

The Influence of Marketing Mix on Student Decision Making in Choosing University A in Bangkok, Thailand

Rizal Putra Adzmin
Dwi Nita Aryani
STIE Malangkecewara, Malang, Jawa
Timur, Indonesia
dwinita@stie-mce.ac.id

Abstract—This study aims to analyze the influence of marketing mix on students' decision to choose University A in Bangkok. With a quantitative approach, primary data was collected from 36 students through an online questionnaire, then analyzed using SPSS. The analysis includes classical assumption tests and multiple linear regression. Theoretically, the novelty of this research lies in the testing of the 7P marketing mix in the context of educational institutions in Thailand, in particular University A, which has not been widely researched. The test results showed that of the seven variables, only Physical Evidence had a positive and significant influence. Other variables such as Product, Price, and Promotion have no significant influence. The practical implication of these findings is that University A's management needs to prioritize investment in the quality of campus infrastructure and facilities as a key strategy to attract new students, as this tangible factor has proven to be more dominant than other elements of the marketing mix in shaping student decisions.

Keywords— *Marketing Mix, Student Decisions, Educational Institutions.*

I. INTRODUCTION

Higher education is one of the important pillars in the development of human resources and the progress of a nation. Therefore, universities must be able to produce qualified graduates, create professional and competent human resources. Higher education institutions compete to improve their quality to attract students to choose to study at their universities. This encourages fierce competition among higher education institutions. More than 780 higher education institutions can be found in Thailand, and 24 of them are highly respected internationally, making them competitive for both domestic and foreign students (Areesophonpichet et al., 2024). The top university is chosen by many local and international students because of its good reputation and diverse academic programs. Along with that, amidst stiff

competition, it's crucial to understand the components that influence students' decisions about their chosen campus.

One approach that can be used to understand this component is the marketing mix strategy, which consists of 7P elements such as product, price, venue, promotion, process, people, and physical evidence. Arifin et al (2020) noted that students' decisions are significantly influenced by variables such as products, promotions, processes, people, brand image, and motivation. Therefore, it is important to analyze how each of these elements contributes to the student's decision-making process. Product elements in the marketing mix include the quality of study programs, curriculum, and facilities provided by the campus. Research shows that prospective students are more likely to choose campuses that offer relevant and quality study programs (Soedijati & Pratminingsih, 2011). The quality of teaching and adequate facilities can be the main consideration for prospective students in choosing a campus. Price is also one of the important components in student decision-making. Competitive and transparent tuition fees can be a special attraction for prospective students. Soedijati & Pratminingsih (2011) noted that prospective students often consider the cost of education as one of the main components in choosing a campus. Students are more willing to pay more if the product is of high quality (Isyanto et al, 2020). As such, the right pricing strategy is essential to attract the attention of prospective students, especially for those who come from different economic backgrounds. The location of the campus also influences student decisions. A campus that is located in a strategic and easily accessible area will be more attractive to prospective students. With a strategic location, the campus has advantages in terms of accessibility which can be a determining factor in the selection of prospective students. Good accessibility can increase the interest of prospective students to apply. In addition, promotion is a key component

in building prospective students' interest in campus selection. An effective promotional strategy through various communication channels, such as social media, educational exhibitions, and seminars will help the campus reach a wider range of prospective students. Research shows that anyone who can promote themselves well has a greater chance of attracting attention (Sinaga & Husda, 2023).

The experience of students who are already enrolled on campus can also influence the decision of prospective students. Testimonials and reviews from active students and alumni can increase the credibility and appeal of the campus. Therefore, universities need to encourage students and alumni to share their positive experiences, both through social media and through campus events. Strong testimonials can be an effective marketing tool in attracting prospective students. External factors, such as global education trends and technological developments, should also be considered. By utilizing technology in marketing, the campus can reach prospective students more effectively. Research shows that the use of digital technology in education marketing can increase campus attractiveness in the eyes of prospective students. This includes the use of informative websites, social media, and other online platforms to reach a wider audience (Isyanto et al, 2020).

Although previous research has explored the influence of marketing mix elements on student decision-making, the findings remain inconsistent and fragmented, especially in different types of higher education institutions. Pratomo (2022) found that products, promotions, people, and physical evidence significantly influenced student decisions at IBI Unit, while price, venue, and process did not. Meanwhile, Arifin et al. (2020), Rafdinal et al. (2021) and Partiono & Indrayani (2019) describe that the marketing mix significantly influences student decision-making, with products, promotions, processes, and people being priority factors that influence students' choices in choosing postgraduate education. On the Christine et al (2019) concluded that all seven variables of the marketing mix had a significant positive effect in STIMI Meulaboh, emphasizing a more integrated model. Widjaja and Purnama (2016), found that only prices and promotions influence decisions at UKRIDA and UNTAR, underlining the role of affordability and outreach. These varied results suggest that contextual factors such as institutional branding, academic reputation, and regional competition can moderate the effectiveness of certain marketing variables. However, few studies have empirically compared or isolated the effects of this moderation.

In addition, variables such as processes and people that are important in service-oriented sectors such as education, have been less investigated in detail. While Firdaus et al. (2024) highlight process as the most dominant factor influencing decisions in UMSIDA, others consider it statistically

insignificant or difficult to measure. Similarly, physical evidence (e.g., infrastructure, atmosphere) has been shown to significantly influence student perceptions at YARSI University (Hukama & Simon, 2018), but its interaction with intangible service quality has not been sufficiently modeled. Kaarsiye (2022) revealed that price and venue significantly affect students' purchasing decisions at university mini-marts, while product quality and promotions are factors that are less considered. Arief et al. (2024) and Firdaus et al. (2024) reveal that place variables, although generally present in the 7P model, also show the influence of variables, sometimes considered irrelevant due to the increasing digital presence and hybrid modes of learning. Given these gaps, there is a need to re-examine the impact of each element of the marketing mix both individually and interactively in the specific context of interdisciplinary institutions such as the University A, where academic orientation and cultural identity can transform traditional consumer behavior models in higher education.

By offering a thorough examination of the ways in which the Universities marketing mix strategy of University A student campus selection decisions, this study seeks to close this gap. University A is one of the newest universities in Bangkok, Thailand. The researchers also saw the possibility of conducting research on newly established universities. The purpose of this study is to find out how the marketing mix affects the choice of student campuses. It is anticipated that this research will offer more precise and relevant information for the creation of marketing plans in higher education institutions in Thailand.

After the previous discussion, this study proposes a research model as follows:

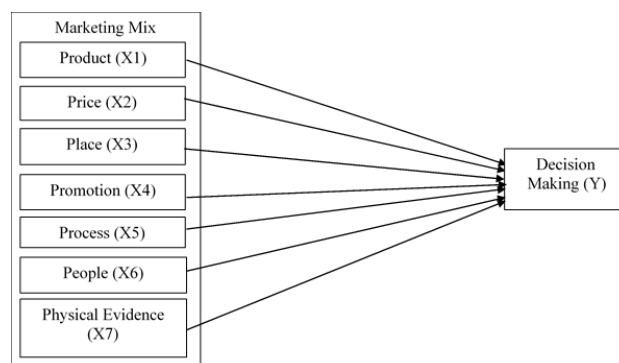


Figure 1. Conceptual Model.

II. RESEARCH METHODS

This study uses a quantitative approach with a correlation method to test the relationship between predetermined variables. According to Sugiyono (2013), correlation research aims to understand the degree of relationship between two or more variables. This type of research is relevant because researchers want to identify the relationship between the marketing mix and student decisions.

The population in this study consists of all undergraduate students at the University A, totaling 36 students. This study used a saturated sampling method, which means the entire population is used as a sample. The sample consisted of all male and female undergraduate students at University A, totaling 36 individuals. According to Sugiyono (2013), saturated sampling is a technique in which every member of the population is included in the sample.

The operationalization of variables and indicators is presented in Table 1 below

TABLE 1. VARIABEL, INDIKATOR, AND ITEMS

Variable	Indicator	Items
Product (X1) (Firdaus et al., 2024)	X1.1 Program Quality	X1.1.1 The program has a good accreditation X1.1.2 The curriculum supports career development
	X1.2 Product Innovation	X1.2.1 The subjects reflect global trends X1.2.2 There is an internship or industry collaboration program
	X1.3 Academic Reputation	X1.3.1 The institution has strong academic recognition X1.3.2 The university has achieved academic awards
	X1.4 Program Diversity	X1.4.1 There are many study programs to choose X1.4.2 Flexible course selection is available
Price (X2) (Suciati & Maulidiyanti, 2019)	X2.1 Price-Quality Appropriateness	X2.1 Tuition is competitive X2.2 The tuition fee is appropriate with the provided facilities
	X2.2 Payment Scheme	X2.2.1 Online payment is easy to use X2.2 Installment options are available
	X2.3 Price Affordability	X2.3.1 Tuition is affordable for their family. X2.3.2 The price is aligned with their financial condition
Place (X3) (Sinaga & Husda, 2023)	X3.1 Strategic Location	X3.1.1 Close to public facilities X3.1.2 The campus is easy to find
	X3.2 Accessibility	X3.2.1 Public transportation is available X3.2.2 Road access is smooth
	X3.3 Distribution Channels	X3.3.1 Campus information is available online X3.3.2 Information centers are accessible X3.3.3 Tourist attractions
	X3.4 Surrounding Environment	X3.4.1 Boarding houses/dorms are accessible X3.4.2 The area is safe for students
Promotion (X4) (Tupa et al., 2019)	X4.1 Social Media Promotion	X4.1.1 Follow the official accounts of the university X4.1.2 The campus is active on Instagram/Facebook/TikTok

	X4.2 Educational Campaigns	X4.2.1 Received a brochure or flyer X4.2.2 Saw the university ad in public media
	X4.3 Personal Communication	X4.3.1 Student was contacted directly by the university staff X4.3.2 Spoke with alumni
	X4.4 Promotional Image	X4.4.1 The promotional message was convincing X4.4.2 Visual presentation was attractive
	Process (X5) (Pardiyono & Indrayani, 2019)	X5.1 Administrative Procedures X5.1.2 The registration process is clear X5.1.2 Enrollment is processed quickly
	X5.2 Academic Services	X5.2.1 Academic information is accessible X5.2.2 The schedule is well-organized
	X5.3 Non-Academic Services	X5.3.1 Staff is responsive X5.3.2 Financial services are clearly explained X5.3.3 Counseling services are offered
	X5.4 Technology Integration	X5.4.1 The academic system is user-friendly X5.4.2 Online services are smoothly operated
	People (X6) (Arifin et al, 2020)	X6.1 Lecturer Competency X6.1.1 Lecturers master the subject matter X6.1.2 Lecturers have many experience
	X6.2 Staff Attitude	X6.2.1 Staff are friendly X6.2.2 Staff understand student needs
	X6.3 Academic Interaction	X6.3.1 Lecturers encourage open discussion X6.3.2 Students are involved in discussions
	X6.4 Student Support	X6.4.1 Student communities help adaptation
Physical Evidence (X7) (Hukama & Simon, 2018)	X7.1 Campus Buildings and Facilities	X7.1.1 Classrooms with modern facilities. X7.1.2 Cleanliness and neatness of the campus. X7.1.3 Academic and non-academic support facilities are fully available as needed
	X7.2 Visual Appearance	X7.2.1 Campus buildings have a modern and attractive design X7.2.2 The campus environment is well-organized X7.2.3 Landscaping and lighting add to the campus appeal X7.2.4 Signage and wayfinding on campus are clear and profesional

	X7.3 Technology Equipment	X7.3.1 Availability of projectors and screens in each class. X7.3.2 Have a computer lab X7.3.3 Have Internet access
	X7.4 Supporting Facilities	X7.4.1 Have a canteen X7.4.2 Have a dormitory X7.4.3 Have worship facilities
Decision Making (Y) (Schiffman & Kanuk, 2015)	Y1.1 Predisposition	Y1.1.1 The student determined to pursue higher education Y1.1.2 Their parents support their decision to study Y1.1.3 The student have chosen a preferred study field
	Y1.2 Information Search	Y1.2.1 The student actively search for university information Y1.2.2 The student compare several universities before choosing Y1.2.3 The student use multiple sources to gather information
	Y1.3 Final Decision	Y1.3.1 Student's feel confident in their university choice Y1.3.2 Student's certain in their final decision Y1.3.3 Student's would recommend this university to others

In this study, data was collected through an online questionnaire (Google Form) using a five-level Likert scale, where responses from Strongly Disagree (1) to Strongly Agree (5) were used to measure respondents' perception of the variables of the marketing mix and the decision to choose the University A in Bangkok. Primary data obtained directly from these respondents, were then analyzed using SPSS software to test the quality and validity of the research results.

Data analysis in this study was carried out through two main stages, namely descriptive and statistical analysis. Descriptive analysis is used to describe the data of research variables by measuring central values such as mean, median, and mode. Meanwhile, statistical analysis serves to test the relationship and influence between variables, starting with data quality tests. The validity test is performed by comparing the r-count and r-table values, while the reliability test uses Cronbach's Alpha (α) coefficient to ensure the instrument is consistent. Before hypothesis testing, the data were tested with classical assumption tests, including normality, multicollinearity (through Tolerance and VIF values), and heteroscedasticity. Once all assumptions were met, the hypothesis was tested using multiple linear regression, as well as T-tests (partial) and F-tests (simultaneous), to determine whether individual or simultaneous marketing mix variables had a significant influence on student decisions.

III. RESULTS AND DISCUSSION

The descriptive analysis aims to describe the general tendency of each variable based on the total score responses from 36 valid respondents. Results of descriptive analysis based on table 2.

TABLE II. DESCRIPTIVE STATISTIC

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Hours of deviation
Product	36	10.00	40.00	31.0000	6.79075
Price	36	13.00	30.00	23.6944	5.06991
Place	36	20.00	40.00	32.0833	6.04920
Promtion	36	8.00	40.00	27.1944	8.91169
Process	36	22.00	45.00	35.8889	7.70075
Peopple	36	21.00	35.00	28.7778	5.43066
Physical Evidence	36	32.00	65.00	52.5556	10.71833
Decision Making	36	23.00	45.00	37.4167	6.78812
Valid N (listwise)	36				

From table 1 found that Product (X1) recorded a mean of 31.00, suggesting that most respondents agreed with the quality of University A's academic offerings, program reputation, and curriculum structure. The standard deviation of 6.79 shows moderate variation in responses. Price (X3) had a lower mean of 23.69, implying more variation in student perceptions about tuition affordability and payment options. The deviation of 5.07 indicates some diversity in views. Place (X2) obtained a mean of 32.08, reflecting respondents' favorable perception of campus location, accessibility, and surrounding environment. The deviation of 6.05 indicates relatively consistent responses. Promotion (X4) scored a mean of 27.19, with a relatively high standard deviation (8.91), indicating that while some students are influenced by University A's promotional efforts, others are less responsive, possibly due to limited exposure. Process (X5) achieved a high mean of 35.89, showing students were highly satisfied with the registration process, transparency, and learning system. A deviation of 7.70 still suggests slightly varying experiences. People (X6) showed a mean of 28.78, reflecting positive responses toward the quality and professionalism of lecturers, staff, and student engagement. The standard deviation (5.43) indicates stable agreement levels. Physical Evidence (X7) had the highest mean of 52.56, signifying strong agreement about the adequacy of University A's facilities, infrastructure, and physical learning environment. However, the standard deviation of 10.72 indicates a wider range of perceptions among respondents. Decision Making (Y) reached a mean of 37.42, which shows that most respondents were confident and satisfied with their choice to study at University A. The deviation (6.79) suggests a

relatively consistent pattern in decision outcomes. Overall, the descriptive statistics show that respondents tended to agree positively with all items under the marketing mix variables, particularly in Physical Evidence and Process, which scored the highest means. This indicates that University A's tangible facilities and operational processes are perceived as key strengths that support students' decision-making processes.

A. Validity

The purpose of the validity test is to assess whether each item in the questionnaire accurately reflects the underlying variable. According to Sugiyono (2013), an item is considered valid if the correlation coefficient between the item score and the total score (Corrected Item-Total Correlation) exceeds $r_{table} = 0.329$ for $N = 36$ ($df = 34$) at $\alpha = 0.05$. The results of the validity test are based on Table 3

TABLE III. VALIDITY TEST

Indicator Description	Pearson Correlation	Sig. (2-tailed)	Validity
The program has a good accreditation	0.854	< 0.001	Valid
The curriculum supports career development	0.891	< 0.001	Valid
The subjects reflect global trends	0.855	< 0.001	Valid
There is an internship or industry collaboration program	0.798	< 0.001	Valid
The institution has strong academic recognition	0.783	< 0.001	Valid
The university has achieved academic awards	0.877	< 0.001	Valid
There are many study programs to choose	0.876	< 0.001	Valid
Flexible course selection is available	0.866	< 0.001	Valid
Tuition is competitive	0.891	< 0.001	Valid
The tuition fee is appropriate with the provided facilities	0.773	< 0.001	Valid
Online payment is easy to use	0.830	< 0.001	Valid
Installment options are available	0.907	< 0.001	Valid
Tuition is affordable for their family.	0.851	< 0.001	Valid
The price is aligned with their financial condition	0.935	< 0.001	Valid
Close to public facilities	0.741	< 0.001	Valid
The campus is easy to find	0.836	< 0.001	Valid
Public transportation is available	0.757	< 0.001	Valid
Road access is smooth	0.855	< 0.001	Valid
Campus information is available online	0.855	< 0.001	Valid

Information centers are accessible	0.710	< 0.001	Valid
Boarding houses/dorms are accessible	0.795	< 0.001	Valid
The area is safe for students	0.718	< 0.001	Valid
Follow the official accounts of the university	0.920	< 0.001	Valid
The campus is active on Instagram/Facebook/TikTok	0.921	< 0.001	Valid
Received a brochure or flyer	0.951	< 0.001	Valid
Saw the university ad in public media	0.960	< 0.001	Valid
Student was contacted directly by the university staff	0.945	< 0.001	Valid
Spoke with alumni	0.942	< 0.001	Valid
The promotional message was convincing	0.877	< 0.001	Valid
Visual presentation was attractive	0.835	< 0.001	Valid
The registration process is clear	0.870	< 0.001	Valid
Enrollment is processed quickly	0.937	< 0.001	Valid
Academic information is accessible	0.908	< 0.001	Valid
The schedule is well-organized	0.765	< 0.001	Valid
Staff is responsive	0.872	< 0.001	Valid
Financial services are clearly explained	0.948	< 0.001	Valid
Counseling services are offered	0.896	< 0.001	Valid
The academic system is user-friendly	0.916	< 0.001	Valid
Online services are smoothly operated	0.908	< 0.001	Valid
Lecturers master the subject matter	0.846	< 0.001	Valid
Lecturers have many experience	0.901	< 0.001	Valid
Staff are friendly	0.933	< 0.001	Valid
Staff understand student needs	0.836	< 0.001	Valid
Lecturers encourage open discussion	0.924	< 0.001	Valid
Students are involved in discussions	0.961	< 0.001	Valid
Student communities help adaptation	0.924	< 0.001	Valid
Classrooms with modern facilities	0.891	< 0.001	Valid
Cleanliness and neatness	0.891	< 0.001	Valid
Academic/non-academic facilities	0.951	< 0.001	Valid
Open space for discussion	0.917	< 0.001	Valid
Creative learning environment	0.939	< 0.001	Valid
Fun learning activities	0.913	< 0.001	Valid

Interactive learning	0.905	< 0.001	Valid
Availability of projectors/screens	0.900	< 0.001	Valid
Computer lab facilities	0.798	< 0.001	Valid
Internet access	0.864	< 0.001	Valid
Availability of canteen	0.863	< 0.001	Valid
Dormitory facilities	0.905	< 0.001	Valid
Worship facilities	0.694	< 0.001	Valid
The student determined to pursue higher education	0.662	< 0.001	Valid
Their parents support their decision to study	0.867	< 0.001	Valid
The student have chosen a preferred study field	0.934	< 0.001	Valid
The student actively search for university information	0.927	< 0.001	Valid
The student compare several universities before choosing	0.919	< 0.001	Valid
The student use multiple sources to gather information	0.880	< 0.001	Valid
Student's feel confident in their university choice	0.850	< 0.001	Valid
Student's certain in their final decision	0.841	< 0.001	Valid
Student would recommend this university to others	0.828	< 0.001	Valid

Table 2 indicates that, variables Product, Place, Price, Promotion, Process, People, Physical Evidence, and Decision-making show valid results. Given that the calculated r-value for each question for all variables is higher than the table r-value of 0.329, the significance of all questions for each variable demonstrates positive results.

B. Reliability

Measuring reliability involves taking a single measurement and comparing the results with those of other questions or with the responses to the questions. The Cronbach Alpha (a) statistical test is one tool that SPSS provides for assessing reliability (Ghozali, 2011). If a variable's Cronbach alpha value is more than 0.6, it is considered dependable. The results of the reliability test for each variable in this study are summarized below.

TABLE IV. RELIABILITY TEST

Variable	Number of Items	Cronbach's Alpha	Reliability Category
Product (X1)	8	0.944	Excellent
Price (X3)	6	0.933	Excellent
Place (X2)	8	0.909	Excellent
Promotion (X4)	8	0.973	Excellent

Process (X5)	9	0.966	Excellent
People (X6)	7	0.962	Excellent
Physical Evidence (X7)	13	0.972	Excellent
Decision Making (Y)	9	0.952	Excellent

Table 2, exhibited that all eight variables tested yielded Cronbach's Alpha values above 0.90, which indicates excellent reliability. This means that the items used in the questionnaire consistently measure the intended dimensions of each construct with minimal measurement error. Therefore, the instruments used to measure Marketing Mix (X1–X7) and Student Decision Making (Y) are declared reliable and suitable for further analysis, including hypothesis testing.

C. Normality Test

The normality of the data was tested using the Kolmogorov-Smirnov One-Sample with the help of SPSS. According to Ghozali (2011), the data is considered to be normally distributed if the significance value is > 0.05, while if the significance value is < 0.05, the data is not normally distributed.

TABLE V. NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			36
Normal Parameters,a,b	Mean		.0000000
	Hours of deviation		2.48127466
Most Extreme Differences	Absolute		.172
	Positive		.172
	Negative		-.067
Test Statistic			.172
Asymp. Sig. (2-tailed)c			.009
Monte Carlo Sig. (2-tailed)d	Itself.		.008
	99% Confidence Interval	Lower Bound	.006
		Upper Bound	.010

Table 4 shows the results of the Kolmogorov-Smirnov normality test showing a significance value of 0.000, which is smaller than 0.05. Theoretically, this signifies data is not normally distributed. However, since the sample size ($n=36$) already meets the minimum requirements ($n \geq 30$), the data are still considered to be normally distributed and suitable for use for regression analysis (McClave et al. 2011).

D. Multicollinearity Test

The multicollinearity test aims to detect a strong correlation between independent variables in the regression model. This problem is avoided by ensuring that two indicators are met: (1) the Tolerance value of each variable must be above 0.10, and (2) the VIF (Variance Inflation

Factor) value must be below 10. If these two criteria are met, then there is no problem of multicollinearity in the model, according to the guidance from Ghozali (2011).

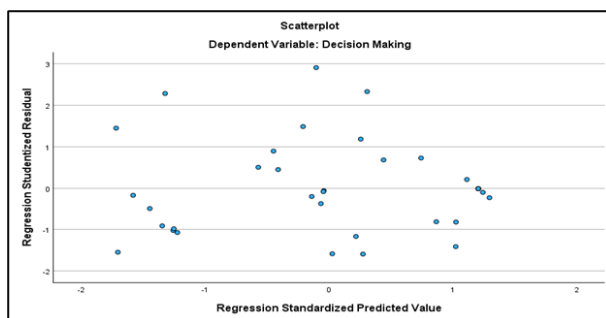
TABLE VI. R MULTICOLLINEARITY TEST

Coefficients			
Model		Collinearity Statistics	
		Tolerance	BRIGHT
1	Product	.261	3.825
	Price	.330	3.027
	Place	.178	5.624
	Promtion	.381	2.625
	Process	.130	7.664
	Peopple	.186	5.372
	Physical Evidence	.245	4.074
a. Dependent Variable: Decision Making			

The results of the multicollinearity test in table 5 show that all independent variables meet the criteria of multicollinearity-free, namely having a Tolerance value above 0.10 and a VIF value below 10. Although the highest VIF values (7.664) and the lowest Tolerance (0.130) are found in the Process variable, these numbers are still within acceptable limits. Therefore, it can be ensured that regression analysis can be continued without the problem of multicollinearity bias.

E. Heteroscedasticity Test

To test the assumption of heteroscedasticity, i.e. ensure that the residual variant in the regression model is constant, a visual method can be used by creating a scatterplot. The trick is to plot the predictive value of the bound variable (H. ZPRED) against its residual value (SREID). The pattern of point distribution on the plot will indicate whether or not there is a heteroscedasticity problem. The results of the heteroscedasticity test correspond to figure 2



The results of the heteroscedasticity test using a scatterplot according to Figure 1, show a random distribution of data points without forming a specific pattern, such as a widening or narrowing funnel. This random pattern indicates that the residual variant is constant, which means that there is no heteroscedasticity problem in this regression model. This conclusion is in line with the statement of Ghozali (2011) who

asserts that the model is free of heteroscedasticity if the plot does not show a systematic pattern.

F. Heteroscedasticity Test

Based on Ghozali (2011), partial hypothesis testing is carried out with a t-test to evaluate the individual influence of each independent variable on the dependent variable (student decision). Using the significance level $\alpha=0.05$, the decision is made based on the following p-value : If the p-value is ≤ 0.05 , then H_0 is rejected, which means that the independent variable has a significant influence. If the p-value is >0.05 , then H_0 is accepted, which means there is no significant influence.

TABLE VII. PARTIAL TEST

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sign. T
		B	Std. Error	Beta		
1	(Constant)	4.920	2.822		1.744	.092
	Product	-.234	.135	-.234	-1.730	.095
	Price	.164	.161	.122	1.017	.318
	Place	.083	.184	.074	.452	.655
	Promotion	.012	.085	.015	.136	.892
	Process	.255	.169	.289	1.510	.142
	People	.104	.200	.083	.519	.608
	Physical Evidence	.395	.088	.624	4.472	<.001

Berdasarkan tabel 7, The significance value for the Product variable is 0.095, which is greater than 0.05. This means H_0 is accepted and H_a is rejected, indicating that Product does not have a significant influence on student decision-making. Although the beta coefficient is negative ($\beta = -0.234$), suggesting an inverse trend, the effect is statistically insignificant at the 5% level. This may imply that product-related attributes, such as academic program quality or curriculum design, do not independently determine student choices in this context. Therefore, H_1 is rejected.

The significance value for the Price variable is 0.318, which is greater than 0.05. Therefore, H_0 is accepted and H_a is rejected, indicating that Price does not have a significant effect on student decision-making. Although the beta coefficient is positive ($\beta = 0.122$), suggesting a potential direct relationship, this effect is not statistically significant. This result may imply that tuition fees or other cost-related considerations are not the primary determinant in student choices within this context. Therefore, H_2 is rejected.

The Place variable has a significance value of 0.655, much higher than 0.05. Hence, H_0 is accepted, and H_a is rejected. This result indicates that Place referring to the physical location or accessibility of the institution does not

significantly affect student decision-making. The standardized beta is low ($\beta = 0.074$), confirming the weak relationship. The results describe H3 is rejected.

The Promotion variable yields a significance value of 0.892, which is far above the threshold of 0.05. Thus, H_0 is accepted and H_a is rejected, indicating that Promotion has no significant effect on student decision-making. The beta coefficient is nearly zero ($\beta = 0.015$), further supporting the absence of meaningful impact. Therefore, H4 is rejected.

With a significance value of 0.142, the Process variable also fails to meet the significance criterion ($p > 0.05$). Therefore, H_0 is accepted and H_a is rejected, and we conclude that Process does not significantly influence the students' decision-making. Although the standardized beta is relatively higher ($\beta = 0.289$), the relationship is not statistically confirmed. The results mean, H5 is rejected.

The People variable shows a significance value of 0.608, which is higher than 0.05. Consequently, H_0 is accepted and H_a is rejected. This implies that People referring to faculty, staff, or service personnel does not significantly impact students' choice in this model. The standardized beta is low ($\beta = 0.083$), confirming a weak effect. Therefore, H6 is rejected.

The Physical Evidence variable has a significance value of < 0.001 , which is well below 0.05. Therefore, H_0 is rejected and H_a is accepted, indicating that Physical Evidence has a significant influence on student decision-making. The standardized beta is the highest among all variables ($\beta = 0.624$), showing that H7 is accepted. This aligns with prior studies highlighting the role of tangible cues in educational service perception (Hair et al., 2019; Zeithaml et al., 2020).

G. Coefficient of Determination

TABLE VIII. OUTPUT COEFFICIENT DETERMINATION

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.931a	.866	.833	2.77415
a. Predictors: (Constant), Physical Evidence, Price, Promotion, Product, Place, People, Process				

Based on the results of the summary of the model table 8, the value of the determination coefficient (R^2) is 0.866. This means that 86.6% of the variation in student decision variables can be explained by the combined influence of the marketing mix variables (Product, Price, Venue, Promotion, Process, People, and Physical Evidence). The Adjusted R^2 value of 0.833 provides a more accurate estimate and indicates that the model has strong clear power. The remaining 13.4% of the variation was influenced by factors outside the research model.

DISCUSSION

The Influence of Product (X1) on Student Decision Making in Chosing University A Bangkok, Thailand

Based on the t-test result from table 4.7, it describes that the Product variable (X1) does not have a significant effect on student decision making. This is shown by a t-count of -1.730 and a significance value of 0.095. The t-table value is 2.032, meaning that the t-count is less than the t-table and the significance value is greater than 0.05 ($0.095 > 0.05$). This means that H_0 is accepted and H_1 is rejected. This proven that the Product variable (X1) partially does not have a significant effect on student decision making (Y). The results of the study show that there is no single indicator that dominantly influences student decisions, which means that students have not made academic quality the main consideration in choosing a campus.

However, this result contrasts somewhat with the descriptive data. Several indicators under the Product dimension, such as curriculum relevance, accreditation, industry collaboration, and academic reputation, were actually rated positively by respondents. For example, table 4.5 describes that curriculum support for career development was strongly acknowledged, with 72.2% of respondents agreeing or strongly agreeing that it influenced their decision. Similarly, the presence of internship and industry collaboration programs garnered high approval, with 77.8% of respondents showing agreement. Flexible course selection and the availability of diverse study programs were also positively perceived by a majority, with agreement levels exceeding 60%.

Despite these strong positive responses, a consistent pattern emerges in the frequency data: a sizable proportion of respondents across all product-related indicators at table 4.6 selected "Neutral." For instance, 36.1% remained neutral on accreditation, 36.1% on subject relevance to global trends, and 33.3% on academic recognition. This neutrality suggests that while respondents recognize the value of academic offerings, they may not prioritize them when making final enrollment decisions. Products are an important part of the educational institution's marketing strategy, but in this context, it has not yet become a determining factor in student decision-making. This can happen because students are more interested in real aspects that they can see and feel directly, such as physical facilities, rather than the academic content they will experience after entering college.

The results of this study are in line with research by Lien et al. (2015), which stated that the product variable does not have a significant influence on student decisions at several private universities. To improve students' decisions in choosing an institution, it is necessary to improve in terms of clarity and differentiation of study programs, namely by presenting academic information that is easy to understand

and in accordance with the needs of the job market so that students feel that the program is really valuable.

The Influence of Price (X2) on Student Decision Making in Choosing University A Bangkok, Thailand

Table 4.7 describes that the Place variable (X2) has a t-count of 0.452 and a significance value of 0.655. Because the t-count is less than the t-table (2.032) and the significance value is greater than 0.05, H2 is rejected. This means Place does not significantly influence student decision making. However, table 4.6 presents a more nuanced picture. Several indicators under the Place dimension showed generally high agreement levels. For instance, competitive tuition was considered important, with 33.3% of respondents agreeing and 36.1% strongly agreeing. Likewise, 72.2% of respondents (38.9% agree, 33.3% strongly agree) felt that the tuition was appropriate when compared with the facilities offered. Similarly, installment options (25.0% agree, 38.9% strongly agree), and affordability for families (25.0% agree, 38.9% strongly agree) were also highly valued by many respondents.

Despite these favorable responses, a significant portion of participants still chose “Neutral” across most Place indicators. For example, neutrality was observed in 22.2% of responses for tuition appropriateness, 33.3% for online payment ease, and 36.1% for alignment of price with financial condition. These consistent neutral responses across several sub-variables suggest that, although Place-related factors are generally viewed positively, they may not be decisive or uniformly perceived as impactful by all prospective students. This helps explain why, in the statistical test, Place did not show a significant effect. This research is in line with Martinenghi (2021) study, which stated that increased tuition fees do not significantly decrease the interest of applicants when institutions offer value-added and flexible payment schemes. To increase the influence of prices, it is necessary to increase in terms of cost transparency and the provision of alternative financing schemes, such as scholarships or light installments, so that students feel more confident in the university's financial policies.

The Influence of Place (X3) on Student Decision Making in Choosing University A Bangkok, Thailand

Based on the t-test from table 4.7, Price (X3) shows a t-count of 1.017 and a significance value of 0.318. Since the t-count is lower than the t-table (2.032) and the significance value is above 0.05, it is concluded that H3 is rejected. This shows that the Price variable has no significant influence on student decision making. However, table 4.7 presents a somewhat contrasting picture. Several indicators under the Place dimension received strong support from respondents. For instance, 72.2% of respondents agreed or strongly agreed that proximity to public facilities was influential. Similarly, campus accessibility was positively perceived, with 75.0% of

respondents indicating agreement or strong agreement on the ease of finding the campus. Public transportation access was also favorably viewed, with a combined 69.5% of agreement responses. Furthermore, smooth road access and campus safety each received strong support from respondents (63.9% and 69.4% respectively), reinforcing the idea that students do value spatial and logistical convenience. Despite these positive sentiments, the overall influence of Place might appear statistically insignificant due to several factors. First, a considerable portion of responses remained neutral across various indicators (e.g., 27.8% neutral for road access, 30.6% for public transport, and 41.7% for information center proximity), suggesting that not all students shared the same level of concern or priority for place-related elements. This dispersion of responses likely diminished the collective weight of the Place variable in the regression model.

Additionally, the nature of University A as an institution with a strong international orientation and digital presence may shift student priorities toward intangible factors, such as academic quality, institutional reputation, and service excellence factors less tied to geographic proximity. In a digitally connected environment, many students may rely more on online information accessibility (which also scored highly at 69.4%) rather than physical exploration of the campus or its surrounding infrastructure. Therefore, while the Place indicators received considerable appreciation, they may serve more as supportive attributes rather than decisive motivators in the final decision-making process. The results of this study are supported by Lien et al. (2015), who stated that the place variable does not have a significant effect on student decisions in a number of private universities in Indonesia. To improve student decisions, it is necessary to improve in terms of digital-based services and virtual communication that can reach prospective students from anywhere, without depending on the physical location of the campus.

The Influence of Promotion (X4) Student Decision Making in Choosing University A Bangkok, Thailand

From table 4.7, Promotion (X4) has a t-count of 0.136 and a significance value of 0.892. Since the t-count is lower than the t-table and the significance is far above 0.05, the hypothesis H4 is rejected. This indicates that Promotion does not significantly affect student decision making. Promotion does not have a significant effect on student decisions. The results of the study show that students are not directly influenced by promotional activities in choosing a university.

While some promotional elements received positive responses such as attractive visual presentation (25.0% agree, 33.3% strongly agree) and convincing promotional messages (22.2% agree, 27.8% strongly agree) a consistent trend of high neutrality and disagreement was also observed across several indicators. For example, 33.3% of respondents remained neutral about the impact of following university social media

accounts, and 38.9% were neutral about general campus activity on social platforms. Likewise, traditional promotions such as brochures and public media advertisements had neutrality levels above 36%, with additional respondents explicitly disagreeing with their influence.

These results are in line with Lien et al. (2015), who stated that promotion does not have a significant influence on students' decisions at a number of private universities, especially if the promotion is not personalized and convincing. To increase the impact of promotion, it is necessary to improve in terms of storytelling from alumni, the use of real testimonials, and a more emotional and interactive digital approach so that promotional messages feel more authentic.

The Influence of Process (X5) Student Decision Making in Chosing University A Bangkok, Thailand

Process (X5) t-test from table 4.7 shows a t-count of 1.510 and a significance value of 0.142. Because the t-count is lower than the t-table (2.032) and the significance is greater than 0.05, H5 is rejected. Therefore, the Process variable does not significantly affect student decision making. Process does not have a significant effect on student decisions. Process variables are formed by indicators of registration procedures, academic service flows, and administrative process efficiency. The results show that although an easy process is important, it is not a major factor in student enrollment decisions. Despite this, table 4.2 shows that several Process-related indicators received high levels of agreement. For instance, respondents showed strong support for a well-organized academic schedule (25.0% agree, 41.7% strongly agree), responsive staff (36.1% agree, 38.9% strongly agree), and efficient online services (22.2% agree, 44.4% strongly agree). Similarly, indicators like a clear registration process and the ease of academic systems also received considerable agreement from respondents.

However, these positive responses were consistently accompanied by a notable proportion of "Neutral" answers, ranging from 27.8% to 38.9% across multiple sub-variables such as clarity of financial services, academic information access, and the academic system. This ambivalence weakens the overall effect of the Process variable in regression analysis. These findings suggest that although a streamlined and supportive academic process is clearly appreciated, it may function more as a supporting condition rather than a decisive motivator in university selection. The presence of "Neutral" responses across multiple process-related indicators hints at varying levels of student engagement or awareness of these internal systems prior to enrollment.

The results of this study are supported by Lien et al. (2015), who stated that the process variable does not have a significant effect on students' decisions partially. To increase the attractiveness of institutions, it is necessary to improve in

terms of simplifying the online registration process, quick responses to questions, and the integration of technology that accelerates academic services.

The Influence of People (X6) on Student Decision Making in Chosing University A Bangkok, Thailand

The People variable (X6) result from table 4.7 has a t-count of 0.519 and a significance value of 0.608. Since the t-count is lower than the t-table and the significance is greater than 0.05, H6 is rejected. This means People does not significantly affect student decision making. The People variable consists of indicators of staff service, lecturer competence, and the professionalism attitude of educators. The results of the study show that there are no indicators on the people variable that dominantly play a role in student decisions.

However, table 4.2 reveal a different nuance. Most indicators within the People dimension received very high levels of agreement from respondents. For example, lecturer competence (27.8% agree, 38.9% strongly agree), lecturer experience (30.6% agree, 41.7% strongly agree), and staff friendliness (30.6% agree, 47.2% strongly agree) were consistently rated highly. The same applies to lecturer openness to discussion, student engagement in class, and staff understanding of student needs indicators that collectively reflect the institution's human element. Despite this, a noteworthy number of respondents still selected "Neutral", ranging between 22.2% to 33.3% across key indicators. This may indicate that while many students recognize the importance of interpersonal qualities, others may not have had sufficient prior interaction with staff or faculty to form a strong opinion before enrollment.

This research is in line with Lien et al. (2015), who also found that the people variable did not have a partial significant effect on student decisions in some private campuses. To increase the role of people in attracting students, it is necessary to improve in terms of introducing lecturers through profile videos, alumni involvement in promotion, and conveying the excellence of human resources in a more personal and open manner.

The Influence of Physical Evidence (X7) on Student Decision Making in Chosing University A Bangkok, Thailand

Based on the t-test results in table 4.7, the Physical Evidence variable (X7) shows a t-count of 4.472 and a significance level less than 0.001. Since the t-count is greater than the t-table (2.032) and the significance value is below 0.05, H7 is accepted. This indicates that Physical Evidence significantly influences decision making. Physical Evidence is formed by indicators of classroom facilities, laboratories, campus comfort, and the physical appearance of the institution. The results of the study show that the most dominant indicator is the comfort and completeness of campus

physical facilities, because students feel confident and comfortable when the learning environment is clean, modern, and supports the academic process. This statistical result is strongly supported by table 4.2. Multiple indicators under the Physical Evidence dimension received high levels of agreement. For instance, modern classroom facilities were agreed upon by 72.2% of respondents, while campus cleanliness and neatness were also positively viewed by over 70%. Other physical features such as the availability of academic and non-academic facilities, attractive campus architecture, and essential resources like internet access, projectors, canteens, worship areas, and dormitories also received strong agreement from many respondents.

Although some indicators, such as the computer lab and worship facilities, had higher levels of "Neutral" responses, the overall pattern shows that the physical environment of the campus is highly valued. A clean, modern, and well-equipped learning environment contributes significantly to building student confidence and comfort. Therefore, the convergence of both statistical significance and descriptive support suggests that Physical Evidence is not just a complementary factor, but rather a key determinant in how prospective students choose a university. Physical Evidence is an important part of supporting students' decisions in choosing a university. When the physical environment of the campus is well organized, students will feel confident in the quality of the institution concerned. Complete and representative facilities also signal quality, thus encouraging students to apply. The results of this study are in line with research conducted by Effendi et.al (2022), as well as Karamang et.al (2024), which states that Physical Evidence has a significant influence on students' decisions in choosing campuses. To increase the number of applicants, it is necessary to improve in terms of campus comfort and visualization, namely by providing modern learning spaces and facilities that support the academic process so that prospective students are more confident in making choices.

CONCLUSION

Based on the results of hypothesis analysis and testing, this study concludes that not all elements of the marketing mix significantly influence students' decision in choosing The University A in Bangkok. Of the seven variables studied, only Physical Evidence was proven to have a positive and significant influence. Other variables, such as Product, Place, Price, Promotion, Process, and People, were found to have no significant influence on student decisions. This shows that, for respondents, factors such as the reputation of the course of study, campus location, tuition fees, promotional campaigns, ease of procedure, and professionalism of staff are not primary considerations. On the contrary, the quality of the infrastructure, facilities, and

physical environment of the campus (Physical Evidence) are the most dominant determining factors in shaping their perceptions and choices. Overall, while the marketing mix remains important in educational strategies, these findings emphasize that tangible factors, especially physical evidence, are far more influential than other elements in influencing students' decisions to study at University A in Bangkok.

This study enriches the academic literature by expanding the understanding of marketing mix applications within the context of international higher education institutions. Practically, the research offers valuable insights for University A management, emphasizing the critical role of physical infrastructure in student recruitment efforts. Based on the findings of the study, University A management is advised to prioritize the development and maintenance of campus physical facilities, as this factor has proven to be the most crucial in influencing student decisions. In addition, management also needs to improve other elements of the marketing mix, such as products and promotions, to strengthen the overall appeal of the institution. Meanwhile, for prospective students, it is recommended to be more careful in considering the availability and quality of campus facilities, as well as balancing them with academic factors and personal goals. Finally, for future researchers, it is recommended to expand the scope of the research by including factors outside the marketing mix, such as academic prestige and alumni success, using a larger and more diverse sample, and considering longitudinal studies to get a more comprehensive picture.

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