, therefore, the universities' marketing strategies should reflect this motivation by promoting degree majors that the young students were particularly interested in pursuing. The university can provide information on the program that will prepare students for their future career.

2.2.3 Teachers who care about student success

Patel(2017) suggested that a great way to engage and connect with the younger generation was that every teacher needed to show that they genuinely care about the future and the growth of each student as a holistic human being. Great teachers care about their students to achieve their individual goals. Moreover, teachers care about their students' overall happiness, and their life beyond the classroom. This means that leaders or teachers who understand Generation Z's success is important.

2.3 Decision Making

Harris (2012) defined decision making in two separate categories: 1) It is the study of identifying and choosing alternative options based on the values and preferences; and 2) It is the process of sufficiently reducing uncertainty and doubt about the alternatives, which will allow a reasonable final choice to be made. The University of Massachusetts, Dartmouth (2019) indicated that decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. Thus, the decision making is the process of choosing the best choice after detailed information analysis.

Conceptual Framework

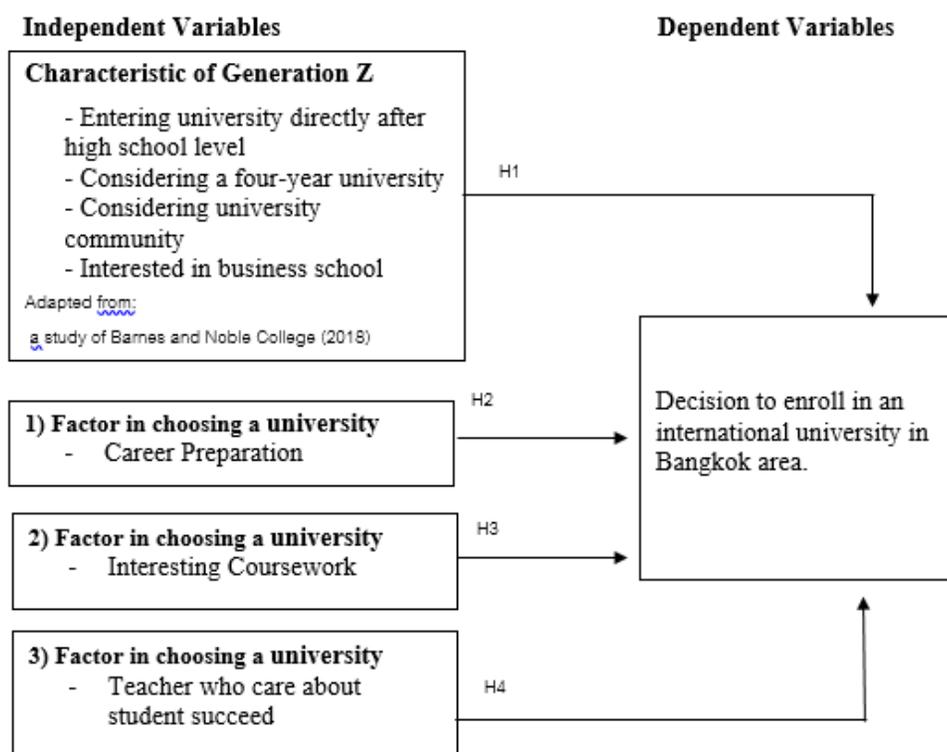


Figure 1.1 Conceptual Framework

Hypotheses

Hypothesis 1: There is a relationship between the characteristic factors of Generation Z and the decision making process in choosing an international university in Bangkok.

Hypothesis 2: There is a relationship between career preparation for Generation Z and the decision making process in choosing an international university in Bangkok.

Hypothesis 3: There is a relationship between interesting coursework for Generation Z and the decision making process in choosing an international university in Bangkok.

Hypothesis 4: There is a relationship between teachers who care about the success of each student in Generation Z and the decision making process in choosing an international university in Bangkok.

Research Methodology

Population and Sample

This specific study was a survey research project. The population used in this study were Generation Z students, studying in high schools in Bangkok. The number of students as a suitable sample size was taken from the report of the National Statistics Office (Thailand), (2019). There was a total population of 293,574 high school students in Bangkok in 2016, the latest year of the statistics. The number of required samples was calculated based on Yamane's formula (Yamane, 1967). The proportion of sampling from populations > 100,000 is 400. The researchers used purposive sampling and selected 440 students from eight schools in the top four most densely populated districts of Bangkok, which were located from Wikisource (2018). The researchers located two schools from densely populated districts and recruited 55 students from each school as the participants, both male and female, using accidental sampling to distribute questionnaires to the students.

Research Instrument

The instrument used in this study was a questionnaire based on a template supplied from Barnes & Noble College (1999-2019). It was applied to measure the four main characteristics of Generation Z, which were: 1) career preparation; 2) interesting coursework; 3) the teachers who care about the success of each student; and 4) in choosing to study for a degree at an international university in Bangkok. The format of the questionnaire was based on the five-point Likert scale. This methodology allowed students to express their personal degree of opinion to 'agree' or 'disagree' with each statement. The Likert scale ranged from a) 1= strongly disagree; b) 2= disagree; c) 3= neither; d) 4= agree; e) 5= strongly agree. The data was gathered from 440 high school students, having distributed 440 individual questionnaires.

Validity and Reliability of the instrument

The researchers used factor analysis for validity assessment. The satisfactory fit offers the opportunity to identify performing items for removal, (≤ 0.3). The value of all the constructs in this study was above 0.3, therefore, the values indicated that the constructs were valid (Boateng et al., 2018).

In the reliability analysis, the Cronbach's coefficient alpha measure was 0.846. The most common statistics used in Cronbach's alpha reliability analysis was above 0.7. The value of coefficient alpha of this questionnaire was greater than 0.7. Therefore, it was acceptable. The reliability was at 95%, with $\pm 5.0\%$.

Data collection

The researchers contacted school teachers in eight selected high schools to prepare 55 students in each school, both male and female, using accidental sampling to answer questionnaires. The researchers had four assistants who had previously had the details of the research project explained clearly enough to help the researchers distribute and collect the questionnaires at the selected schools. The questionnaires were distributed from Thursday November 1, 2018 to Thursday January 31, 2019. Each school received 55 copies of the questionnaire. The total of questionnaires for all of the eight schools was 440.

After collecting the answered questionnaires, the researchers checked all the answers to determine which were valid questionnaires and were legitimate for further analysis. The researchers obtained a complete total of 400 valid questionnaires that could be tallied and analyzed.

Data Analysis

The researchers sent the 400 valid questionnaires to a programmer who had been provided with a detailed explanation, so they could understand the purpose of the study. The programmer analyzed the data from the 400 valid questionnaires. Various statistical techniques were used in analyzing the data, based on percentages, Pearson correlation analysis, and correlation coefficient, using SPSS software in the data analysis. The results were as follows:

Table 1: Generation Z's Personal Data Classified by Gender

Gender	No. of Sample	Percentage
Male	156	39
Female	244	61
Total	400	100

From Table 1, it shows that the major group of respondents were female (61%, $n=244$), followed by male (39%, $n=156$).

5.1 Hypothesis testing

The results of the hypothesis testing are as follows:

Table 2: The Correlations of four characteristics of GenerationZ in choosing a university

		Decision	Direct Entrance C1	Four-Year Study C2	University Community, C3	Business School C4
Decision		1				
C1	Pearson	0.926	1			
C2	Pearson	0.878	0.795	1		
C3	Pearson	0.678	0.523	0.714	1	
C4	Pearson	0.625	0.785	0.626	0.613	1
	Sig.(2-tailed)	0.003*	0.000*	0.003*	0.004*	

*Significance at 0.05

5.1.1 Hypothesis 1: There is a relationship between the characteristic factors of Generation Z and the decision making process in choosing an international university in Bangkok.

From the information provided in Table 2, it shows that Hypothesis 1 was accepted. There was a relationship between the Generation Z characteristics and the entrance to university directly from high school, with the consideration of a four-year degree study plan, with the consideration of joining the university community, with the consideration of studying in the business school; to support the decision making process in choosing an international university.

The significant numbers (2-tailed) were lower than 0.05 level by the participants' desire to enter university directly after high school level, with $r = 0.926$, $p = 0.000$. This means the results strongly statistically supported the hypothesis 1 at a 99.9% confidence level. The consideration to undertake a four-year degree study plan was a negative sig score with $r = 0.878$, $p = 0.000$. This means the results strongly statistically supported the Hypothesis 1 at a 99.9% confidence level. The consideration to join the university community to help them study was a negative sig score with $r = 0.678$, $p = 0.001$. This means the results strongly statistically supported the hypothesis 1 at a 99.9% confidence level. The consideration to study at a business school was negative sig score with $r = 0.625$, $p = 0.003$. This means the results strongly statistically supported the hypothesis 1 at a 99.9% confidence level.

Table 3: The Correlations of the Three Factors on GenerationZin choosing a university

		Decision	Career preparation F1	Interesting coursework F2	Teachers who care about student success F3
Decision		1			
F1	Pearson	0.859	1		
	Sig. (2-tailed)	0.000*			
	N	400	400		
F2	Pearson	0.929	0.786	1	
	Sig. (2-tailed)	0.000*	0.000*		
	N	400	400	400	
F3	Pearson	0.625	0.678	0.523	1
	Sig. (2-tailed)	0.003*	0.001*	0.018	
	N	400	400	400	400

*Correlation is significant at the 0.05 level (2-tailed).

From the information provided in Table 3, it shows the correlation among career preparation, interesting coursework, and teachers who care about the success of each student, with the decision making process in choosing an international university in Bangkok. All the factors had a positive Pearson correlation to the Generation Z's decision making process. The most influential factors to the decision making of Generation Z were interesting coursework, career preparation, and teachers who care about the success of each student, which are arranged by the different score levels in Table 3.

5.1.2 Hypothesis 2: There is a relationship between career preparation for Generation Z and the decision making process in choosing an international university in Bangkok.

From Table 3, hypothesis 2 was accepted. There was a relationship between career preparation on Generation Z, and the decision making process in choosing an international university in Bangkok. The correlation was significant at the 0.00 level (2-tailed) of career preparation, with the scores of $r = 0.859$, $p = 0.000$, $n = 400$. This means the results strongly statistically supported the hypothesis 2 at a 99.9% confidence level.

5.1.3 Hypothesis 3: There is a relationship between interesting coursework for Generation Z and the decision making process in choosing an international university in Bangkok.

Hypothesis 3 was accepted. There was a relationship between interesting coursework on Generation Z and the decision making in choosing an international university in Bangkok. The correlation was significant at the

0.00 level (2-tailed) of interesting coursework with these statistics: $r = 0.929$, $p = 0.000$, $n = 400$. This means the results strongly statistically supported the hypothesis 3 at a 99.9% confidence level.

5.1.4 Hypothesis 4: There is a relationship between teachers who care about the success of each student of Generation Z and the decision making process in choosing an international university in Bangkok.

Hypothesis 4 was accepted. There was a relationship between teachers who care about the success of each student of Generation Z and the decision making process in choosing an international university in Bangkok area. The correlation was significant at the 0.003 level (2-tailed) of interesting coursework with these figures: $r = 0.625$, $p = 0.003$, $n = 400$. This means the results strongly statistically supported the hypothesis 4 at a 99.9% confidence level.

Research findings

Results

The results of this research project showed that the major group of respondents were female (61%, $n=244$), followed by male (39%, $n=156$).

1) There is a definite relationship between the main characteristic factors of Generation Z and the decision making process in choosing to study at an international university in Bangkok that provides degrees taught in the English language medium.

2) There is a relationship between career preparation on Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium.

3) There is a relationship between interesting coursework on Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium.

4) There is relationship between teachers who care about the success of each student of Generation Z and the decision making process in choosing an international university in Bangkok that provides degrees taught in the English language medium.

Discussion of the results

On career preparation for Generation Z, most universities have dedicated Career Services on campus, and these services should be used to refine soft skills. Mock interviews, résumé reviews and career coaching are the perfect way to prepare for working life after graduation. Job fairs and on-campus interviews are also a great chance for students to practice and showcase both their hard and soft skills in a more relaxed, low pressure environment. Colleges and universities should look towards making a partnership with companies that boast a

strong internship program, creating convenient pathways for students who are seeking real-world work opportunities for the first time.

Concerning the area of interesting coursework for Generation Z, previous research by Schwieger&Ladwig (2018) observed that programs prepared for high school students would need to attract their attention early by participating in high school events such as campus visits, regional high school competitive events, or assisting with corporate activities. STEM-based initiatives promote science, as *STEM* stands for Science, Technology, Engineering and Mathematics. Since Generation Z students prefer peer-based information, hands-on experience and stories, providing an understandable perspective, the program should provide Generation Z high school students with opportunities to interact with current university students.

The courses should focus on real-life situations in the workplace and promote soft skills such as using role-play, case studies, mock interview sessions, résumé reviews, career coaching, company visits, blended courses, job fairs, project or active learning. Schwieger&Ladwig (2018) noted that because Generation Z students prefer peer-based information, hands-on experience and stories, then providing the prospective Generation Z school students with opportunities to interact with current university students might well prove to be beneficial. The university should have established some links with long-term MoU (Memorandum of Understanding) to develop partnerships with other large companies to show the students and parents that the university is well prepared to support each student's future career path.

LinkedIn Learning (2016) found that 91% of employers agreed that the soft skills development is very important for the future of recruiting and the HR (Human Resources) requirements; 80% claimed that soft skills are becoming increasingly important to achieve company success; and 92% declared that soft skills matter as much or more than hard skills. The soft skills are what companies certainly need, but HR departments argue that they often have difficulty in finding such soft skills, which includes: creativity, persuasion, collaboration, adaptability, and time management.

6.3 Conclusion and policy recommendations/ Recommendations to managers

6.3.1 Conclusion. This research project focused on assessing the main factors influencing Generation Z in choosing an international university in Bangkok. The research results will be beneficial for colleges and universities to know if these factors influence Generation Z students in choosing to study for a degree at an international university that provides programs that use the English language medium. The research found that there is a definite and positive relationship between choosing an international university in Bangkok and these variables: the characteristic factors of Generation Z, Career Preparation, Interesting Coursework and Teachers who care about the success of each student.

6.3.2 Policy recommendations/Recommendations to managers. The research results will be helpful to the international university management teams, as they will be able to better understand the

consumers who are the youngest generation and the universities will then be able to successfully develop appropriate B2C marketing strategies for the specifically targeted clients.

a) The academic management team of the university will need to provide the relevant activities in the program and the mentor program, so the university will be able to attract far more new students. From the research project results, the researcher found that the characteristics of the Generation Z youth are important in terms of the areas covering Management, the Marketing Department, the Admissions Department, the Customers and the Teachers. First, the education management team should focus more on the university community. The management should create the digital-business-community and face-to-face space for this young generation. Students who are concerned with applying to a business school, will realize that their parents still spend a lot of time in the workplace, even though they were born in the extensively used internet atmosphere. They used the internet to search for information easily. They were concerned more in the course details in preparing for their future.

b) The university can provide the career hub to be the job-consulting center for the customers, or student consumers, in this younger generation, and also provide more interactive activities in soft skills. Since parents are often concerned about the percentage of students to obtain a suitable job after graduation; and the variety of opportunities on offer for them to see their children grow into their career path, the Marketing Department should advertise the high percentage of graduates and alumni who became employed in a wide variety of professions, or promote the better career opportunities that students will have when they graduate. This could include the alumni to be invited back to the university, and the more successful ones can offer advice as a career coach or be selected as a special guest speaker. The Admissions Department should provide a university tour to promote the university community and the teaching environment. This could also be used to emphasize to both the students and the parents that the university management level actively does care about each individual students' future.

c) Another important point for an international university to become successful in the education business in supporting the Generation Z customers is changing and maintaining the teachers' mindset. Teachers should care more about each individual student's future. The management team should provide teacher training to focus on this positive mindset and to develop the relevant teaching methods which will open more space for the students to show their abilities in their potential employment skills in the job market. Although the students prefer the digital life or online courses, they would also want to have face-to-face space to enable them to experience physical interaction within a consulting area. The university should prepare this kind of environment on the campus for maintaining and sustaining the competitive advantages in the education business context.

Recommendations for further study

a) The researcher should provide another questionnaire survey in other provinces of Thailand, outside the capital city. The results will provide the ability of making a comparison of the mindset and characteristics of Generation Z students in rural communities with those living in the larger urban cities in Thailand.

b) The further study should focus on other matters including: the degree programs; the bi-lingual Thai-English programs; specifically focus on the teachers' mindset as a teacher-to-student perspective; or the factors that influence the parent's decision making. These different areas will expand the existing knowledge in the field, but it will also provide a far more holistic approach of the future university education for Generation Z, who are the youth of today and the leaders of tomorrow.

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