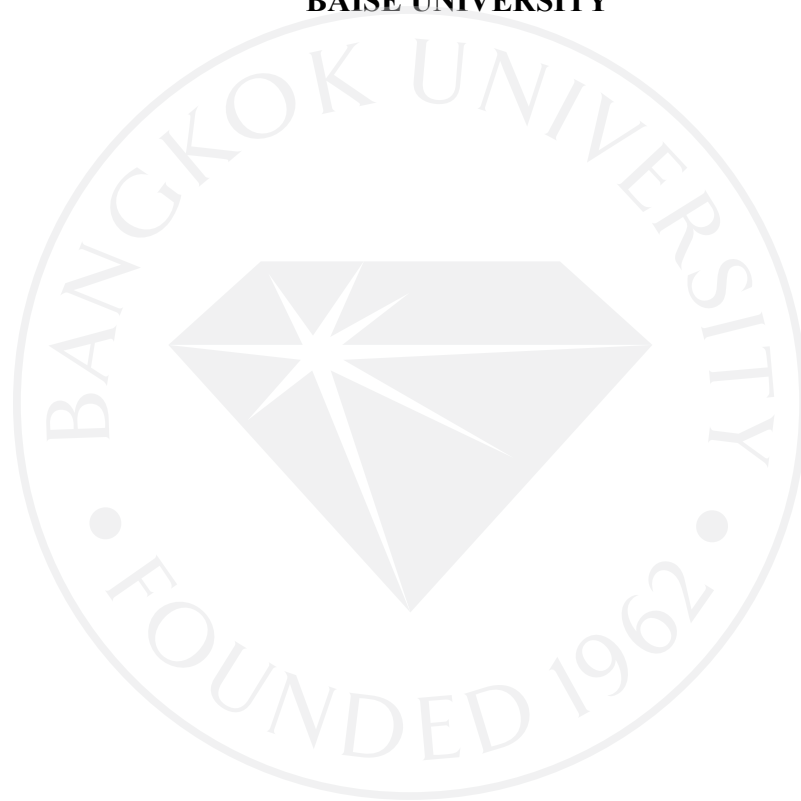
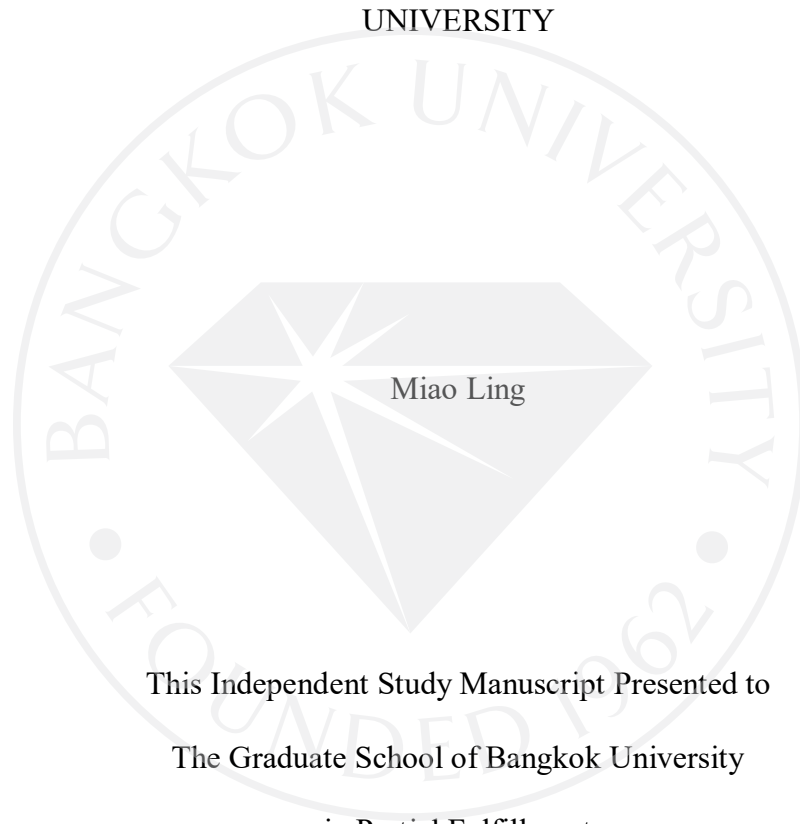


**INVESTIGATING PERCEPTIONS OF BACHELOR STUDENTS OF  
DIFFERENT MAJORS ON THE ATTRACTIVENESS OF BANGKOK  
UNIVERSITY'S MASTER OF BUSINESS INNOVATION: A CASE STUDY OF  
BAISE UNIVERSITY**



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UNIVERSITY



This Independent Study Manuscript Presented to  
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Master of Business Innovation

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## **ABSTRACT**

With the prevalence of international education cooperation, students now find that they have more opportunities to study abroad. However, there are various choices available. This study focuses on the international cooperation between Baise University and Bangkok University to deliver the latter's Master of Business Innovation (“MBI”) program. The research investigates what factors affect prospective students' choice of Bangkok University's Master of Business Innovation Program. The students were sampled from Baise University's international economics and trade majors, marketing majors, and English majors. By understanding the factors influencing prospective students' perception of Bangkok University's Master of Business Innovation program's attractiveness, both universities can better promote the MBI in Chinese universities.

The focus of this research is to gain an in-depth understanding of Baise University's views on the Master of Business Innovation program and to analyze influencing factors. The study is divided into five chapters:

The first chapter will describe the research background of China's demand for innovative talents and the background of the Master of Business Innovation program, the research issues, purpose, significance, and scope.

The second chapter is to sort out the literature that affects the evaluation of the Master program or the understanding of the Master program through literature retrieval and find out the factors and related theories that may affect the evaluation of the bachelor's degree program in business innovation. Moreover, to establish a theoretical framework.

Chapter 3, through in-depth interviews, based on the comprehensive SERVQUAL and QUALE questionnaires designed by Napaporn Khantanapha (2000), aims to understand Baise College students' views on the Master of Business Innovation program and the factors that may affect the choice of MBI at Bangkok University. "A survey on bachelor students' perception of Bangkok University's master program in business innovation" was conducted via an online questionnaire. Chapter 4 is a descriptive statistical analysis of data through SPSS.

In Chapter 5, the results of the data analysis summarize the practical factors that influence Baise University students' perception of the attractiveness of the Bangkok University Master of Business Innovation program. According to the survey data, this study concludes that the factors that may affect students' perception can be divided into internal and external causes. In terms of general internal factors: 1. Personal factors (gender, self-improvement). In terms of general external factors: 1. Family factors (family income, parents' education level, parents' expectations; 2. Quality of the Master of Business Innovation Program (education recognized by the Chinese Ministry of Education, professional employment prospects, teacher quality,

and practical teaching methods); 3. Quality of service in the Master of Business Innovation Program (tuition fees, scholarships, the teacher responsible). Further analysis under these significant factors reveals that professional employment prospects, degrees recognized by the Chinese Ministry of Education, parents' education level, practical teaching methods, teacher quality, scholarship mechanism, and teacher's sense of responsibility. They have a significant impact on the attractiveness of the Master of Business Innovation program.

Finally, based on the results of the questionnaire and interviews, the author zooms in the problems reflected by Baise University students' views on Bangkok University's Master of Business Innovation program and put forward suggestions for Bangkok University IKI-SEA to improve.

*Keywords: Customer Perception, Bachelor Student, Admission Major, Master of Business innovation*

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Miao Ling



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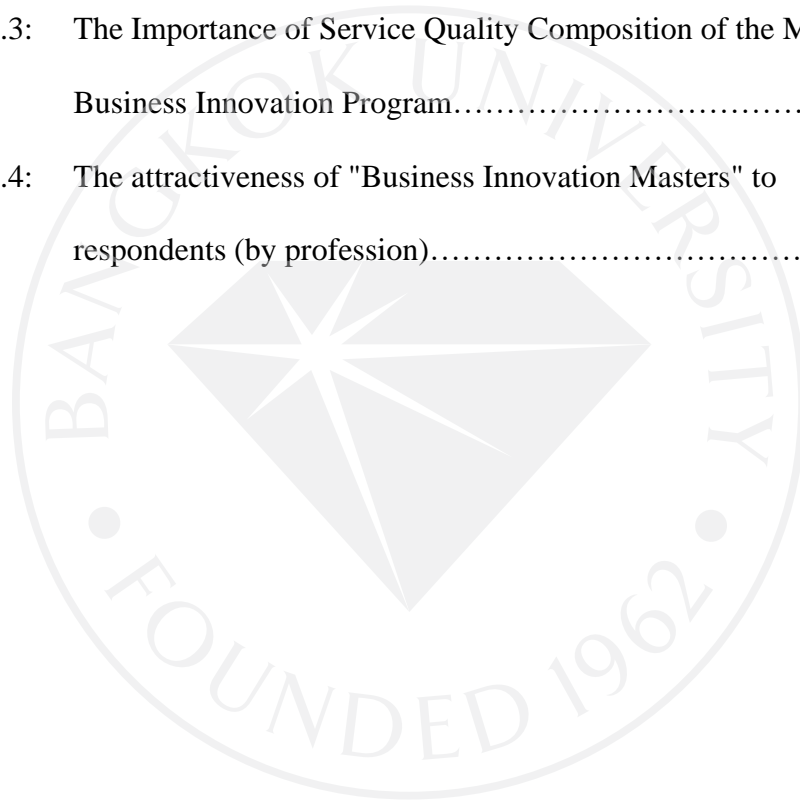
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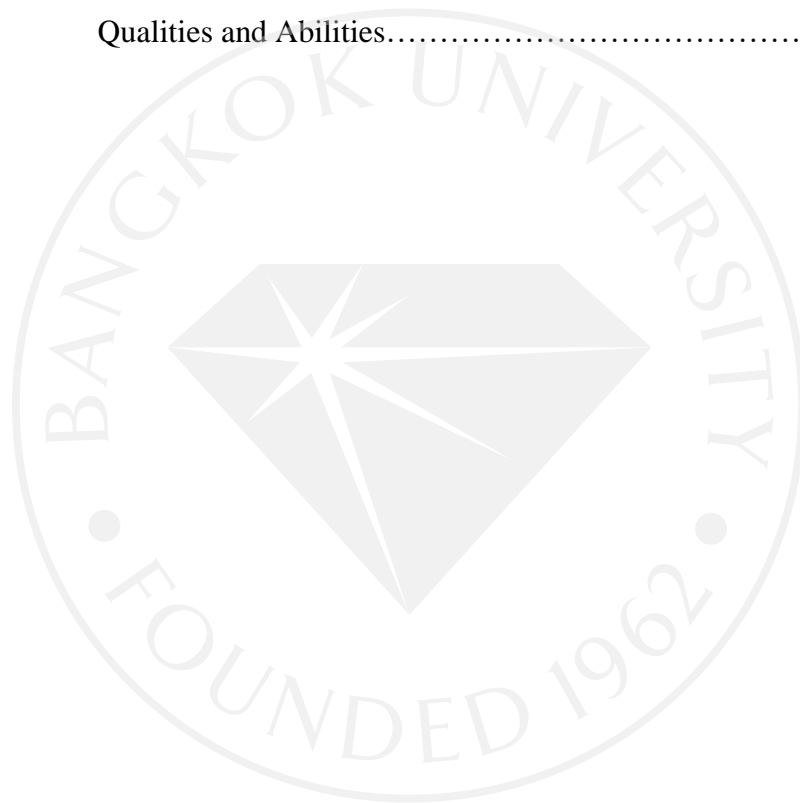
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# CHAPTER 1

## INTRODUCTION

This chapter introduces the research proposal of this study which includes of the study background, research objectives, statement of the problem, research questions, and research scope.

### 1.1 Research Background

1.1.1 Chinese transformation from a traditional economy to an innovation economy

Since the 21<sup>st</sup> century, China has entered a period of significant transformation, industrialization has accelerated, and the economic structure has undergone profound and dramatic changes. With the constraints of domestic and foreign resources and the environment, the robust conditions supporting the Chinese economy's rapid development are gradually dissipating. The extensive economic development model with high investment, high energy consumption, and high pollution is also increasingly challenging to continue to develop. The traditional economic development mode severely restricts the further development of the Chinese economy, and at the same time, a series of macroeconomic imbalances have occurred.

Generally speaking, the efficiency of Chinese traditional economic growth is



not high. The economic structure is severely unbalanced, the economic growth cycle fluctuates significantly, the stability is insufficient, the ecological environment is severely damaged, and the national economic quality still needs to be improved. It is a realistic background of the transformation from a traditional economy to a technology innovation economy. Zhang, Zhao & Wang (2019) puts forward that changes in the development environment in china, macroeconomic imbalances fully demonstrate that it is necessary to conform to the trend of economic development and achieve long-term. Healthy and sustainable economic growth should be paid to cultivating new kinetic energy for economic growth and promoting the development of an innovative economy. They urgently need to change of Chinese economic development vulnerability. Development mode from "factor-driven" to "innovation-driven" it is necessary to bring new economic growth points through innovational progress and the improvement of total factor productivity in order to push on the transformation of the economic development model.

Comparing the economic development of other developed countries, we can find that countries with rapid economic development attach great importance to innovation. From the economic growth model established by Solow to the economic development experience of developed countries such as the United States, Japan, and South Korea. it shows that neither labor nor capital is a crucial factor in promoting economic growth, and innovational progress is the key to economic growth. Deng Xiaoping put forward, "Science and technology is the first productive force" Xi

Jinping also emphasized. In the Third Plenary Session of the eighteen that "we must boldly explore and work hard, unswervingly promote system innovation and technological innovation. Implement innovation-driven development strategies Promote the transformation of economic development mode, promote the strategic adjustment of economic structure. Furthermore, add new impetus to the promotion of innovation is level core link affects the many factors that affect the transformation of the providing innovation is the core link, which provides support for the transformation of various aspects of the economic development model.

#### 1.1.2 Increased demand from China for innovative talents

Xi Jinping the explanatory statement on the implementation of an innovation-driven development strategy provides necessary follow-up actions for accelerating the transformation and upgrading of the Chinese economy, and innovational development. He repeatedly emphasized that "development is the priority and innovation is the first motivation", and talents are the "first resource", "foundation", and "core element" of innovation. The report of the Nineteenth National Congress of the CPC regards accelerating the construction of an innovative country as a national development strategy in the new era. The so-called innovative countries are those with innovation as the core driving force of economic and social development. These countries have a high investment in innovation activities, strong international competitiveness of essential industries, public input, and output performance. The quantity and quality of innovative talents are the core factors to judge whether a country is an innovative

country. The Global Innovation Index (GII) 2018 report shows that the current innovation-oriented countries are mainly concentrated in Western developed countries, and the United States and Northwest Europe are among the best. For OECD research, this showed that high-quality international talents are an important factor influencing economic growth. Countries lacking high-end talents can hardly obtain economic growth contributions from human capital. The number of R & D personnel in the countries with the highest innovation index is among the highest in the world. Taking the ratio of R & D personnel among employees as an example, the United States is 9.1 %, the United Kingdom is 9.2 %, Germany is 9 %, and Japan is 10 %.

In the final analysis, the competition for comprehensive national strength is a talent competition, and the number of innovative talents affects Chinese medium-and long-term development strategy. In today's world, whoever has the advantage in innovative talents will have an advantage in innovation strength. The competition between countries has unprecedentedly focused on the competition of innovative talents. Alternatively, to put it more succinctly, the primary contest of innovative countries is the competition of high-end talents. With the fierce competition, the competition of scientific and technological strength is not only measured by the number of scientific and technical personnel, but also by the quality of various high-level talents.

China has always strived to become an innovative country, and the CPC Central Committee and the State Council actively proposed a goal “By 2020, China

will enter the ranks of innovative and pioneering countries” China needs innovative talents. It can be seen that in the process of building an innovative country, high-level innovative talents are inseparable from technological innovation capabilities, knowledge innovation, and technological innovation. Postgraduate education provides a path for training high-level and high-level innovative talents (Xie, 2015). As the top of education, graduate education is an integral part of higher education. It is the source of advanced culture, excellent ideas, and science and technology. With the development of politics and the economy, more and more high-level and high-quality, innovative talents are needed to construct various national undertakings.

The author of this study works at Baise University, and has been to job fairs many times, and found many employers in the face of the increasingly precious human resources in the society they have invariably raised the standard of employee recruitment. A slightly better job requires a master's degree or above. At the job fair, some small units even made clear signs of recruiting “master students” and “Ph.D. students”. So, more and more people choose not to work after graduation directly, but to study further and improve their academic qualifications.

With the advent of social development and the knowledge economy era, education investment has become a new hotspot for public investment. Coupled with the sweeping wave of global integration, the range of education available for people to invest has expanded overseas. It is true that studying abroad not only helps broaden horizons, experience multiculturalism, and rapidly improve the ability to use

international languages, but also helps to view others and society more comprehensively. It is undeniable that some of the overseas students have indeed learned their real skills. After returning to China, he made significant achievements in his career, some international students' study abroad for their parents instead of studying. However, for the majority of families, the purpose of studying abroad as an educational investment is to obtain higher returns.

### 1.1.3 Master of Business Innovation program background

Bangkok University's Master of Business Innovation is the first innovation degree in a Thai university and the first Master of Business Innovation degree in Asia. The vision of the Master of Business Innovation program is to ensure student employability. The progression of innovation management capabilities by aligning the content of education with the business needs through the development of new approaches. The mission of the Master of Business Innovation program is to prepare the 21<sup>st</sup> century manager by providing students the knowledge and skills necessary to adapt to the complex and fast-evolving corporate environment of today and tomorrow. The values of the Master of Business Innovation program commit our organizational efforts into delivering creative thinking, innovative resourcefulness, curiosity, open-mindedness, critical thinking, interdisciplinary and experiential learning capabilities. Our Master of Business Innovation program at Bangkok University aims to dedicate our organizational efforts towards delivering creative thinking, innovative resourcefulness, curiosity, open-mindedness, critical thinking, interdisciplinary and

experiential learning capabilities. They have included Creativity, Innovation, Curiosity, Open-mindedness, Critical Thinking, Interdisciplinary, Experiential learning. (MBI brochure)

The program can be graduated within 1.5 years (graduated on independent study thesis). The Master of Business Innovation program became one of the earliest innovative business leaders in ASEAN, and it has a significant influence in Asia. Some Master of Business Innovation program uses a hybrid learning method, where 2/3 of the time is in the classroom, and 1/3 of the online, flexible learning time is very popular among students. Innovative teaching techniques (SPOC, MOOC, action learning, problem-based and team-based learning, flip classroom), work with local organizations for program-based learning (PBL). IKI-SEA has experts in knowledge and innovation management, which is very helpful for students to learn. Students enrolled in the Master of Business Innovation Program can pass the University of Grenoble-Alpes in France (One of the most innovative and creative universities in France). After studying for one year and completing the course, students will receive a double master's degree. (MBI Bangkok University website)

Moreover, Master of Business Innovation students will have the option to obtain a dual degree. A Master innovation management and technology from the “Institute administration des Enterprise (IAE)”, which is a public Graduate School of Management of the University Pierre Mendes France, located in Grenoble, France. Selected students will spend one month in France (Mid Sept-Oct) during the 2<sup>nd</sup> year

of their study, where they will take classes and will participate in various activities. They will also require taking two courses taught by IAE professors at Bangkok University. Students will write a common thesis for both programs. Furthermore, students can choose a Master of Science in Technological Management from the Graduate School of Innovation and Technology Management of Hanyang University located in Seoul, South Korea. Students will have two semesters in Korea in order to meet Hanyang's Master's requirement. Students also will write a common thesis for both programs. (MBI brochure)

The Master of Business Innovation program is developed based on innovation. It conforms to the trend of the times, On April 9, 2019, Baise University and Bangkok University in Thailand signed a cooperative school framework, agreeing to train master students jointly. At the Master of Business Innovation program at Bangkok University, there are currently 14 teachers from Baise University attending the Master of Business Innovation program. In order to better understand the students' choice of Bangkok University and promote cooperation between the two sides, this topic's research was specially conducted.

## **1.2 Research Objective**

The purpose of this study is to introduce consumer perception theory and rational choice as a guiding theoretical framework to analyze potential students' perceptions of the Master of Business Innovation's attractiveness. The research objectives are as follows:

1.2.1 Investigate what value components in BU's Master of Business Innovation program matter in the perception of prospective students and increase the likelihood that they will enroll in the program.

1.2.2 Inquire into the possible influence of the prospective students' study background (bachelor study major) and socio-demographic factors on their perceptions of the value of the Master of Business Innovation program.

### **1.3 Relevance of the Study**

#### 1.3.1 Theoretical Relevance

Educational economics research shows that, when people receive higher education, they are connected mainly with higher income, better social status, and better development.

The related rational choice theory in sociology points out that when people face choices, they will measure their resources and constraints and make rational choices.

This research will use questionnaires, descriptive statistics, and other methods to master the primary data, explore which bachelor majors at Baise University will be attracted to the Master of Business Innovation program. What value components of the BU Master of Business Innovation program are most likely to be for potential students attractive. The author hopes that after analyzing the factors of choosing the Master of Business Innovation program among the interviewees, they



will be able to discover the deeper problems hidden behind the phenomenon to find more students at Baise University. The study also includes how to formulate policies in line with Chinese national conditions in the admissions policy to support the long-term development of the Chinese Master of Business Innovation program.

### 1.3.2 Practical Relevance

In China, graduate students are one of the main bottlenecks the most critical innovation execution in the Chinese national innovation system. One of the driving forces of the national innovation system. With the rapid development of the Chinese economy, there is an increasing demand for high-level talents, and supporting students to choose innovative education will enhance comprehensive Chinese strength. In this study, Baise University's international economics and trade majors, marketing majors, and English majors were selected as the research objects. Through the investigation of these students and the interviews of the interviewees, the analysis reached relevant conclusions. These conclusions can help Bangkok University's Master of Business Innovation program to develop a plan suitable for Chinese needs. This study enriches the study results in terms of rational choice theory.

## 1.4 Research Question

The author works at the School of Foreign Languages at Baise University and understands that graduates will choose to continue their studies every year instead of directly choosing to work. The factors for making this choice are many: Some

students are indeed full of longing for knowledge, eager to continue their studies, hoping to learn something and choose to graduate study. Some are in line with their parents, following the herd mentality, blindly following the trend, or escaping from difficult employment situations. Combined with the previous summary, the research questions in this article can be summarized as follows:

1.4.1 Which bachelor's degree major at Baise University will be attracted to the Master of Business Innovation program?

1.4.2 What are the valuable components in BU's Master of Business Innovation program most attractive for prospective students?

## **1.5 Scope of the Study**

1.5.1 By looking over relevant literature on factors that affect the attractiveness of the graduate program, through combing and comparative analysis, the main factors that affect the attractiveness of the Master of Business Innovation program are determined.

1.5.2 This research is mainly aimed at Baise University undergraduates majoring in international economics and trade, Marketing and English. Through in-depth interviews and questionnaire surveys, the Baise University students' views on the attractiveness of the MBI program were revealed. Because the Master of Business Innovation program is taught in English, it is undoubtedly beneficial to English majors. Marketing and international trade majors are related to business, and they may

choose graduate students similar to undergraduate majors to continue their studies.

Also, their undergraduate courses have business English, which is an essential factor for choosing to study abroad. This interviewee listened to the introduction of the MBI program at Bangkok University in Baise University.



## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The Bangkok University Master of Business Innovation is an emerging program, and there have been few studies on it in the past. The author starts from the existing research foundation of other professions and determines the direction for the development of this research. This chapter will summarize the existing research from four aspects:

First, the research on customer perceived value in higher education, from the definition of customer perceived value, the research related to customer perceived value, and the application research of customer perception in education.

Secondly, the research on the value proposition of the graduate program is analyzed from the definition of value proposition-the dimension of value proposition-the redefinition of a program value proposition.

Third, from the students' analysis of Quality Value System (GEQVS) and the Total Quality Satisfaction Strategy (GETQS).

Finally, the research on the role of Chinese parents in the decision-making process of learning focuses on family factors, including income, educational level, and expectations.

#### **2.2 Customer Perceptions Value**

##### **2.2.1 Definition of customer perceived value**

Customer perceived value is the user's objective value to the product or

service and the result of the user's subjective cognition. Western developed countries first proposed it. Another person who has made a significant contribution to perceptual value research in China are Dong, Quan & Qu (1999). They defined the perceived value as the result of comparing the customer's process of paying money, cost, and energy with the benefit obtained (Zeithaml, 1988). Based on Porter (1985) research, expanding from an empirical perspective, that the perceived value includes "Low price", "What you want from a product or service", "Quality paid for", and "All that you get after you give these four meanings". He believes that the perceived value is subjective, and different consumers have different feelings about value. However, the core of measuring consumers' perceived value is the difference between the investment and the final value.

#### 2.2.2 Researches related to customer perception value

For the study of customer perceived value, for one, Porter (1985) notes that "buyer value theory", an in-depth explanation, buyer value is affected by two variables of buyer's perceived performance and buyer's cost. Besides, Zeithaml (1988) is the most representative person who studies the perceived value of customers. Many scholars still use his related theories. Woodruff (1997) pointed out, that after using the purchased product, the customer compares the same products of other companies or merchants with the overall evaluation and perceived preference. Anderson, Jain & Chintagunta (1992) indicate that the perceived value is the perceived utility of the economic, technical, service, and social benefits in the complete transaction when the monetary unit is measured. Gronroos (1997) shared a view.

Customer perceived value refers to all psychological feelings of customers when purchasing products or enjoying services, including the perception of product

quality, perception of service attitude, and perception of related information. He emphasized that this is a series of processes. Pura (2005) marked the telling observation that perceived value includes monetary value, convenience value, social value, emotional value, condition, and cognition. Parasuraman & Grewal (2000) in a summary of the available empirical research on this aspect indicates that he divides customer perceived value into three aspects, followed by service quality, product quality, and monetary value. The scholar believes that service quality is a crucial point. Service quality is different from product quality and currency value; the quality and price can be compared with other competitors, while others cannot imitate the quality of service. Therefore, service quality can change customers' value perception to a certain extent. In a description that brevity I particularly like Fan & Luo (2003) suggests: studied the value perceived by customers from the perspective of cognitive perception. They believe that customer perceived value is an understanding based on the practicality of the goods obtained by customers during the purchase process. At the same time, Wen, Zhang & Tang (2015) contention that the relationship between customer perceived value and functional value, emotional value, and social value is a functional expression.

Customer perceived value has now become the key to operating activities in all walks of life for customers. Whether it is buying actual goods or services, the most critical thing is own expectations, get a “value for money” impression will produce higher customer satisfaction and subsequent purchase behavior. From the above research on perceived value, we can see that scholars have two main views on the concept of perceived value: The first one is the perception value trade-off concept. This view holds that perceived value is the result of the individual weighing their

perception gain and perception disburse. The individual wants their perception gain to exceed the perception expend. The perceived gain here includes the income derived from the attributes of the product or service and income from related emotions, recognition, or attribution. Perceived disburse includes the economic cost, time cost, energy cost, and opportunity cost of obtaining the product or service, and the like. The other view is the multi-dimensional comprehensive view of perceived value. The multi-dimensional comprehensive view of perceived value believes that the value of a product or service comes from the superposition of multiple values rather than being determined solely by a particular value. In different situations, the types of values that dominate the factors are different, and the proportion and richness of different types of values are also different.

### 2.2.3 High education customer perception value

Customer perceived value is also applicable in the education industry. Use the Likert scale method evaluate the perceived service value of higher education customers from the perspectives of business school service provision, service quality, tuition fees, image, diploma, emotion, social relations, and the like. Higher education customer perceived service value includes functional value one (need to be satisfied), functional value two (quality/price), cognitive value, image, emotional value, and social value (LeBlanc & Nguyen, 1999). Some studies believed that the value of higher education services expected by students before enrollment is at least equal to the amount of cash that must be paid when enrolling (Schmidt, 2002). That is, students and their families will choose to register and pay tuition only when the desired quality of higher education equals or exceeds the cost of education. The customer service value of higher education in the study mainly refers to the

comparison between university students' service income and tuition fees and the perception of the overall utility of higher education services (Hu & Su, 2007).

In summary, the available empirical research on these aspects proposes that the learner's (customer) perceived value is the learner's evaluation of the perceived benefit and perceived pay. The pay includes economic and non-economic factors, while the perceived value includes the higher education functional value, outcome value, emotional value, and development value. Influenced by expected value Li (2009) also takes up the notion of Value dimension to analysis, put forward the customer perceived value of university students in higher vocational education. The customer perceived value of higher junior university consists of tangible value, reliability value, developmental value, emotional value, and economic value. The influence of value perception on the field of education is well established. Chen (2012) found that the driver of higher education customer perception value believes that customer perception value consists of emotional value, service value, environmental value, and development value.

In general, the education industry is defined as a service industry, which extends customer perceived value in the marketing field to the perceived value of learners in the education field. It has been unanimously recognized and widely used by scholars. Many scholars have proposed the dimensions and elements of perceived value in combination with different levels of education. Educational services are the constant output of higher education; serviceability is the essential characteristic of higher education quality. Higher education service quality is to ask scholars' perceptions of higher education service. Higher education service value should be defined from the perspective of customer perception. There is a consensus in the



literature that starting from the value relationship of education, combined with the positioning of higher education value, and aimed at the practical application of perceived value in the field of education; this study attempts to determine the dimensions of the perceived value of higher education customers. The school supports learning services. The customer's perceived value consists of four aspects: learning value, functional value, emotional value, and social value. The understanding of the perceived value of higher education customers can also be analyzed from these four dimensions.

#### 1) Higher Education Customers Perceived Learning Value

With the help of learning support services, the perceived results of abilities, knowledge, and other help that can be obtained through learning itself. In order to help customers, increase their interest in learning, gain professional knowledge, and achieve learning effects. The guidance results, resource support services, course learning support services, effective training support services, and graduation guidance support services that are provided to learners are the perceived results. During the learning process, customers evaluate the perceived value based on the learning resources they have obtained and the professional skills and knowledge they have mastered. The more productive and valuable the learning resources are, the clearer the learning objectives, the more substantial the professional skills knowledge and practical operation skills the more practical, the higher the learning value perceived by customers.

#### 2) Perceived functional value of higher education customers

The customer obtains functional value through the possession of the main functionality, practicality, or physical attributes. The perceived results are brought to

learners by management support services, personnel support services, facilities, equipment, and technical support services provided to achieve customer learning goals or meet learner needs. Higher-education customers' perceived functional value is mainly the value judgment of higher education teacher services, faculty, curriculum services, practice links, program management, thesis links, and teaching conditions services.

### 3) The perceived emotional value of higher education customers

With the help of learning support services, customers feel the emotional support and humanistic care during the learning life. According to Maslow's theory of needs, people need to belong and love and respect, the service process may make customers happy and excited, or it may make them cynical and angry. Beautiful and comfortable campus environment, opulent catering, numerous entertainment programs, infrastructure and resources, management services, health services, good teacher-student relationships, and classmate friendship are all reflected on higher education customers' perceived emotional value.

### 4) The perceived social value of higher education customers

Customers can get social recognition when they buy products, that is, the professional opportunities and choices of customers after learning support services, as well as the social relationships built in the process of learning and life, resulting in social significance. Some customers may also obtain another function from service consumption, that is, to enhance the role of social self-concept. Students are proud of the school by reflecting on the perceived social value of higher education customers.

## **2.3 The Value Proposition of the Graduate Study Program**

### **2.3.1 Multiple connotations of a value proposition**

Value Proposition refers to the products and services provided by enterprises to meet customer needs. Osterwalder & Pigneur (2009) maintains that a company's value proposition is its difference from its competitors. The value proposition provides value through various elements, including novelty, performance, customized services, optimized design, Brand status, price advantage, cost reduction, risk reduction, accessibility, convenience and ease of use, and the like. The academic research on value proposition focuses on a business model perspective.

### **2.3.2 Value proposition from the perspective of business model**

Although the academic community has not reached consensus on its concepts and definitions, they all agree that the essence of the business model is to define a way for companies to provide value to customers, attract customers to pay value, and convert these payments into profits (Teece, 2010). Outlines some value propositions and proposes that the value proposition is a specific combination of benefits that a firm provides to its customers. That is, what benefits the enterprise can provide to its customers. The value proposition describes how an enterprise can help customers complete their essential tasks. -Thereby creating value for customers, including the company's target customers, the work that the customer wants to complete (that is, solving a problem or meeting a demand), and the provision (that is, being able to provide products or services that solve problems or meet needs) (Johnson, Christensen & Kagermann, 2008). Among the elements that make up a business model, the most recognized element is the "customer value proposition" (Morris, Schindehutte & Allen, 2005; Osterwalder, Pigneur & Tucci, 2005). The product value proposition is

the cornerstone of the business model and runs through all links of the business model. For this reason, the customer value proposition as the basis and source of the business model has received widespread attention from the corporate and academic circles. Doz & Kosonen (2010) interpreted the value proposition as an entrepreneur's "vision" and stated that this so-called vision is not derived from models or formulas. It is what entrepreneurs do to future customer needs and industry rules some underlying assumptions. The value proposition is that the enterprise meets the needs of the target customers through identical products or services according to the urgent problems that the target customers encounter (Li, 2014). Osterwalder, Pigneur & Tucci (2005) believe that the value proposition is a collection of benefits provided by the company to customers and is the reason why customers turn to one company instead of another; it solves the problems faced by customers or meets customer needs. The value proposition from the perspective of business model development is a way for companies to discover potential value and create and meet customer needs by assembling and providing products or services with specific characteristics during the innovation of business models Expression. Some scholars have proposed relevant definitions from the assumption of corporate value creation. The authors specifically highlight the importance of the value proposition has a direct relationship with the success of the program. Hill & Gareth (2001) believe that the value proposition is a kind of value creation for an enterprise. If an enterprise wants to have unique competitiveness that is different from other competitors, it must learn to create value for customers. Similarly, the essential connotation of the value proposition is a shared belief in shared value creation by shared subjects. Among them, shared subjects are all subjects involved in value creation, including companies, customers, and other

stakeholders. This business model (Chesbrough & Rosenbloom, 2002) explains why customers are willing to buy or use products or services of the company rather than competitors. The value proposition is the core element of the business model. It explains why customers are willing to buy or use the company's products or services, which means how companies can effectively pass on the core values different from market competitors to customers.

Through the combination of the above concepts related to the value proposition, it can be seen that the value proposition is applied to many different subject areas, and the related concepts of the value proposition are also different in each subject area. It can be concluded from the summary that scholars have described the relevant concepts of value proposition mainly from the perspectives of marketing and business model science. Among them, the definition of a value proposition is the most widely discussed. Although the definitions of customer value propositions are different in various disciplines, these definitions also have a certain degree of an intersection. This article redefined the value proposition of graduate programs from the perspective of business models by combining the above-mentioned relevant literature because this research is related to the rise of the Internet and the innovation of business models.

### 2.3.3 Related Research on the value proposition dimension of the postgraduate program in the context of business model

Based on the discussion and definition of the value proposition, some scholars have proposed the dimensional division and measurement of the value proposition under the background of the business model. Souza & Batista (2017) draws on Osterwalder's scale and takes the e-commerce company as an example to

propose a measurement scale for the value proposition of the program. Needs: (1) the company's products/services are known for their quality. (2) the company's product/service prices have a significant impact on customer value. (3) the company provides products/services that are considered innovative. (4) The life cycle of the products/services provided by the company is relatively short (less than one year).

Baden-Fuller & Haefliger (2013) and Baden-Fuller & Mangematin (2013) divide customer value propositions into three dimensions: value delivery and value chain, customer awareness, and customer engagement, and value delivery and value chain understanding. Connect with customers for customer perception. At the same time, some scholars in China also subdivided the value proposition dimension from the perspective of business model innovation. According to SDL theory (Vargo & Lucsh, 2008) the value proposition into two types: emotion and function. The practical customer value proposition emphasizes the attributes of products and services, such as quality, quality, technology, price, high performance, brand, and the like. The emotional value proposition emphasizes the customer experience and feelings when using products and services, including customer / market-oriented, customized, and personalized needs. This paper combs and summarizes the relevant research results of the division of value proposition, which provides a theoretical basis for the dimension of the value proposition of the graduate program proposed by the research. For literature, this showed that the value proposition of the graduate program is mainly reflected in the value of customers (students), product (program) quality, and product (program) service quality.

#### 1) The value of customers (students)

The “end products” produced by the program are the graduates it

produces. What kind of talents these students become, and what kind of value they can depend on the education of the program? Therefore, they are universities for the product. The student product concept of higher education compares universities and enterprises with the view that universities are an education factory, products are students, teachers are processing and marketing personnel, and the cultivation of high-quality and marketable talents is for universities to survive and develop fundamental (Liu, 2002). The “production” products of higher education are the human capital that university students strengthen after receiving higher education. Some people think that the product of education is the improvement of students' knowledge and ability. They believe that the product of education is the result of educational activities and processes, that is, the acquisition of personal knowledge, skills, various abilities, and spiritual lives, and the development or increase of labor value. In general, the products “produced” by higher education are the human capital enhanced by university students after receiving higher education. The process of various activities in the school changes and adds value to the student's product. These changes and added value are the results of the school process and the product of the school.

Specifically, the program provides students with facilities and equipment for studying, living in school and provides students with the knowledge, information, and methods through the education, teaching, and service processes of faculty and staff. Thus, it improves the consciousness, moral quality of students, as well as their ability to know and transform the world.

## 2) The product (program) quality

Quality control is always the main task of the graduate program to ensure the quality of the curriculum. The concept of quality of postgraduate education is a

fundamental understanding of the quality of postgraduate education. It must reflect at least three aspects: “how to treat the quality of postgraduate education”, “second is the quality of postgraduate education”, and “the measurement of the quality of postgraduate education standard”. The graduate education quality differs from country to country. ARWU University's education quality index system includes education quality, teacher quality, scientific research results, and teacher performance. Through in-depth analysis, it is found that the index system's analysis from the perspective of input, process, and output is entirely consistent. By comparing the differences between the ranking index systems of Chinese and American universities, it is found that China pays attention to scientific research, and the United States pays attention to academic reputation. China pays attention to input and output, the United States pays attention to process, China pays attention to quantitative indicators, and the United States pays attention to qualitative indicators (Yang & Yan, 2015, pp. 7-9). Through research and analysis of the rankings of Chinese universities and related graduate education quality, China pays attention to universities and universities' attraction, talent cultivation and social recognition of universities and universities, while ignoring the experience and improvement of students in schools.

Schuster (2008), based on the biotechnology major's analysis, believes that its professional degree education aims to cultivate professionals with substantial biological expertise and business management skills and appeals to private, public educational institutions. Social enterprises and Charities participate in the quality of education of professional degree graduates. Mike (2010) take the Montana State University Master of Science in Education as an example to discuss the blended learning model of the professional degree, including distance learning, academic



research, and the like. Salminen-Karlsson & Wallgren (2008) took an industrial research school as an example, consulted with industrial technical tutors, academic tutors, and eleven postgraduates on the issue of double-mentor cooperation in training graduate students. Moreover, it concluded that double-mentor cooperation. The cultivation of is crucial, especially when students encounter difficulties. Frank, Kurth & Mironowicz (2012) discussed the approaches and practices of professional degree quality assurance and certification concerning the certification and quality assurance of professional degree courses compared to three European countries, namely the United Kingdom, Poland, and Germany.

Yang (2017) believes that professional degree graduate education should strengthen process management. The implementation of process management helps graduates clarify their value orientation and helps universities and universities establish a complete quality evaluation control system. Points out that the effective implementation of process management requires continuous improvement of the professional degree graduate education regulations and information management system many factors would affect the quality of graduate education. The more concentrated factors include the construction of teaching staff, the scale and quality of student sources, and the establishment of professional courses. Hu, Liu & Xu (2016) conducted a factor analysis from a macro perspective, including six aspects of national policy, market environment, discipline and professional settings, training management, enrollment scale, and faculty construction a started from micro perspective, using the average research funding for graduate students. The number of published papers per student, and the student-teacher ratio as core elements for early warning analysis, helping education authorities and universities to grasp the quality of

education of this group. Feng, Liu, Zheng & Zhang (2013) found that the factors affecting the quality of postgraduate development through the questionnaire statistics of a university include the frontier of the curriculum, the choice and the number of courses, the expansion of knowledge horizons, the number of the research program, and the like. The critical factors in evaluating the quality of graduate education in many universities in China are the comprehensive strength of the tutor, the overall quality of the graduate students, and the university's comprehensive strength. Moreover, dividing the relevant evaluation factors into main consideration factors, external evaluation factors, and reference evaluation factors.

In the literature, it was concluded that the quality of the Master of Business Innovation program is mainly composed of five indicators. Teacher quality, student graduation rate, course content, academic qualifications, and teaching methods recognized by the Ministry of Education.

### 3) The product (program) service quality.

Educational institutions are primarily service organizations (Emanuel & Adams, 2006). The product of the university is the education service. The school improves the quality of the labor products the scholars through design and education and teaching practices. In essence, it provides an education service (Beard, 2004 cited in Ji, 2005). With the deepening of education, scholars began to pay attention to the quality of higher education services in the 1980s. Srikanthan & Dalrymple (2010) believe that customers of higher education services mainly include providers (investors and society), users of products (university students), users of output (employers), and employees of various departments.

Moreover, different customers have different needs for the quality of higher

education services. Harvey, Green & Burrows (1993) also pointed out in the research that different perspectives have different requirements for the quality of higher education services, so the needs of different stakeholders for the quality of educational services should be considered, and these indicators should be included as much as possible. Seymour (1997) to reinforce this point, the quality of higher education services mainly includes more majors, a rich collection of books, a certain number of well-known scholars, and other indicators.

Research on the evaluation dimension of education service quality once pointed out that the dimensions of higher education service quality evaluation should include the following: educational service attitude, educational service hardware facilities, educational service quality, educational service content, educational service process, and reliability. Athiyaman (2000) put forward a point of view that is similar to the SERVQUAL model and divides the quality of higher education services into reliability, tangibility, responsiveness, convenience, and curriculum and teaching. However, Abdullah (2006) simplified the quality of higher education services into four dimensions: academic, non-academic, reliability, and empathy through empirical analysis. The quality evaluation of higher education can be divided into five dimensions: nihilism, reputation, resource-based measurement, result-based measurement, and value-based measurement. At the same time, he thanked that students and parents are the determinants of service quality. The quality of higher education services includes the following eleven dimensions. They are information and feedback, computer hardware and software equipment, cooperation with social enterprises, course services provided, university teachers, educational practice, external evaluation, University graduates, campus libraries. Khodayari & Khodayari

(2011) verified the perceived service quality and expectations at the Islamic Azad University in Iran. Their results show that there is a gap between student expectations and service quality.

Therefore, reliability, tangibility, responsiveness, assurance, and empathy are essential to students; besides, Islam Anisa Firoozkooh University must allocate more funds to improve performance (Aldridge & Rowley, 1998). According to Hill & Gareth (1995), it proposes to measure the perceived service quality of students from 14 aspects, including library facilities, housing services, employment services, university bookstores, consulting services, health services, financial assistance, and student participation courses. Content, work experience, and computing facilities. Students think that higher education quality can bring more learning opportunities. Ibrahim, Rahman & Yasin (2012) conducted a study to assess the views of Malaysian vocational university students on service quality. The study found that: (1) Students 'satisfaction with the service quality of public universities is higher than that of private universities; (2) Students' views on the quality of services provided by public and private universities are significantly different, except for the quality of tutors. The average score of public universities is higher than that of private universities; (3) Hardware facilities, service problems, service reliability, and hardware equipment average scores are low. Students are more satisfied with aspects, including teachers, courses, and training. Therefore, university administrators are concentrating on creating an environment that can support the learning process and customer satisfaction.

Based on previous studies, the definition of program learning service quality is combed and summarized and combined with the specific research problems of this

article; the program learning service quality is redefined. The dimensions of program service quality assessment are derived from course services, accommodation services, employment services, health services, financial support, and library facilities.

#### **2.4 Students Evaluation of the Value of Postgraduate Study Program**

At present, the status of the government, society, and universities as a subject of value evaluation of professional degree education has been generally recognized by researchers. The evaluation of the identity of the students, the core stakeholders of education, and the objects of education services, has been neglected for a long time. The article "Research on the Subject of Quality Evaluation of Professional Degree Graduate Education" emphasizes that the government, society, schools, and students are the common subjects of the quality evaluation of professional degree graduate education. Moreover, analyze the evaluation points, explore the internal relationships and responsibilities of each subject, constructed a "four-in-one" professional degree graduate education (Hu, Gu & Yang, 2016). "How to Cultivate Postgraduate Students in the United States" classifies the ideal types of postgraduate education in the United States. The US SERU (Student Experience in the Research University) survey team focuses on the graduate student's learning experience, survey the graduate student group in consideration of learning outcomes. The learning experience mainly includes nine aspects: professional social development, academic atmosphere, teaching experience, tutor guidance, career planning, degree thesis, scientific research experience, financial assistance, and other support. Learning value is measured by ability development and overall satisfaction. The Graduate Education Experience Survey launched by the Australian Education Research Council (ACER) aims to

investigate the feelings, cognition, and satisfaction of graduate students on their scientific research experience, teaching experience, and pay attention to the scientific research guidance provided by the tutor, the scientific research environment and atmosphere created by the training unit, and scientific research Experience and skill development, infrastructure and other scientific research resources, paper requirements and academic standards, and overall satisfaction. The new education values highlight students' perspectives and listen to their voices in quality evaluation. Emphasizing the positive results and changes brought about by the educational process of students. The main content of education quality is based on the students' perceived learning environment, tangible learning experience, and real learning experience. From the acquisition of professional knowledge, the development of general, capabilities career preparation and other aspects highlight students' educational gains and especially emphasize the significance of “added value” brought by graduate student program value to graduate students. Therefore, the analysis of students' views on the postgraduate study is mainly focused on the investigation of student satisfaction, and quote customer satisfaction theory.

There are three main components of the value of graduate program learning: the customer (student) value, program education quality, and service value. From these three dimensions of student satisfaction, we analyze students' views on the graduate program. A comprehensive study of Chinese MBA student satisfaction has found that the overall satisfaction of MBA students in China is relatively low, and the satisfaction of teachers, courses, graduation thesis teaching service, and other aspects are relatively low. There is still much room for improvement. Constructed an about graduate education student satisfaction model, selected five primary indicators:

student expectations, student perceived value, student perceived quality, student satisfaction, and student loyalty, using the Delphi method to build a measurement index system. Taking MBA education as an example, based on customer satisfaction, we investigated the influencing factors of MBA education services, starting from six secondary indicators of teachers, school services, recruitment standards, teaching conditions, teaching organizations, and graduation links. There is still much room for improvement in the satisfaction of education service quality (Song, Zhou & Chen, 2013). Combined with the MBA education of Tianjin University in China, construct a mechanism and indicator system for MBA students' work evaluation research, and further think about the quality of Chinese MBA education in terms of teachers, courses, markets, teaching methods, and the like. (Ning, 2012). Student satisfaction of the MBA program of China University of Political Science and Law. MBA satisfaction of Law University has eight influencing factors (Individual ability, external environment, school conditions, business conditions, economic factors, social factors, growth factors, learning factors). Regression analysis of school factors MBA student satisfaction has the most significant impact (Zhang & Han, 2013).

According to the review, the most influential factors in studying students 'views on the value of graduate programs are teachers' level of teaching content and teaching methods; that is, program quality has the most significant impact on students.

## **2.5 Role of Parents in China in the Education Decision Process**

In the study of various factors that affect individual educational choices in higher education, the family environment is also often regarded as a critical factor. The family environment mainly refers to the learning environment and learning

conditions provided by the educated family, which are mainly divided into two categories: First, the family environment's external variables include family economic conditions, parents' education level, and the number of children, and the like. Second, the family environment's subjective variables include parental expectations of children, education methods, family emotional atmosphere, and the like.

From the research of the objective variables of the family environment: Professor Ding Xiaohao gets a conclusion from the "Investigation report on student groups with different family incomes in Chinese higher education". Family economic status is an essential reason for students' choice of types, levels, and methods of higher education. Students of different family economic backgrounds have a significantly different emphasis on considerations that have an essential influence on school choice. According to data from a high school survey in the United States, the study found that family income has a significant impact on children's access to education in high school and their academic performance in high school by comparing the differences in higher education enrollment opportunities in Guangdong, it is found that the family's economic income directly affects the chances of their children entering universities. After research, it is found that parents' education level has no significant influence on the choice of majors and masters. However, it has a significant influence on the choice of doctoral education. Through research, it is found that the higher the father's socioeconomic status, the stronger the impact on his children's demand for higher education. In a study of rural families, it was found that the main factors that affect parents' investment in children's education are the mother's position in family decision-making, family-owned education investment costs, and parents' education level.



Among them, the mother's decision-making position in the family and the mother's education level affects the education investment of the child. Mothers with a high level of education and high decision-making status in the family have a positive influence on their children's investment in education, and it is worth noting that mother the effect of education on children is higher than that of fathers. From the perspective of parents 'labor participation, it is found that parents labor participation has a significant impact on their children's educational investment. Children can effectively replace parental labor, increased labor participation of mothers will increase the years of education of boys, and reduce the girl's years of education, father is the opposite.

From the study of subjective variables of family environment, by comparing the grade 5 students with good and poor grades in the Harlem Boss District of New York, Find out that family environment and other characteristics of the family play a decisive role in children's academic performance (Daniel Levine, 2009). According to a follow-up survey of a group of children, it is pointed out that the family environment plays an essential role in the development of children's cognitive and social abilities.

## **2.6 Theoretical Framework**

### **2.6.1 Rational Choice Theory**

The rational choice theory is defined as the instrumental rationality of the connection between the result that an individual can achieve and the purposeful action. Its representative figures are American sociologist Coleman and social economist, Becker. In rational choice theory, it is usually assumed that the group is

rational, and the group establishes its behavior on a specific basis, which is the most helpful for achieving their purpose. In a social environment where resources are relatively scarce, the group should always compare it with choosing the way and make choices based on their own goals. It is the so-called rational choice theory.

This study is mainly based on the views of American sociologist Coleman. Coleman (1994) believes that if the goal of social theory is to explain social organization activities based on individual actions, individual understanding actions means looking for the various motives hidden within the actions (Lu, 2010). Therefore, when explaining the organization's activities, they must explain their actions from the perspective of actors. Coleman's theory has two essential starting points: First, using purposeful personal action theory. Second, it borrowed the concept of maximizing benefits in economics to illustrate "purposeful action"

For individual differences and influencing factors of Baise Academy, to a certain extent, it can be considered that the individual made according to his characteristics under different learning environments and learning methods "Rational Choice"

#### 2.6.2 Customer perceived value theory

Many scholars have analyzed the perceived value from different angles. Analyze the perceived value from a comparative perspective and think that the perceived value of customers is the ratio of perceived benefits to perceived pay (Woodruff, 1997). Analysis of perceived value from the perspective of value composition (Wolfgang, Stannard & Jones, 2001). The study includes five types of value theory: functional, social, emotional, cognitive, and situational. Four types of value: product value, use value, ownership value, and the total evaluation value

formed by customers during the evaluation process. “Desired Value” and “Received Value”; Weingand's four levels of value: primary value, expected value, demand value, and unexpected value (Oliver, 1997). And four value dimensions: emotional value, social value, quality value, price value (Sweeney & Soutar, 2001). It is generally believed that the driving factors of customer value are mainly composed of product quality, service quality, and price factors (Parasuraman & Grewal, 2000). Perceived value has a direct impact on customer satisfaction (Cronin, Brady & Hult, 2000). Customer satisfaction depends on perceived value.

Based on relevant theories, this study summarizes these factors and divides them into the following four categories: Personal factors, family factors, program quality, and Program service quality. Among them, personal factors include gender, source of birth, major, and personal ability. Family factors include family income, education level of parents, number of siblings, and parental expectations. Program quality is mainly composed of five indicators: teacher quality, student graduation rate, controlled professional course setting, scientific research achievements, and teaching methods. Program service quality assessments are derived from course services, accommodation services, employment services, health services, financial support, and library facilities. It deduces the theoretical framework of this study, as shown in Figure 2.1

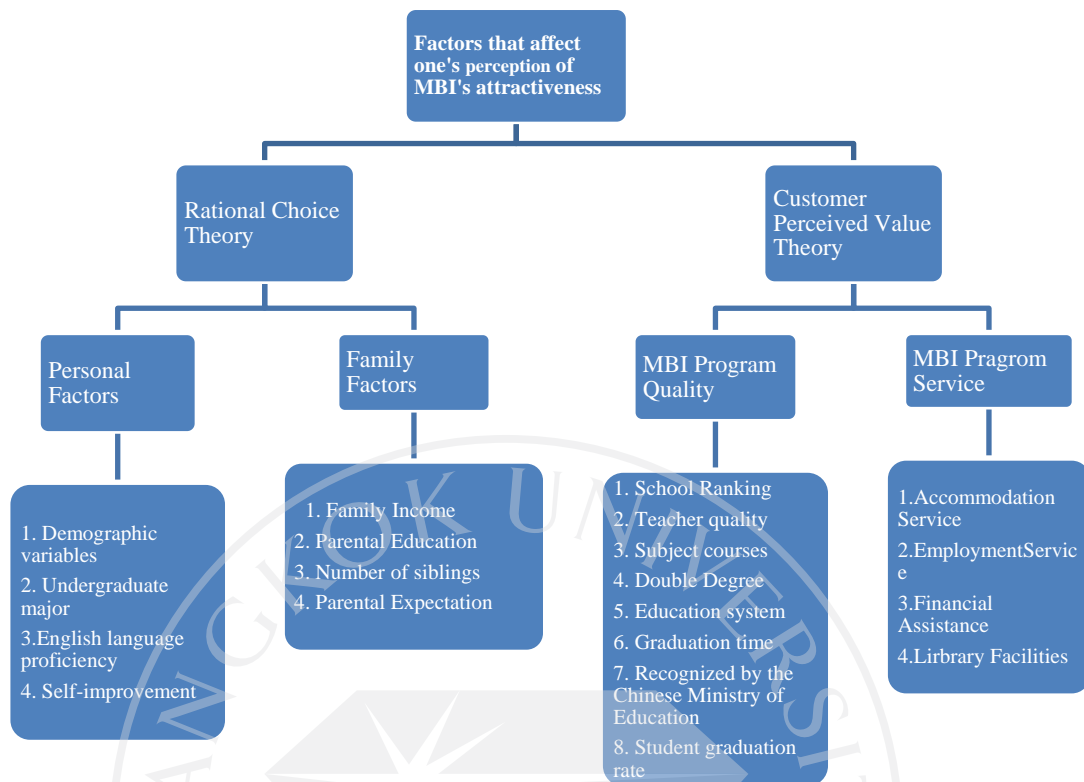


Figure 2.1: Theoretical Framework

## 2.7 Conclusion

This chapter summarizes the relevant research results of customer perceived value, value proposition, student evaluation of program education value proposition, and the role of Chinese parents in the learning decision-making process. By sorting out the actual research results, it provides a research basis for the following factors that affect the Baise University students' perception of the attractiveness of the MBI program.

2.7.1 Customer perception value, in a broad sense, is the objective value of users products or services. This article studies whether the perceived value of higher education students will affect the attractiveness of the Master of Business Innovation

program and focuses on factors that may affect students' perceptions of the Master of Business Innovation program. Therefore, the customer perceived value studied in this article refers to the perceived value of customers in higher education.

2.7.2 The academic research on value proposition is mainly from two perspectives: marketing perspective and business model perspective. The value proposition of the marketing perspective as a product marketing slogan and customer perception commitment is a statement made from the product or customer's perspective. The success of the Master of Business Innovation program needs to be embedded in a good business model. So, this article studies the value of the Master of Business Innovation program Advocate should stand in the perspective of the business model through studying the dimensions of the Master of Business Innovation program value proposition to help the success of the Master of Business Innovation program.

2.7.3 Regarding students' evaluation of the value of the graduate program, academics often use the word satisfaction to describe it. Most of the existing researches on satisfaction has evaluated the value of graduate education from the perspective of government, society, and universities but failed to analyze specific issues from the perspective of students. Students happen to be purchasers of program education, and their opinions account for a large proportion of the program's success. Therefore, to study whether the value of a specific Master of Business Innovation program is satisfactory from the perspective of students is the focus of this study.

2.7.4 When studying the factors that affect an individual's perception of higher education's attractiveness, many factors will influence the choices, such as personal factors, social environment, and family factors. However, the family environment is also often considered critical Factors; Chinese parents play a decisive

role in their children's choice of education. Therefore, this article focuses on the impact of family factors on the choice of education.

2.7.5 This article studies the factors that affect the attractiveness of the Master of Business Innovation program and whether to choose whether to enroll in the Master of Business Innovation program. The "choice" and "influence" must involve the relevant theories of rational choice and customer perceived value. It reveals the specific reasons for the personal choice of graduate education. The factors categories that affect personal choice Master of Business Innovation program. Therefore, through the definition of the value of the Master of Business Innovation program, the selection process, and the research of the influencing factors Introductory summary it is summarized to provide a theoretical basis for the following research.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1 Research Method**

This study follows an explorative research design that applies a mixed-method approach, combining collection, analysis, and calibration of both qualitative and quantitative data.

#### **3.2 Research Design**

Through the literature analysis in Chapter 2, we found that a large number of studies support the measurement of project quality and service quality based on perceived value. Such as Churchill & Surprenant (1982) and Cronin & Taylor (1994) other scholars have mentioned that they are evaluated by service, and quality perception Satisfaction is adequate. Besides, (Clare, 2004) found that all dimensions of SERVQUAL are mainly related to the educational process. Other documents in Chapter 2 also show that SEVEQUAL reflects the overall evaluation of the service process by the demand side. Therefore, this chapter will study the issue of the "quality of innovative business master's programs and attractiveness of the perspective of demand-side perception of service quality; we will focus on the dimension division of SERVQUAL, scale design, and other previous research results. Combining the results of interviews with demand-side groups and the characteristics of higher education service quality, build the "Evaluation Scale of Education Quality and Service Quality Attraction of Master of Business Innovation." Besides, the research design of this paper is shown in Figure 3.1:

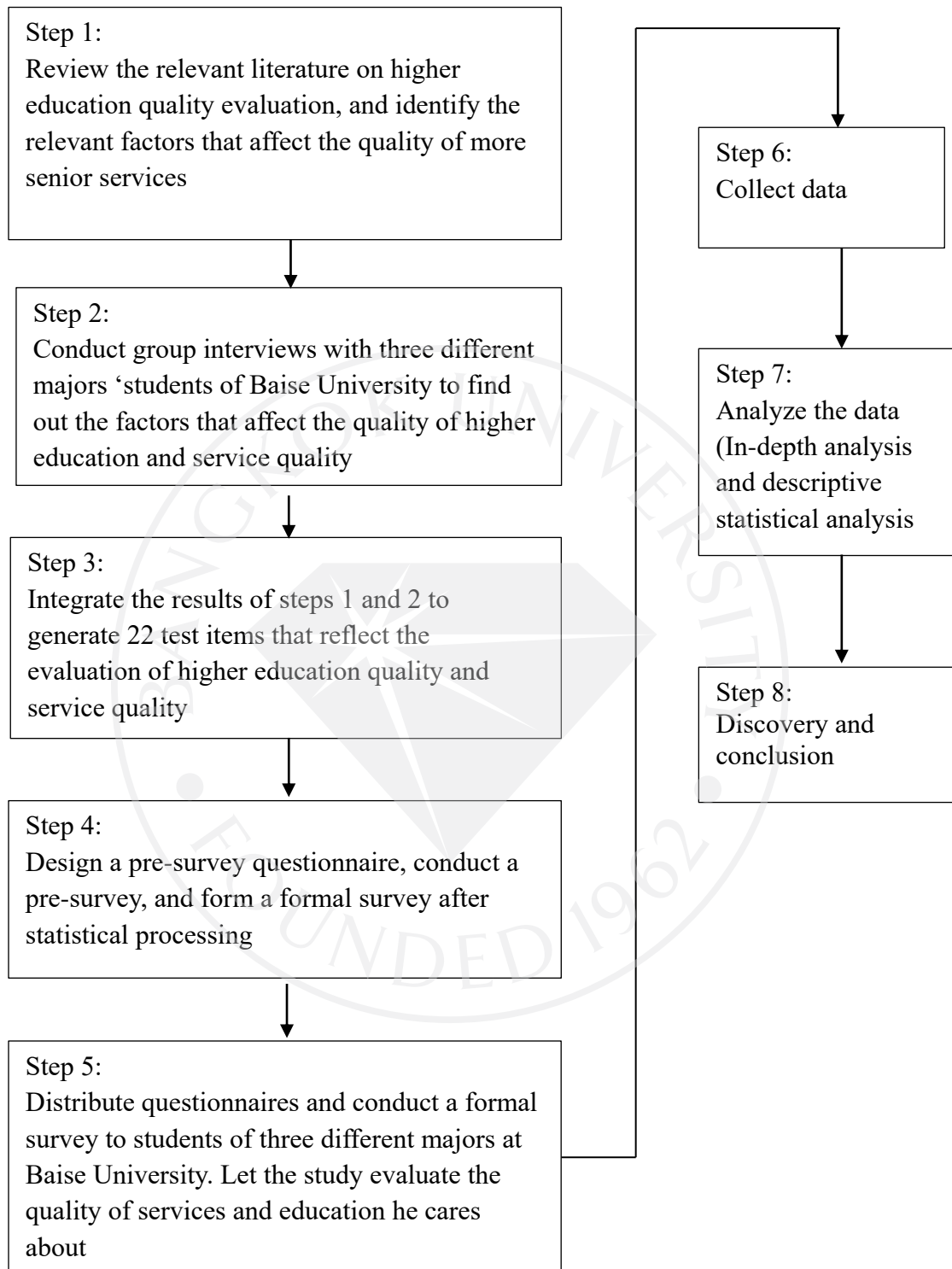


Figure 3.1: Research Flow



### 3.3 Data Collection

3.3.1 For the qualitative part of the study, the author constructed an Interview Guide (see attachment I) and questions based on the literature review that allowed for a semi-structured interview process. In-depth interviews are conducted online through video conferences, and authors can see the interviewees. In late April 2020, the author of this study conducted three semi-structured interviews with international economics and trade majors, English majors, and marketing majors from Baise University. All interviews were conducted in Chinese and recorded, translated into English, and transcribed to document each interview's verbatim. Participants consist of undergraduates with different years of study, and the interview time is about 30-40 minutes. The study framework gave orientation for some necessary coding to identify the critical components of the research question and the construction of categories of elements. The summary table of in-depth visitors is shown in Table 3.1.

Table 3.1: Respondent necessary information

Respondent	Major	Age	Years of study	Date of interview	Duration of interview
Respondent A	English	21	4	2/5/2020	40 min
Respondent B	Marketing	22	3	3/5/2020	30 min

(Continued)

Table 3.1 (Continued): Respondent necessary information

Respondent	Major	Age	Years of study	Date of interview	Duration of interview
Respondent C	International economy and trading	22	4	1/5/2020	40 min

3.3.2 For the quantitative study, the author constructed the questionnaire (see attachment II) based on the results of the qualitative analysis and the literature review. The survey link was created through [www.wjx.com](http://www.wjx.com) and sent to the respondent. It was published in 2020.5.12, sent to the respondents through the QQ group, and the questionnaire was stopped on 2020.5.15. A total of 387 questionnaires were received.

The author collected quantitative data from 387 students who completed the survey, and the data is done online. The address of the QQ groups are 499710140 and 416645108, and the link that requires students to enter a link to complete the survey is <https://www.wjx.cn/jq/76859537.aspx>. This group is the official communication channel of the Baise University teaching department.

### 3.4 Data Analysis

The recording data is from interviews in the qualitative study. The meeting was done in line with the theoretical framework of the study. The survey data from the quantitative research were analyzed using SPSS (equivalent). The process of triangulation and integration was used to align the results from the qualitative and

quantitative analysis, and to synthesize the findings for the discussion of the results and conclusion.



## CHAPTER 4

### FINDINGS OF THE STUDY

#### 4.1 Sociodemographic of Respondents

The table summarizes the descriptive overview of all the interviewees 4.1. As shown in the figure, the total number of interviewees is 387. Most of the interviewees are 325 females (83.98%) and 62 males (16.02%). Respondents were all Baise University's first year to fourth-year students, Students from the following three undergraduate majors are interested in the MBI program: 78 (20.16%) from international economics and trade, 122 (31.52%) from marketing, English from 187 (48.32%). Among them, the first grade for undergraduates accounted for the total number of respondents (10.08%), second grade for undergraduates accounted for (29.97%), and third grade for undergraduates (37.47%), and about to graduate (22.84%).

Table 4.1: Descriptive Summary of the Respondents

Demographic Variable		No. of respondents	Percentage
Gender	Male	62	16.02%
	Female	325	83.98%
	387		

(Continued)

Table 4.1 (Continued): Descriptive Summary of the Respondents

Demographic Variable		No. of respondents	Percentage
Major	International economy and trade	78	20.16%
	Marketing	122	31.52%
	English	187	48.32%
387			
Years of study	First Grade for Undergraduates	39	10.08%
	Second Grade for Undergraduates	116	29.97%
	Third Grade for Undergraduates	145	37.47%
	About to Graduate	87	22.48%
The Economic Situation of Your Family	\$ 500- \$ 1000	90	23.26%
	\$ 1000- \$ 2000	102	26.36%
	More Than \$ 2000	111	28.68%
	Others	11	2.84%
387			
English Level	No grade	291	75.19%
	IELTS 1-3.5	7	1.81%
	IELTS 4-6.5	6	1.55%
	IELTS 6.5-9	0	0%
	CTE-4	83	21.45%
387			

(Continued)

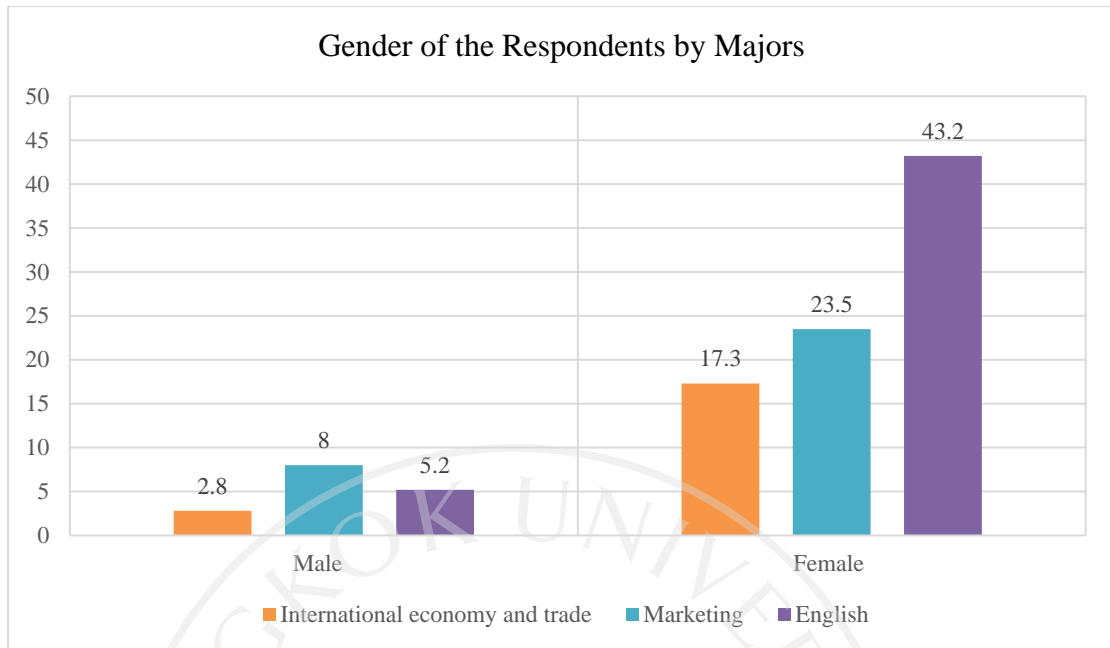
Table 4.1 (Continued): Descriptive Summary of the Respondents

Demographic Variable		No. of respondents	Percentage
The Education Level of Your Parents	No Education	8	2.07%
	Elementary School	125	32.3%
	Junior High School	182	47.03%
	High School	56	14.47%
	University and Above	16	4.13%
		387	

#### 4.1.1 The proportion of male and female respondents by major

According to Figure 4.1, most female respondents are from English majors (43.20%), followed by marketing majors (23.50%). Most male respondents are from marketing majors (8.0%), followed by English majors (5.20%). It may mean that females in the literature major are more interested in the Master of Business Innovation program than females in the management major. In contrast, males in the management major are more interested in the Master of Business Innovation program than males in the literature major.

Besides, in terms of gender, the number of international trade economics professionals is almost the lowest among the three majors, which means that the interest of males and females in international economics and trade in the Master of Business Innovation program is relatively small. From the data, the three professional females are more interested in the Master of Business Innovation program than males.



\*% of Total Number of Respondent

Figure 4.1: Gender of the Respondents by Majors

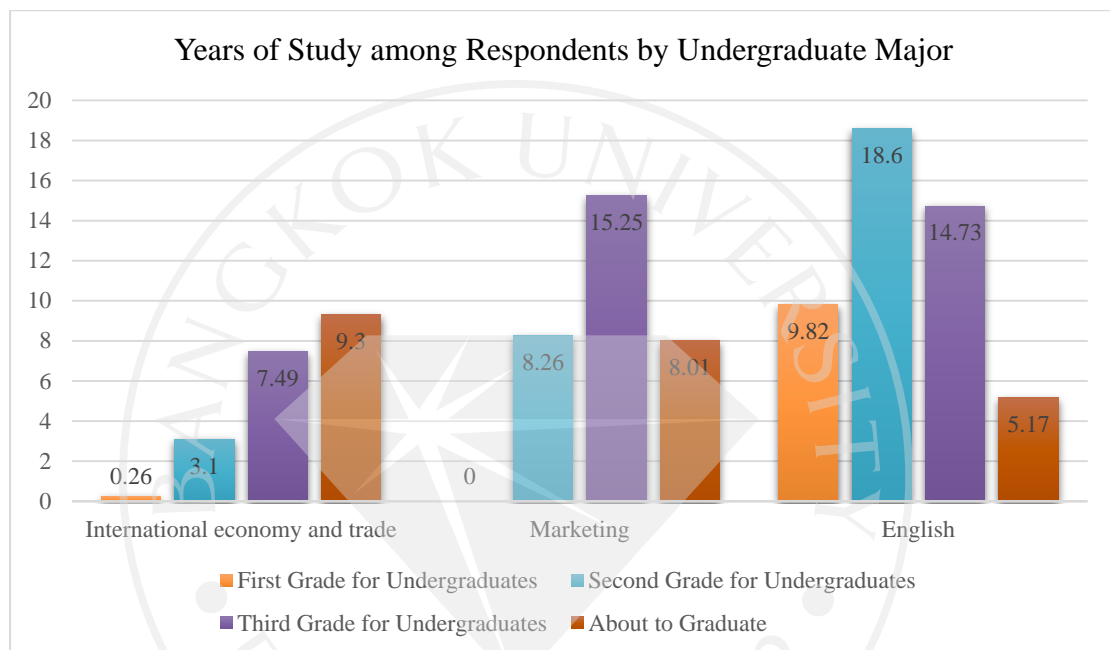
#### 4.1.2 The proportion of respondents' years of study by major

Analyzing the data by years of research, the highest number of respondents from 3 majors were part of the third grade for undergraduates, ranking 7.49% from the international trade major, 15.25% from the marketing major and 14.73%, 37.47% of total respondents comparing to first grade for undergraduates, second grade for undergraduates and about to graduate.

It shows that the main target customers of the Master of Business Innovation Program are third-grade undergraduates. As mentioned, third grade for undergraduates is at the crossroads to choose whether to continue study or work directly after graduation. They have become the driving force in enrolling new students in the Master of Business Innovation. They will be an outstanding group of customers in the

Master of Business Innovation program.t for the foreseeable future. As a result, most of the interviewees were also third-year university students.

Surprisingly, first-grade undergraduates in English majors are very interested in the business innovation program, accounting for 9.82% of all respondents.



\*% of Total Number of Respondents

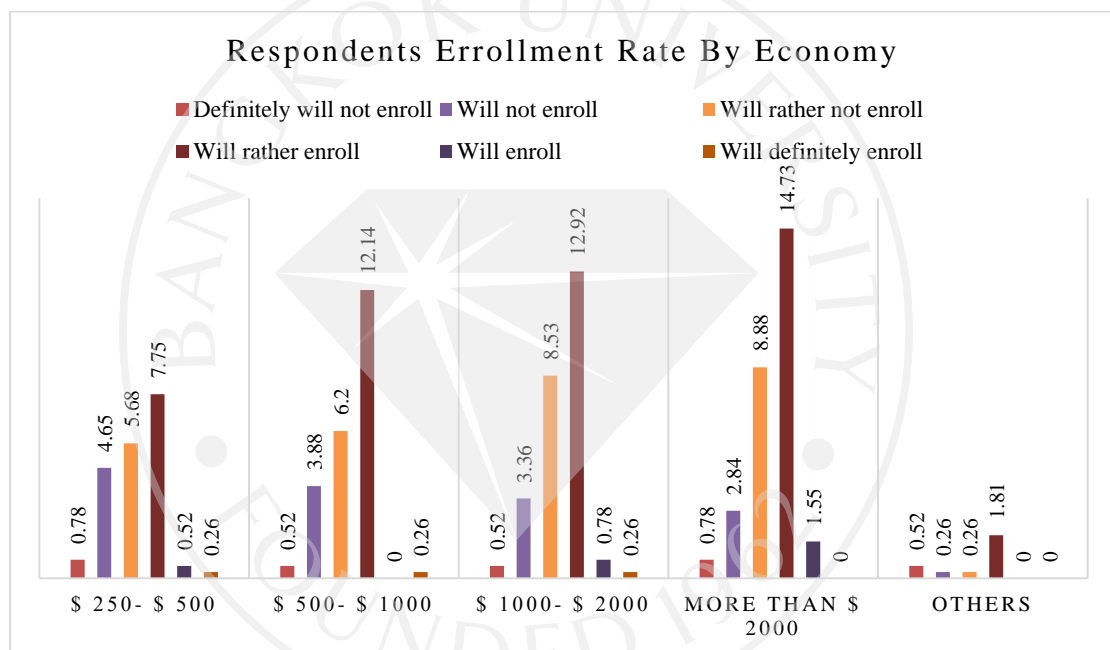
Figure 4.2: Years of Study among Respondents by Undergraduate Major

#### 4.1.3 The enrollment ratio of respondents by the family economic situation

It can be seen from Figure 4.3 that the number of people choosing each income level is almost the same. Among them, the proportion of \$ 1000- \$ 2000 (26, 36%) and more than \$ 2000 (28.68%) is higher. The respondents specified their family income as, those whose income is unstable, and some say their family is complicated. Interviewees choose to be likely to enroll in the Master of Business



Innovation program, accounting for the highest in each economic level, of which \$ 250- \$ 500 (7.75%), \$ 500- \$ 1000 (12.14%), \$ 1000- \$ 2000 (12.92%) and more than \$ 2000 (14.73) and the proportion of absolutely enrolling is tiny, there are people at each level, not more than 1%. Such results indicate that each family's economic situation of each family will not affect the respondents' interest in the Master of Business Innovation program.



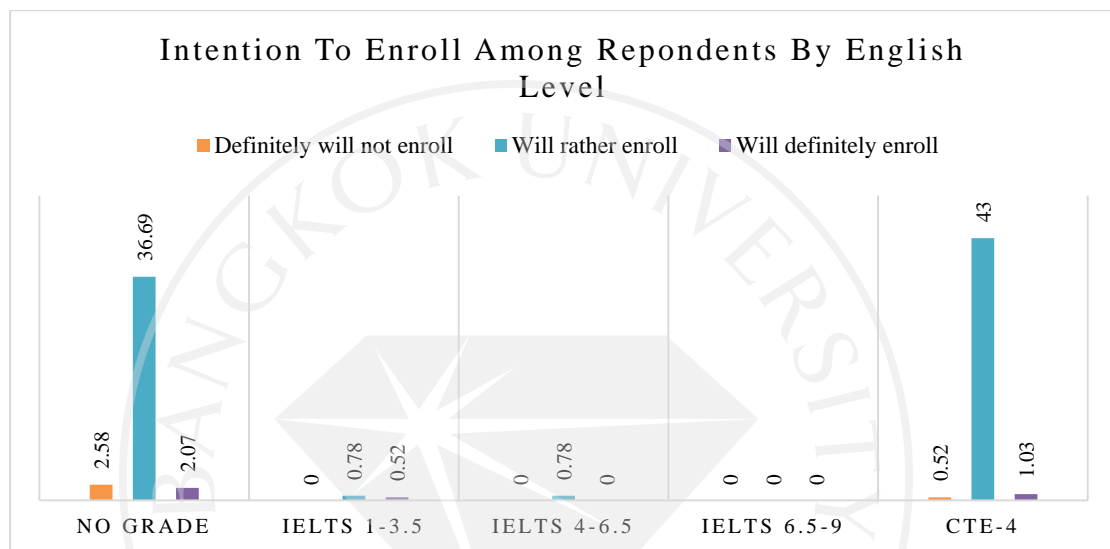
\*% of Total Number of the respondents Economic Situation of Family

Figure 4.3: Respondent Enrollment Rate by the Economy

#### 4.1.4 The proportion of respondents' intention to enroll by English level

Data for respondents result in figure 4.4. It shows that most respondents who do not pass an English test and some respondents move the Chinese CTE-4 seem to be interested in the Master of Business Innovation program. The chance of

registration is relatively high. Most of the interviewees did not take the IELTS test, which shows that if there is no language requirement for the Master of Business Innovation program, they think they will be interested in the Master of Business Innovation program.



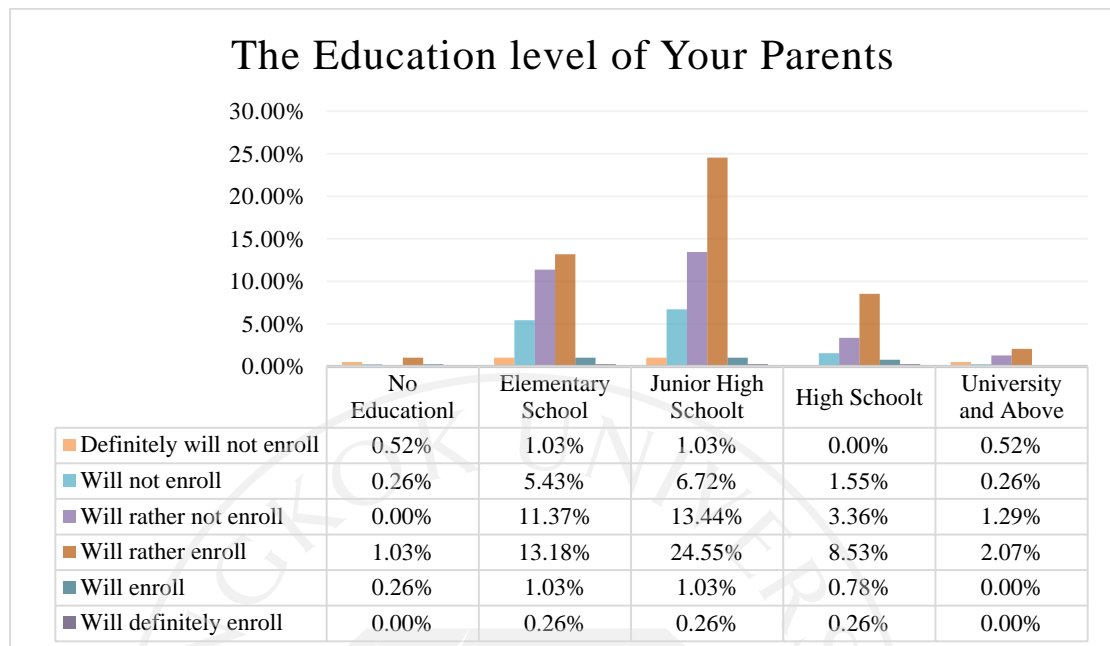
\*% of Total Number of the respondent's English level

Figure 4.4: Intention to Enroll Among Respondents by English Level

#### 4.1.5 The proportion of parents' education level

Based on the information from Figure 4.5, 97.03% of the respondents' parents have received an education. Happened to hold by the parents of the respondent hold junior high school education (47.03%), followed by elementary school education (32.30%), high school and bachelor's degree or equivalent vocational education above 14.47% and 4.13%, respectively, and parents with no education accounted for the total number of respondents 2.07%. As a result, the parent's educational background in this

study does not seem to affect the respondents' choice of continuing education.



\*% of Total Number of Respondents parent's education level

Figure 4.5: The Education Level of the Respondent's Parents

## 4.2 Respondent's Attitude towards the Composition of the Master of Business Innovation Program

4.2.1 The average value of the importance of program quality for the Master of Business Innovation

Program quality is one of the critical factors for students to choose to participate in the Master of Business Innovation. As one of the components of the Master of Business Innovation program, Program quality should also consider the importance of the factors contained in the condition. Table 4.2 shows that the content of the program is divided into 17 categories, And marks the average value of importance level the program quality, The teacher's ability to explain is strong

(average cost = 5.44), Obtained an academic certificate recognized by the Chinese Ministry of Education (average price = 5.4). Practical teaching (average price = 5.32) are the top three respondents think it is the most important. The options indicate that the respondents' most concerns are the quality of the program's teachers and the gold content of their academic qualifications. These three points should be highlighted in the enrollment process of the Master of Business Innovation program, which will attract more undergraduates to enter the Master of Business Innovation program.

On the other hand, most of the interviewees value High student employment rate (average = 5.2), To Cultivate talents are provided with innovative thinking (average = 5.08), and Partner universities offer dual degree program (average =5.05), these factors are all related to the future of students. The admission of the Master of Business Innovation program will improve personal ability and have greater competitiveness in the society. For interviews, Master of Business Innovation courses are offered in English, and degree courses that graduated within 1.5 years do not seem to be very important for every respondent (average = 4.62–4.85). It shows that English teaching is not attractive to students and may become an obstacle for students to enter a business innovation program. The short graduation period is not very attractive to students

Table 4.2: The importance of the quality composition of the Master of Business

## Innovation program

Not important at all	Not important	Rather not important	Rather important	Important	Very important
1	2	3	4	5	6

MBI program components	1	2	3	4	5	6	Mean
Modern Course Curriculum focusing on Innovation & creativity	1.03 %	0.78 %	3.1% %	24.81 %	30.75 %	39.53 %	5.02
Taught by International professional and academic experts	078% %	1.03 %	3.36 %	27.71 %	30.23 %	42.89 %	5.08
To Cultivate talents are provided with innovative thinking	1.03 %	0.26 %	2.33 %	19.12 %	27.39 %	49.87 %	5.21
The program uses a team/program-based approach. Students will be working with a real application.	1.55 %	0.26 %	3.1% %	23.26 %	31.78 %	40.05 %	5.04

(Continued)

Table 4.2 (Continued): The importance of the quality composition of the Master of Business Innovation program

MBI program components	1	2	3	4	5	6	Mean
Partner universities offer the dual degree program	1.03 %	0.78 %	2.84 %	22.22 %	33.33 %	39.79 %	5.05
High student graduation rate	0.52 %	0.26 %	4.39 %	24.55 %	35.92 %	34.37 %	4.98
The high student employment rate	0.78 %	0.52 %	2.84 %	19.9 %	25.58 %	50.39 %	5.2
Flexible teaching style	0.52 %	0.52 %	1.81 %	18.09 %	24.55 %	54.52 %	5.29
Program in 1.5 years for the single degree	0.78 %	1.03 %	7.49 %	28.17 %	28.42 %	34.11 %	4.85
Practical teaching content	0.52 %	0.52 %	1.81 %	16.28 %	25.58 %	55.3 %	5.32
Blended learning techniques will be used to deliver these courses (lectures, MOOCs, workshops, e-learning, program)	1.03 %	1.03 %	4.91 %	25.06 %	29.2 %	38.76 %	4.97

(Continued)

Table 4.2 (Continued): The importance of the quality composition of the Master of Business Innovation program

MBI program components	1	2	3	4	5	6	Mean
Independent study or thesis (academic program)	1.03 %	2.33 %	4.91 %	27.91 %	29.72 %	34.11 %	4.85
The teacher's ability to explain is strong	0.52 %	0% %	1.81 %	12.92 %	22.22 %	62.53 %	5.44
MBI program components	1	2	3	4	5	6	Mean
The prestige of the school is high	0.52 %	1.03 %	6.72 %	27.65 %	27.91 %	36.18 %	4.49
The Master of Business Innovation program is offered in English.	2.33 %	1.03 %	10.5 9%	31.78 %	26.87 %	27.39 %	4.62
Tutors have strong academic research capabilities	0.52 %	0.26 %	2.33 %	15.25 %	32.3 %	49.35 %	5.27
Recognized by the Chinese Ministry of Education	0.52 %	0.52 %	1.55 %	12.66 %	25.06 %	59.69 %	5.4

\*% of Total Number of Respondents

According to Figure 4.6, the three professional interviewees agreed that the importance of advanced courses focusing on Innovation and creativity was rated as

"very important" (39.53%) international economic and trade (8.27%) and marketing (11.37%) and English (19.90%) which shows that this content is an integral part of business innovation.

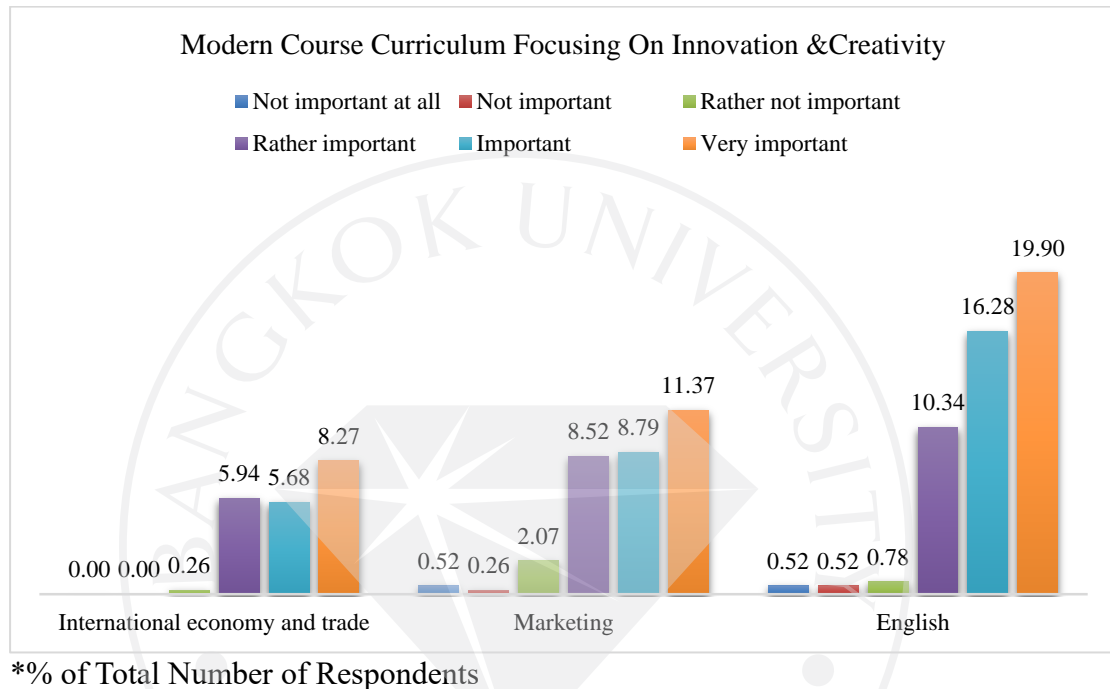
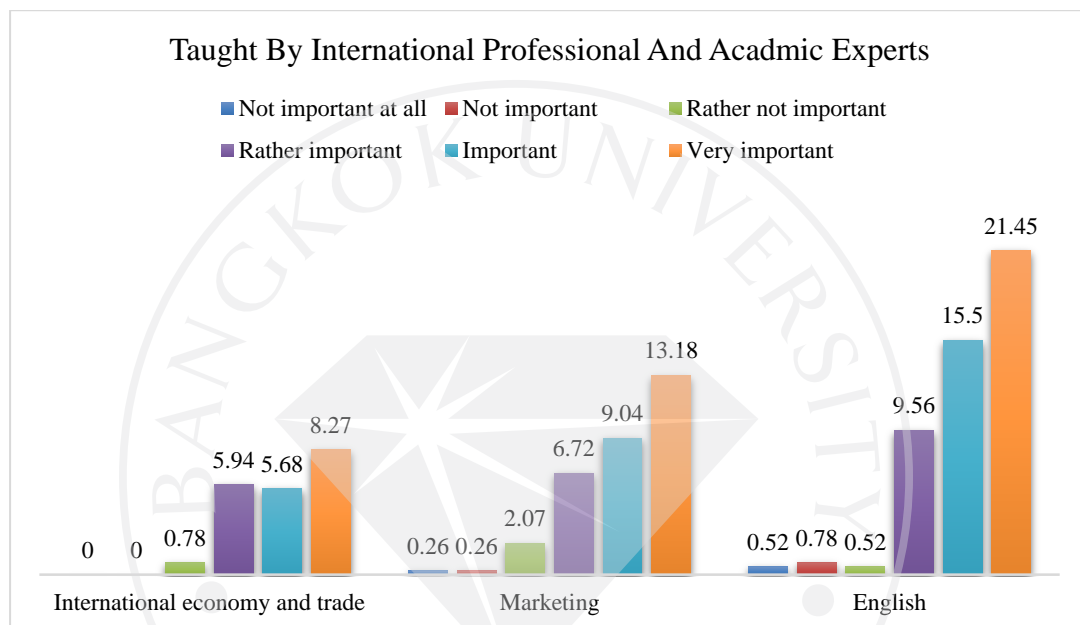


Figure 4.6: Importance of Modern Course Curriculum Focusing on Innovation & Creativity

Base on Figure 4.7, most respondents still believe that Taught by International professional and academic experts are very important (42.89%). Through observation, it was found that the international economics and trade profession respondents chose "Rather important" (5.94%) higher than "important" (5.68%) for this option of "Taught by International professional and academic experts." Marketing majors' respondents rated "Rather unimportant" (2.07%) as the



highest among the three majors. Respondents in English majors showed some interest in being taught by international professional and academic experts. The "important" is the highest score. It may meet the requirements of English majors. There are no language barriers, and it prefers international teaching.



\*% of Total Number of Respondents

Figure 4.7: Importance of Taught by International Professional and Academic Experts

From Figure 4.8, regarding "cultivating talents with innovative thinking," three professional interviewees rated "Rather important" (19.12%), "important" (27.39), and "very important" (49.87%) which are very important is the highest rating. An accidental discovery, the total number of respondents rated as unimportant, is only (4.65%). Therefore, respondents attach great importance to innovative thinking.

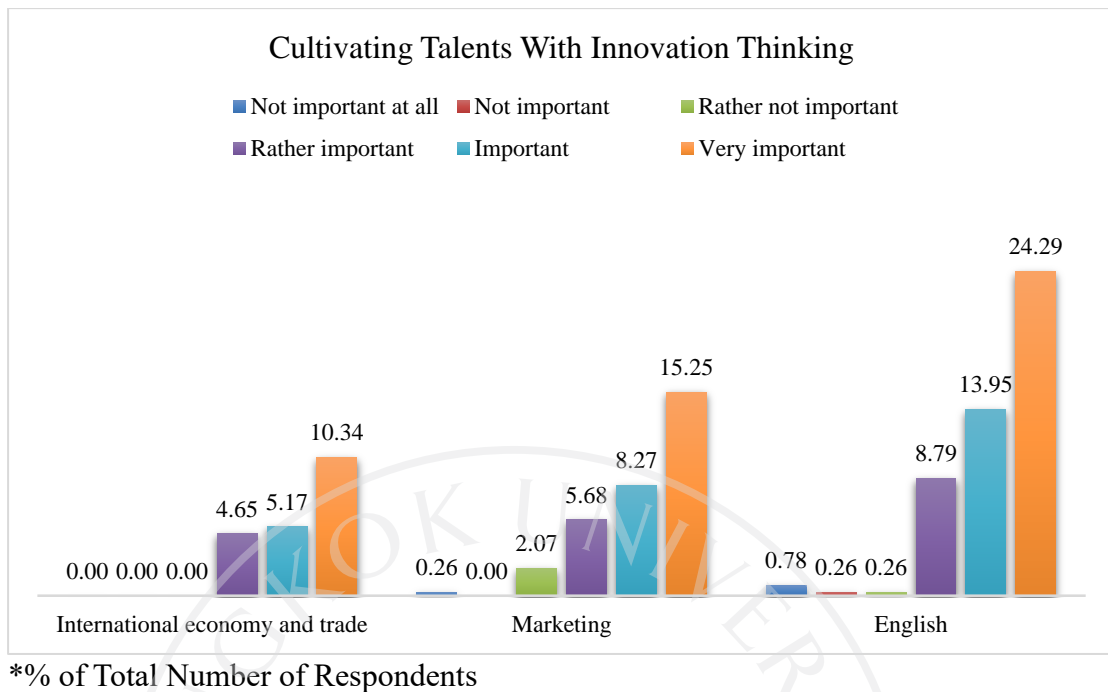
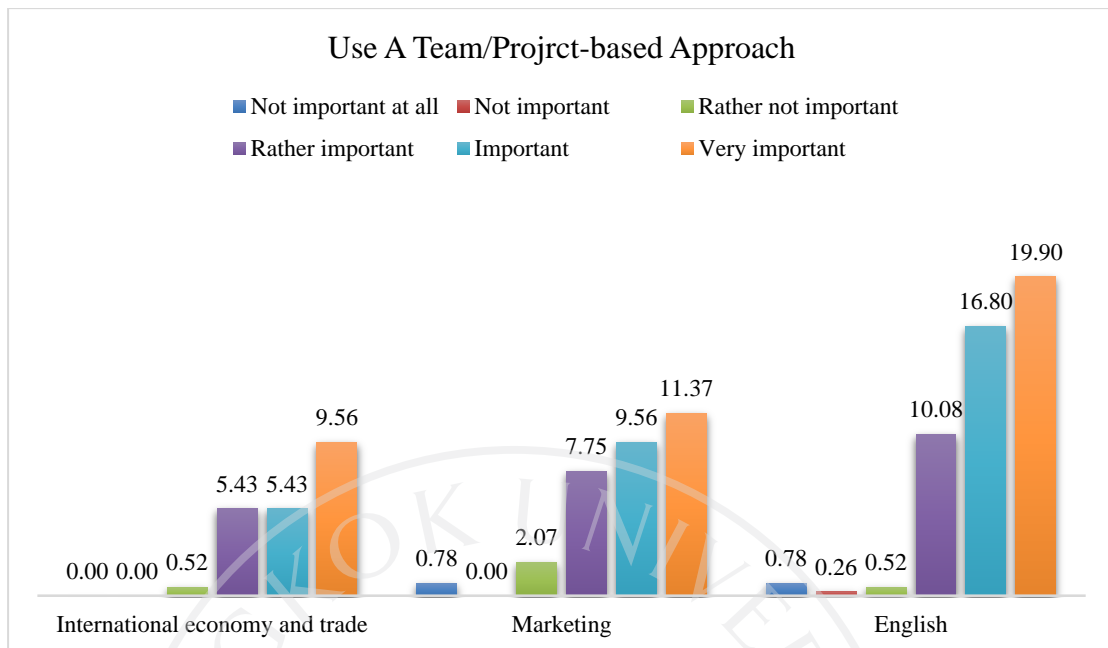


Figure 4.8: Importance of Cultivating Talents with Innovative Thinking

Figure 4.9 shows that "The program uses a team/program-based approach" appears to be the most critical value factor among the respondents from an English major on average. The difference between "very important" and "important" is also the largest (6.72). By looking at their rating proportion, Figure 4.9 shows that those from marketing primary mostly rated "The program uses a team/program-based approach" is not much difference between "very important" (11.37%), "important" (9.56%) and "Rather important" (7.75%). Moreover, most people in the International Economic and Trade Organization regard this factor as "very important" (9.56%) and "important" (5.43%), gap (4.13%), the importance is behind English. It implies that "planning to adopt a team-based/program-based approach" is more important for respondents in the international economic and trade major and English major.

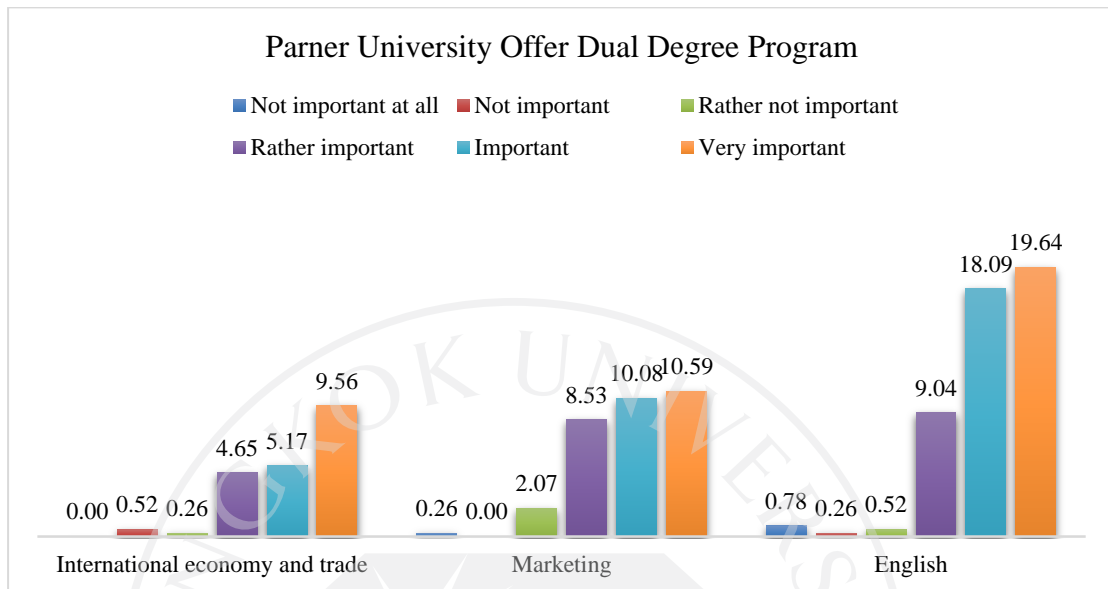


\*% of Total Number of Respondents

Figure 4.9: Importance of Using a Team/Program-Based Approach

"Partner universities offer a dual degree program." It represents "the most important factor to the Master of Business Innovation program for the respondents from the international economy and trading, marketing and English major on average according to Figure 4.10. Likewise, of all respondents, 18.09% of English majors and 10.08% of marketing respondents rated the "Partner universities offer dual degree program" as the "important" factor of the Master of Business Innovation program. However, the international economy Trade is only 5.17%, "Partner universities offer dual degree program" was also rated high as "Rather not important" factor for Master of Business Innovation program. Among 2.07% of marketing therefore, this means that "Partner universities offer dual degree program represents" is one of the key factors that attract Baise University undergraduates to the Master of Business

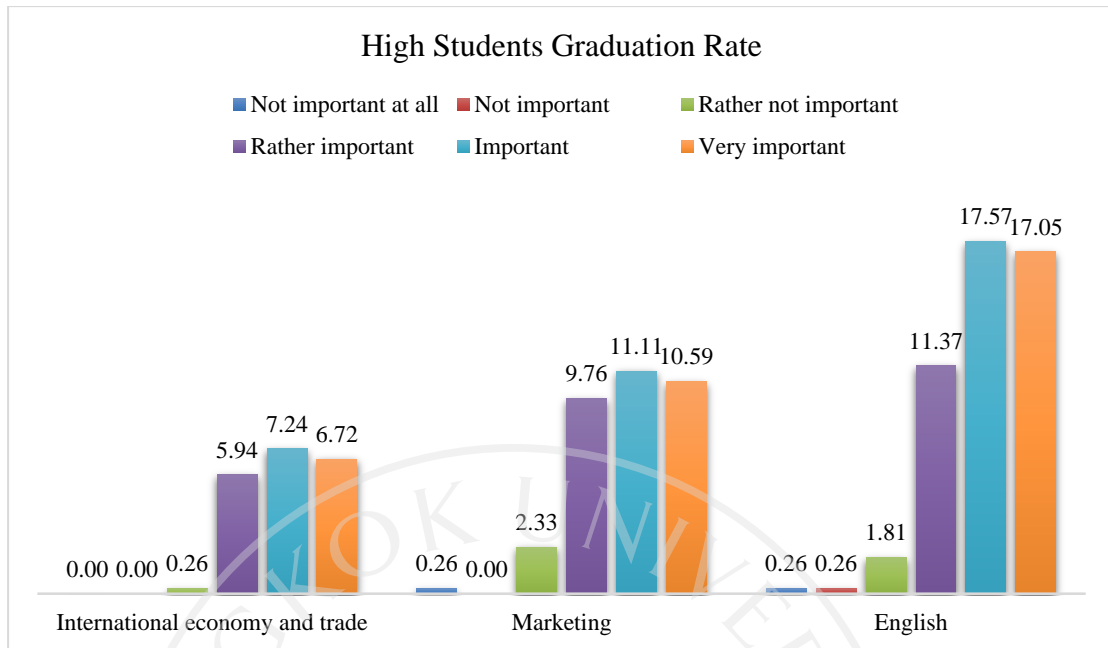
### Innovation Program.



\*% of Total Number of Respondents

Figure 4.10: Importance of Partner Universities Offer the Dual Degree Program

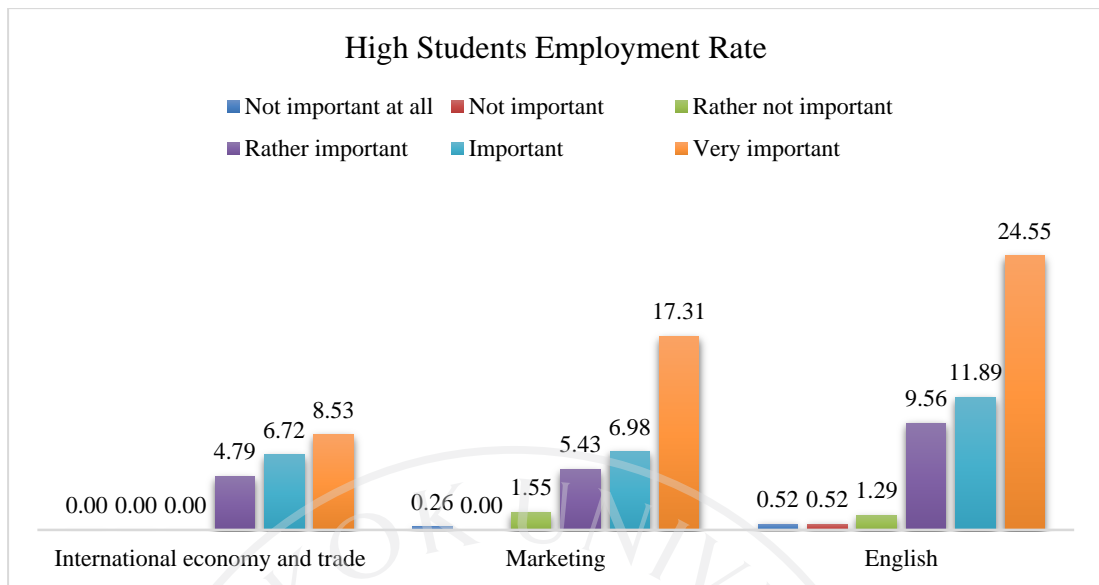
Although "student graduation rate" seems to be the least important factor in the Master of Business Innovation program. Nevertheless, most interviewees still believe that the "student graduation rate" is an "important" component (7.24%, 11.11%, and 17.75%, respectively). Therefore, when admission to the Master of Business Innovation program for undergraduates admitted from Baise University, the "graduation rate" should still be considered.



\*% of Total Number of Respondents

Figure 4.11: Importance of Student Graduation Rate

"Student Employment Rate" is considered to be another repeat factor that can have an impact on the Master of Business Innovation Program." Figure 4.12 shows that the highest proportion of three majors rated such a standard as "Very importance" (8.38%) impact on the Master of Business Innovation Program. A higher percentage than the other five critical levels. Therefore, when recruiting Baise University students, they should consider their work after graduation.

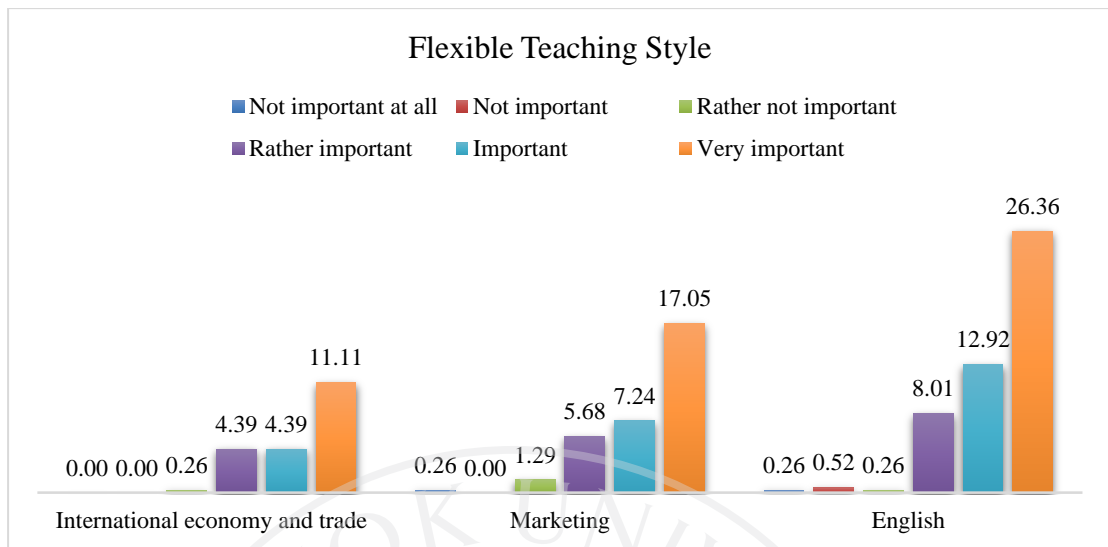


\*% of Total Number of Respondents

Figure 4.12: Importance of Student Employment Rate

In Figure 4.13, "Flexible teaching style" was one key element of teaching activities that could impact the Master of Business Innovation program. The respondents chose "very important" as the most substantial proportion. International economics and trade (11.11%), marketing (17.05%), an English major (23.36%),

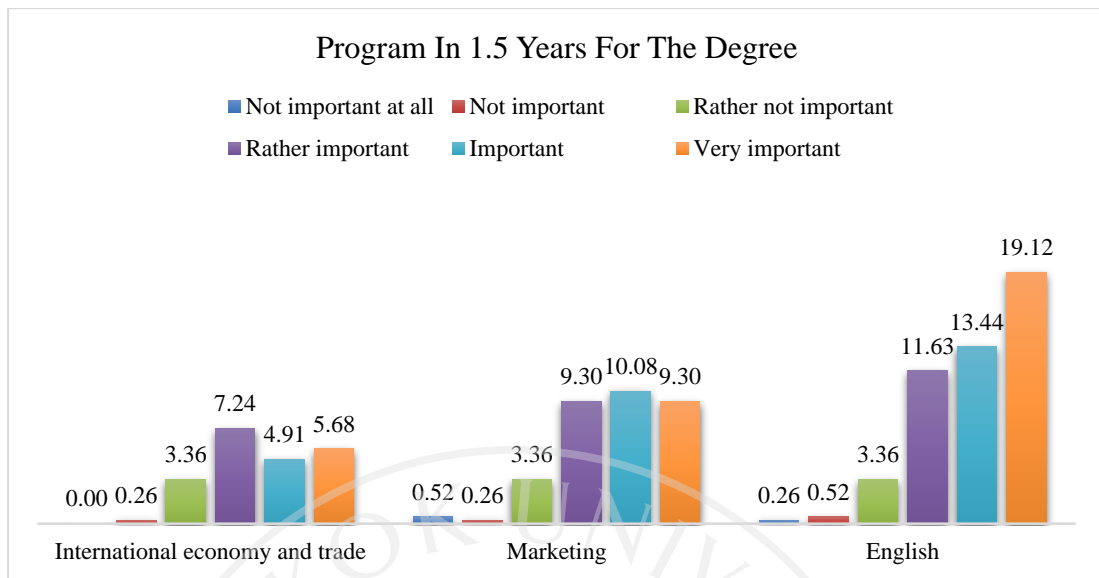
From Table 2, Surprising discovery the importance of "flexible teaching style" in the Master of Business Innovation program's program quality ranked fourth in the middle. Due to this term being used among a specific group, it is not surprising that the word "Flexible teaching style" would be the appeal can to students from these three majors.



\*% of Total Number of Respondents

Figure 4.13: Importance of Flexible Teaching Style

"Program in 1.5 years for the degree" as a result shown in appears to behave the least impact on the Master of Business Innovation Program. By looking at Figure 4.13, the respondents were mainly affected by the "1.5-year degree course", the English language major, was the most affected, and they felt that "very important" numbered 19.12% of the total. Followed by those respondents from marketing, choose "important" (10.08%) more than "very important" (9.30%). In comparison, respondents from international economy and trade have the highest proportion of "Rather important"(7.24%), Tech respondents are the factor of graduation years not very concerned, and it has little effect on the choice of admission to the Master of Business Innovation program.

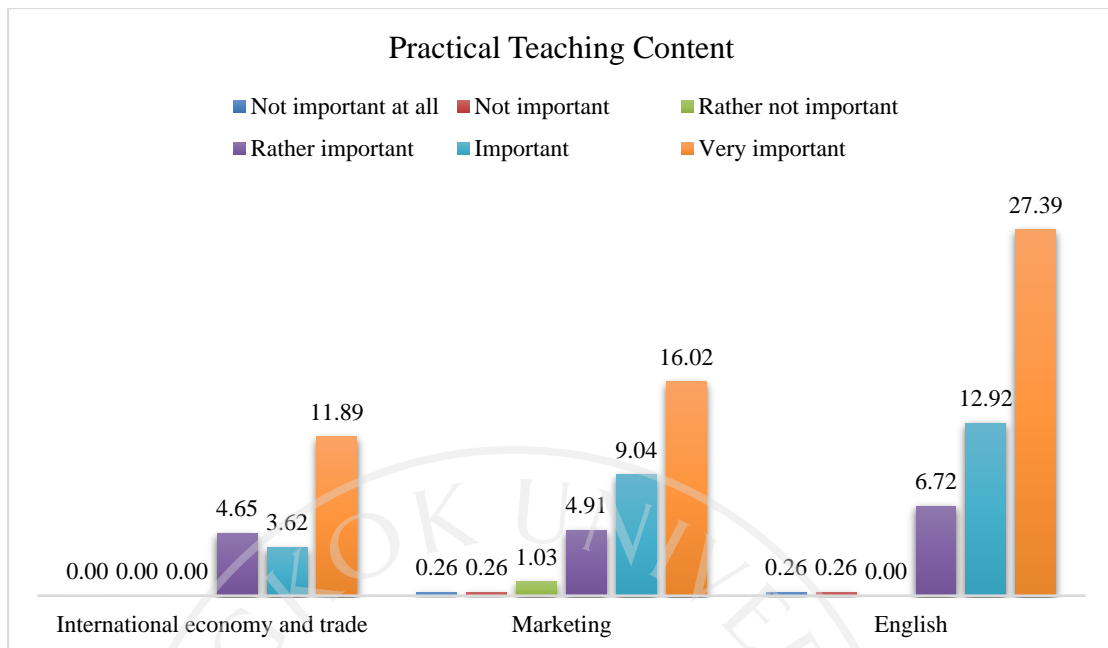


\*% of Total Number of Respondents

Figure 4.14: Importance of Program in 1.5 Years for the Degree

On average, “Practical teaching content” seems to be “very important” for the Master of the Business Innovation Program to the respondents from every major. To confirm the result from Figure 4.14, most respondents from English major-rated such components as “Very Important” (27.39%) for "Practical teaching content." Similarly, most respondents from marketing rated "Practical teaching content" as "Important" (9.04%) for the Master of the Business Innovation Program. The respondents from the international economy and trading also rated such components as "Very Important." Therefore, respondents from English majors, marketing, and global economics and trade all agree that "Practical teaching content" is often a vital component of the Master of Business Innovation program, ranking third among all parts.



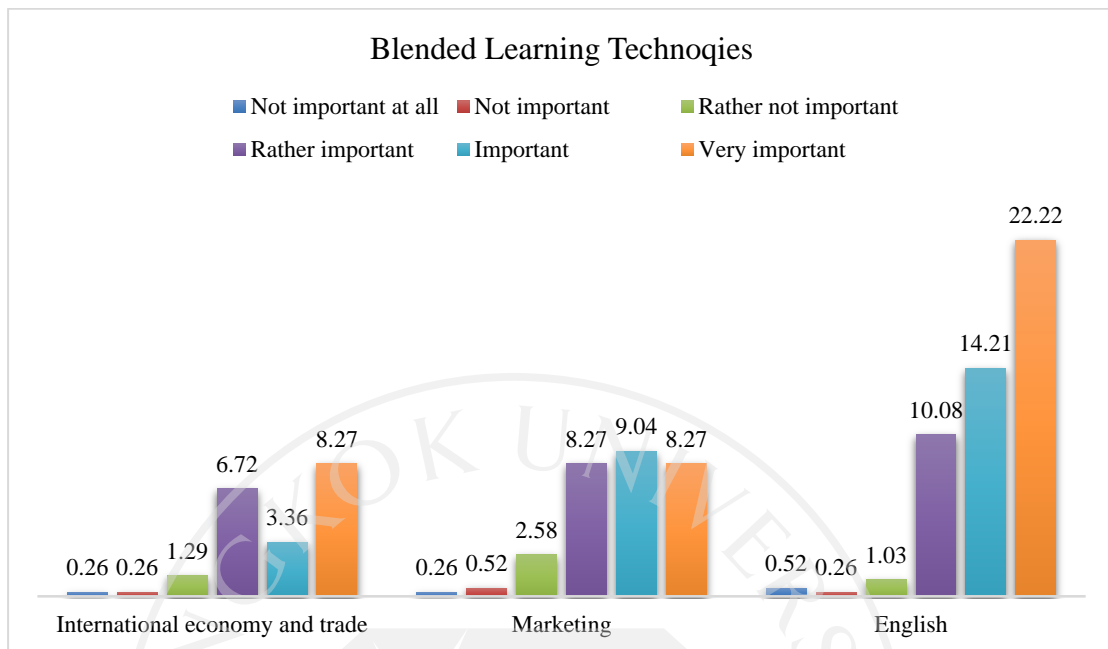


\*% of Total Number of Respondents

Figure 4.15: Importance of Practical Teaching Content

From Figure 4.15, "Blended learning techniques will be used to deliver these courses (lectures, MOOCs, workshops, e-learning)" appears to be a "Very Important" component for the Master of Business Innovation Program among most English majors respondents (22.22%). It seems to be "Rather Important" among most marketing and international economy and trading respondents (8.27%, 6.72% respectively). Respondents from the global economy and trade even though that "Blended learning techniques will be used to deliver these courses (lectures, MOOCs, workshops, e-learning)" is essential, "Rather Important" (6.78%) is higher than "Important" (3.36%).

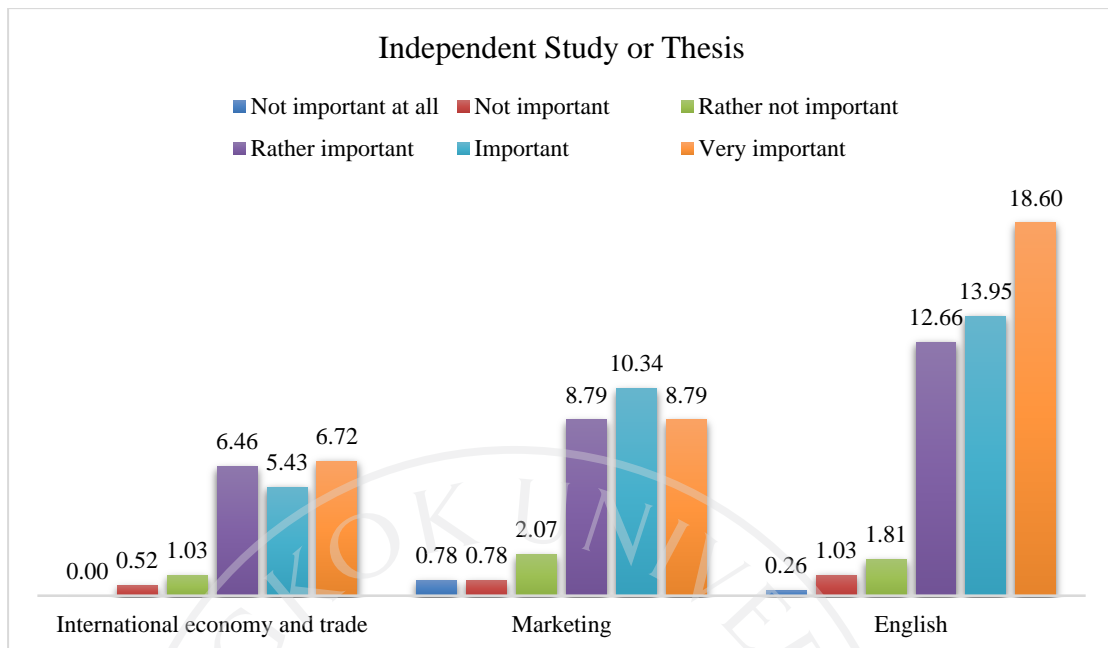
As a result, when recruiting students from English majors, they need to consider Blended learning techniques.



\*% of Total Number of Respondents

Figure 4.16: Importance of Blended Learning Techniques

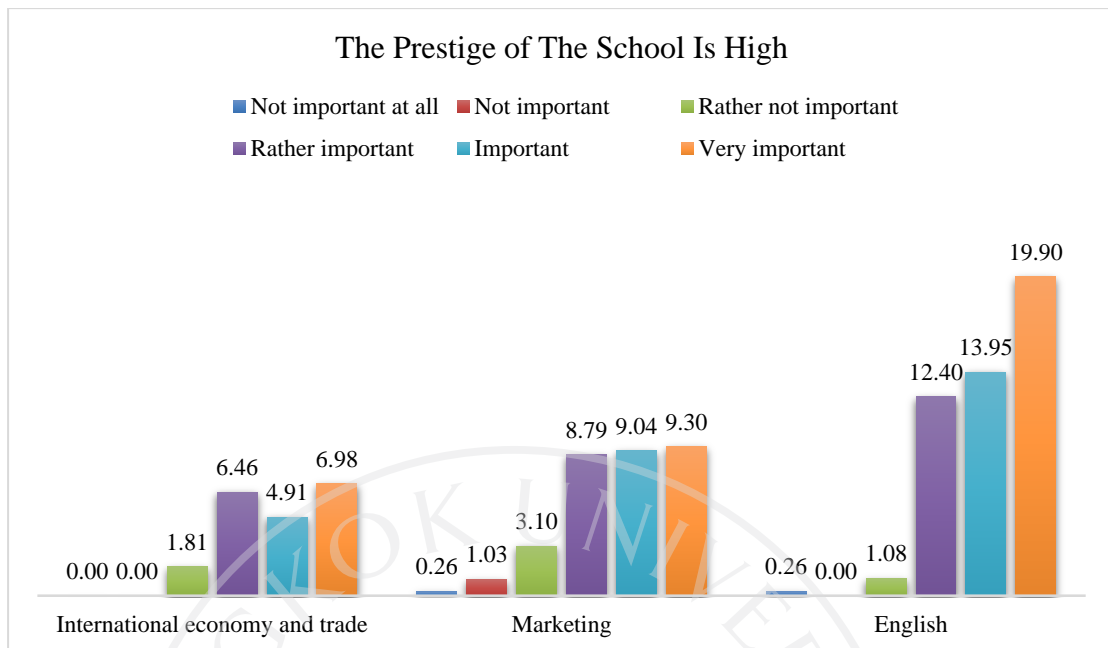
Looking into detail, Figure 4.16 presents rating "Independent study or thesis (academic program)" as a Very Important embodiment of the quality of the Master of Business Innovation Program. Research level is the value of a scholar; there are have two ways of independent research and thesis for students to choose. 18.6% English major, 8.79% Marketing, and 6.72% international economy and trading. The respondents who chose "Rather Important" (57.63%) accounted for more than half of the total. It means that "Independent study or Thesis (academic program)" seems that every major does not pay much attention to the graduation form included in the Master's degree in business innovation. From Table 2, "Independent study or Thesis (academic program)" has a low score in all components.



\*% of Total Number of Respondents

Figure 4.17: Importance of Independent Study or Thesis (Academic Program)

Although "The prestige of the school is high" is often regarded as a crucial part of the Master of Business Innovation program in most minds. Through Figure 4.17, it is surprising that most respondents also rated it as "Important," "Rather Important" and "Very Important" are the same (Marketing = 9.04%, 8.79%, 9.30%, International economy, and trade = 6.46%, 4.91%, 6.98%, and English major = 13.95%, 12.4%, 19.9%). Table 2 also shows that this "school's high reputation" option is the lowest in the program quality content composition. Therefore, the "prestige of the school" will not affect Baise University students' choice of admission to the Master of Business Innovation program.

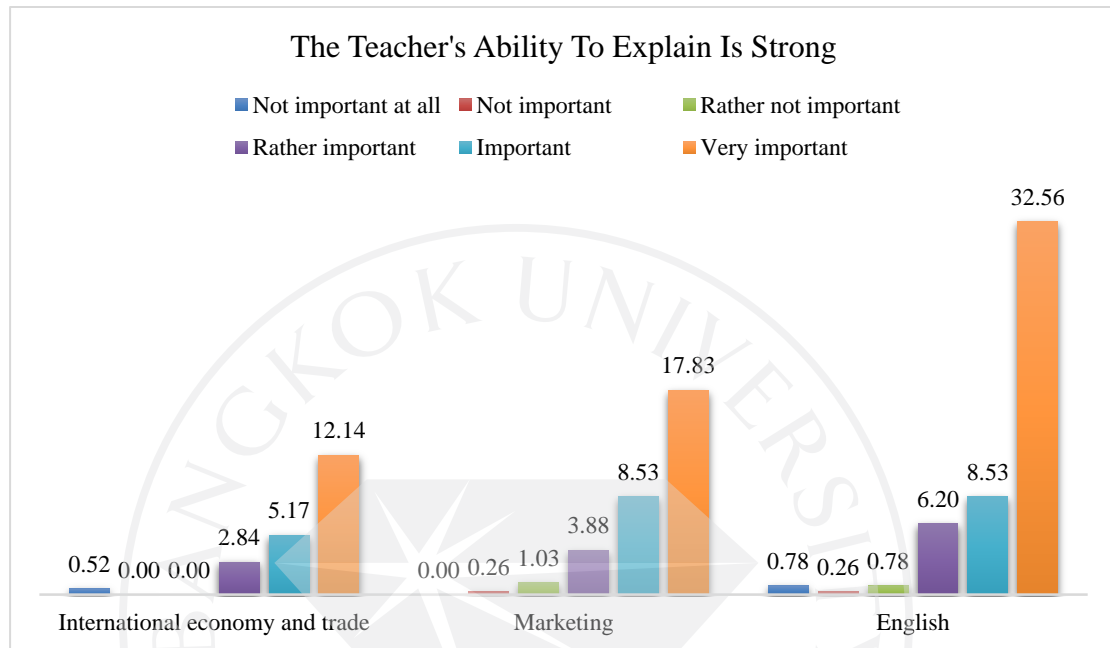


\*% of Total Number of Respondents

Figure 4.18: Importance of Prestige of the School is High

Based on the result from the average respondents, "The teacher's ability to explain is strong" tends to be one of the "Very Important" components items for the Master of Business Innovation program. Among the respondents from international economics and trade, marketing, and English majors. To confirm this result, Figure 4.18 shows that most respondents from English majors rated "The teacher's ability to explain is strong" as "very important" (32.56%), followed by marketing (17.83%) and international economic and Respondents in trade (12.14%). According to Table 2, "The teacher's ability to explain is strong" is ranked first among all components of the Master of Business Innovation program, and all interviewees believe that this is the most critical factor in program quality. Therefore, when prescribing the Master of Business Innovation program at Baise University, the main focus of the interpretation

of the Master of Business Innovation degree should be "The teacher's ability to interpret is powerful".

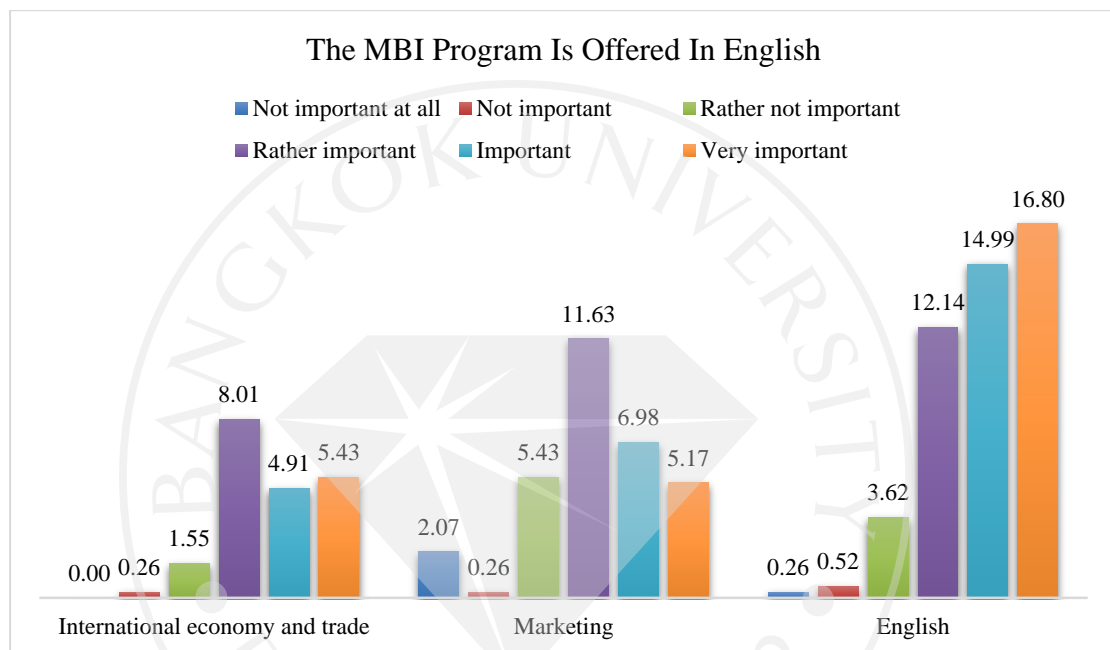


\*% of Total Number of Respondents

Figure 4.19: Importance of the Teacher's Ability to Explain is Strong

In contrast, "The Master of Business Innovation program is offered in English" seems to be another least essential item for the Master of Business Innovation Program, referring to the result from Table 2. Figure 4.19 also presents a similar consequence as most respondents from marketing rated "The Master of Business Innovation program is offered in English" as "Rather not at all Important" (5.43%) items for the Master of Business Innovation Program. In comparison, most of the respondents from the international economy and trading rated such component as "Rather Important" (8.01%) for "The Master of Business Innovation program is

offered in English." Thus", The Master of Business Innovation program is offered in English," as an integral part of the Master of Business Innovation program, is unlikely to be an essential factor in attracting students. May become an obstacle to the choice of majors other than English majors in the Master of Business Innovation program.

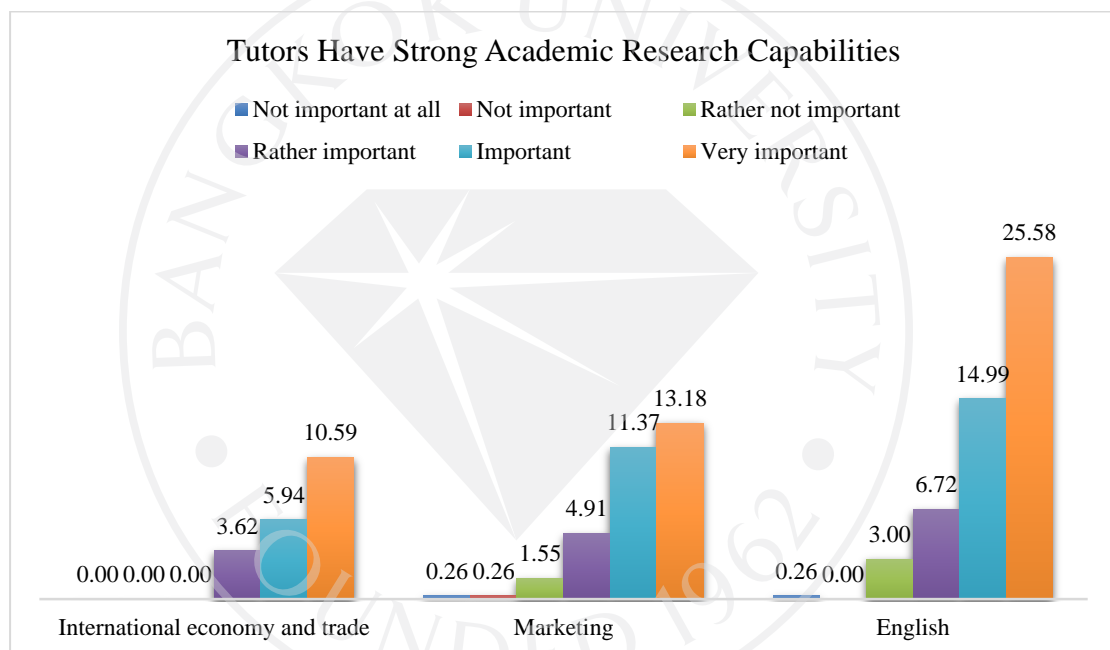


\*% of Total Number of Respondents

Figure 4.20: The Importance of the MBI Program is offered in English

"Tutors have strong academic research capabilities" represents the most critical item to Master of Business Innovation Program for the respondents from International Economics and Trade, Marketing, and English Major on average, according to Figure 4.20. Likewise, of all respondents, 10.59% International Economics and Trade, Marketing 13.18% and 25.58% English Major respondents rated "Tutors have strong academic research capabilities" as "Very Important" item

for Master of Business Innovation Program. "Tutors have strong academic research capabilities" was also rated high as an "Important" item for the Master of Business Innovation Program. Among 5.94% of International Economics and Trade, 11.37% Marketing, and 14.99% English Major. Therefore, this means that "Tutors have strong academic research capabilities" is one of the key factors for Chinese students to choose to enter the Master of Business Innovation program.



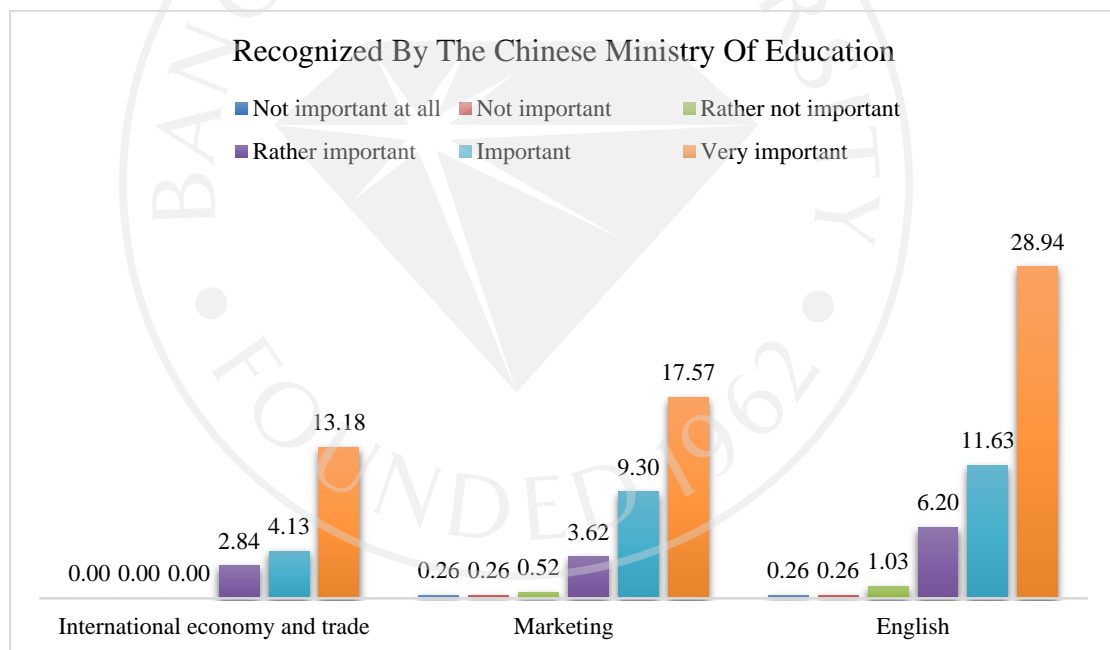
\*% of Total Number of Respondents

Figure 4.21: Importance of Tutors with Strong Academic Research Capabilities

The result from the average respondents, surprisingly "Recognized by the Chinese Ministry of Education," appears to be the essential item for the Master of Business Innovation Program, among the respondents from International Economics and Trade, Marketing, and English Major. By looking at the score ratio, Figure 4.21

shows that students from international economics and trade, marketing, and English majors have the highest scores in "Recognized by the Chinese Ministry of Education." Most respondents rated the program "Recognized by the Chinese Ministry of Education" as "very important" (59.69%), "important" (25.06%), more than half of the total number of respondents.

It means that whether the Chinese Ministry of Education recognized the qualifications obtained by Chinese students is the most crucial factor in the Master of Business Innovation program's value.



\*% of Total Number of Respondents

Figure 4.22: Importance of Recognized by the Chinese Ministry of Education



#### 4.2.2 The average value of the importance of program service quality for the Master of Business Innovation

Table 4.3 presents the components of service quality items that could be important for the Master of Business Innovation program. Including the Master of Business Innovation program is offered as a weekend course; with proper financial support (scholarships, bursaries). The library has complete facilities and precious resources. The teacher is responsible and providing free medical services. These components were captured through the in-depth interview process. On average, "Teachers are responsible" is the most crucial component of the service quality considered by the interviewed majors, ranked from International Economics and Trade, Marketing, and English Major (Mean=5.38). The teacher's sense of responsibility is beneficial for students to learn. "Have relevant financial support (scholarships, bursaries)" also tend to be the second highly important items for the Master of Business Innovation program among those from International Economics and Trade, Marketing, and English Major (Mean = 5.34). Financial support is undoubtedly desirable for students with poor economic conditions. Besides, "The library has complete facilities and abundant resources" somehow appears to be another essential item for the Master of Business Innovation program among International Economics and Trade, Marketing, and English Major (Mean = 5.3). The library's resource library provides students with academic help and is proof of the teachers' scientific research standards. "Master of Business Innovation is offered as a Weekend Program with class," and "Provide medical services" are the least important components of service quality items for "Green Wedding" on average, according to Table 4.3.

Table 4.3: The Importance of Service Quality Composition of the Master of Business

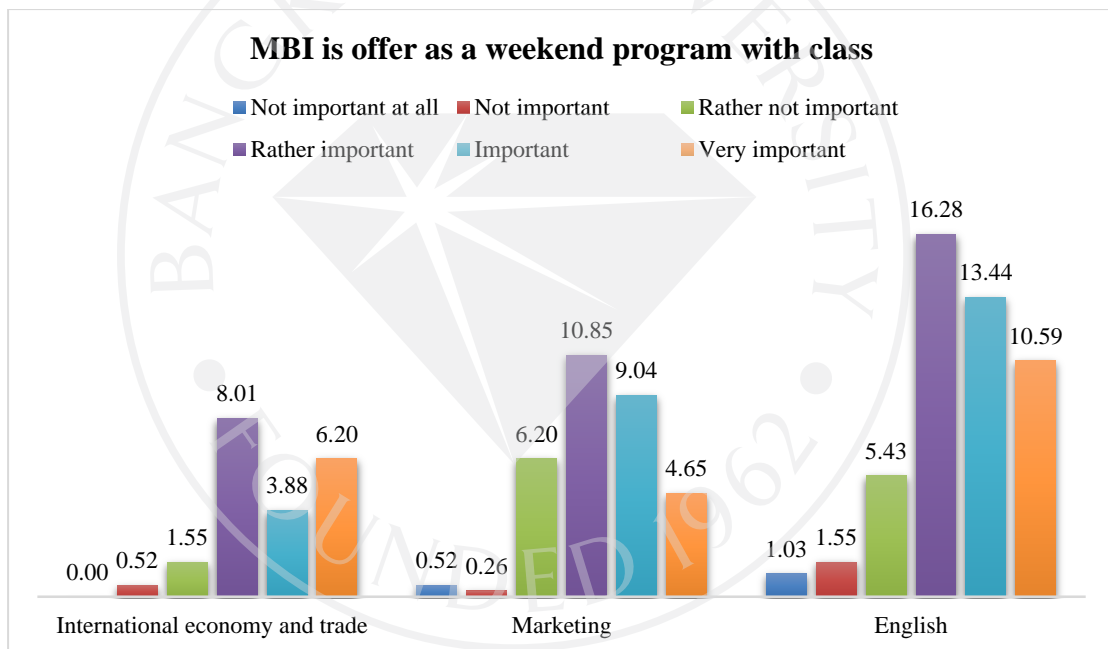
## Innovation Program

Not important at all	Not important	Rather not important	Rather important	Important	Very important
1	2	3	4	5	6

MBI program components	1	2	3	4	5	6	Mean
MBI is offered as a Weekend Program with class mainly on Saturday.	1.55%	2.33%	13.18%	35.14%	26.36%	21.45%	4.47
Have relevant financial support (scholarships, bursaries)	0.52%	0.52%	2.58%	13.18%	27.13%	56.07%	5.34
The library has complete facilities and abundant resources	0.52%	0.26%	2.58%	15.25%	28.17%	53.23%	5.3
Teachers are responsible	0.52%	0.26%	1.2%	14.47%	25.58%	57.88%	5.38
Provide medical services	0.52%	0.26%	2.33%	23.77%	30.49%	42.64%	5.11

\*% of Total Number of Respondents

Based on Figure 4.22, the Most respondents showed no interest in the "MBI is offered as a Weekend Program with class" for the Master of the business innovation program, by rating the most significant scale on "Rather Important" (35.14%), followed by "Rather not Important" (26.36%). There is no habit of taking classes on weekends in China, which may not be consistent with the Chinese tradition. That is, Chinese people may not choose to enter the Master of Business Innovation program weekend courses.

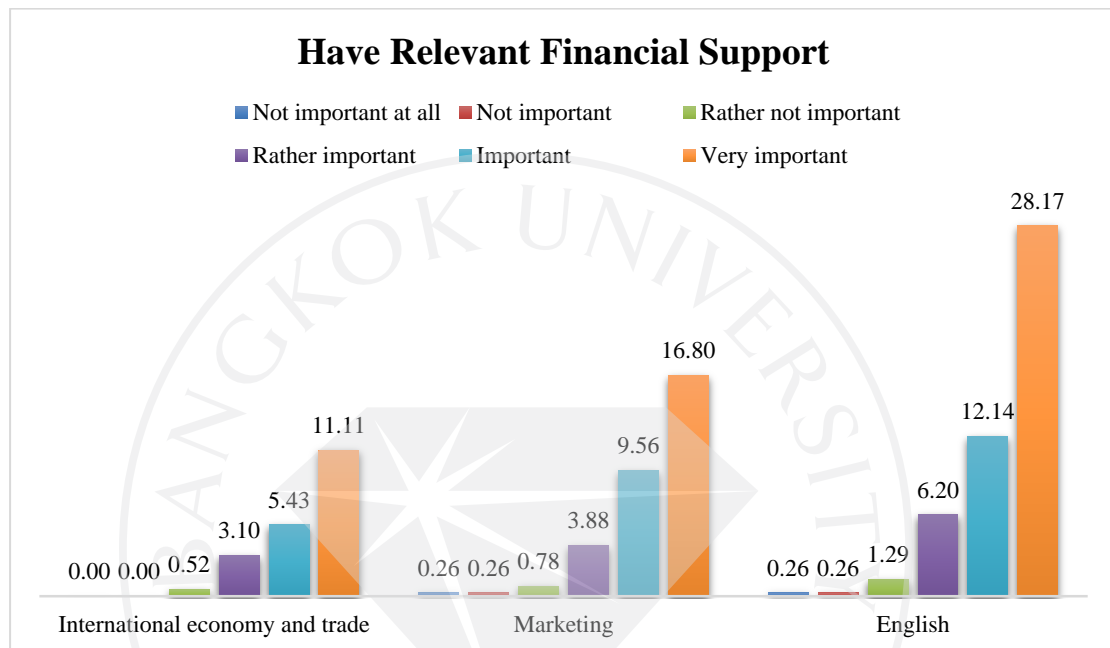


\*% of Total Number of Respondents

Figure 4.23: Importance of MBI is offered as a Weekend Program with Class

According to Figure 4.23, the majority of respondents from International Economics and Trade (11.11%), Marketing (16.80%) and English Major (2.17%) rated "Have relevant financial support (scholarships, bursaries)" as "Very Important"

item for Master of Business Innovation program. “Have relevant financial support (scholarships, bursaries)” Ranked second in the quality component of program services, financial support is attractive to any student.

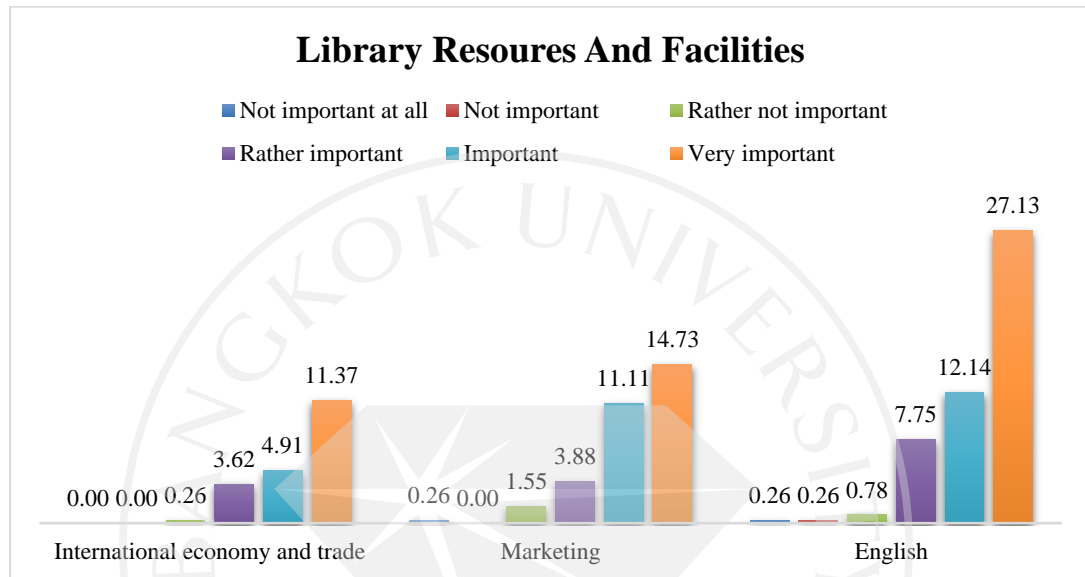


\*% of Total Number of Respondents

Figure 4.24: Importance of Have Relevant Financial Support (Scholarships, Bursaries)

According to Figure 4.24, the majority of respondents from International Economics and Trade, Marketing, and English Major rated "The library has complete facilities and abundant resources" as "Very Important" (53.23%) for Service Quality of Master of Business Innovation Program. Similarly, A small number of respondents from Marketing rated "The library has complete facilities and abundant resources" as a "Rather not Important" (1.55%) for Service Quality of Master of Business

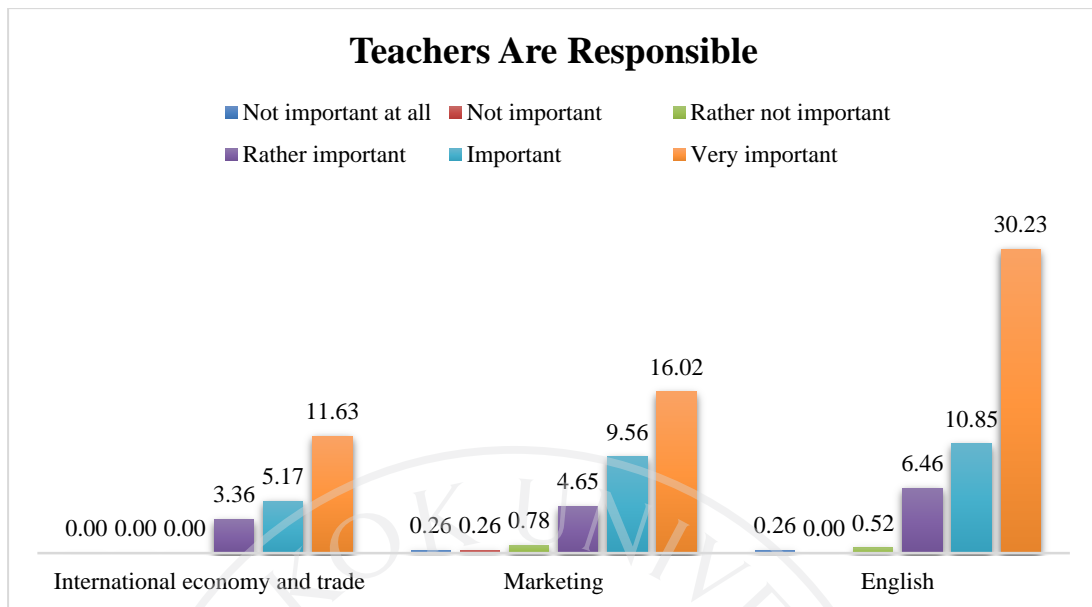
Innovation Program. As a result, In the opinion s of Chinese students, "The library has complete facilities and abundant resources" is often one of the critical reasons why they choose to enroll in the Master of Business Innovation program.



\*% of Total Number of Respondents

Figure 4.25: Importance of Library Abundant Resources

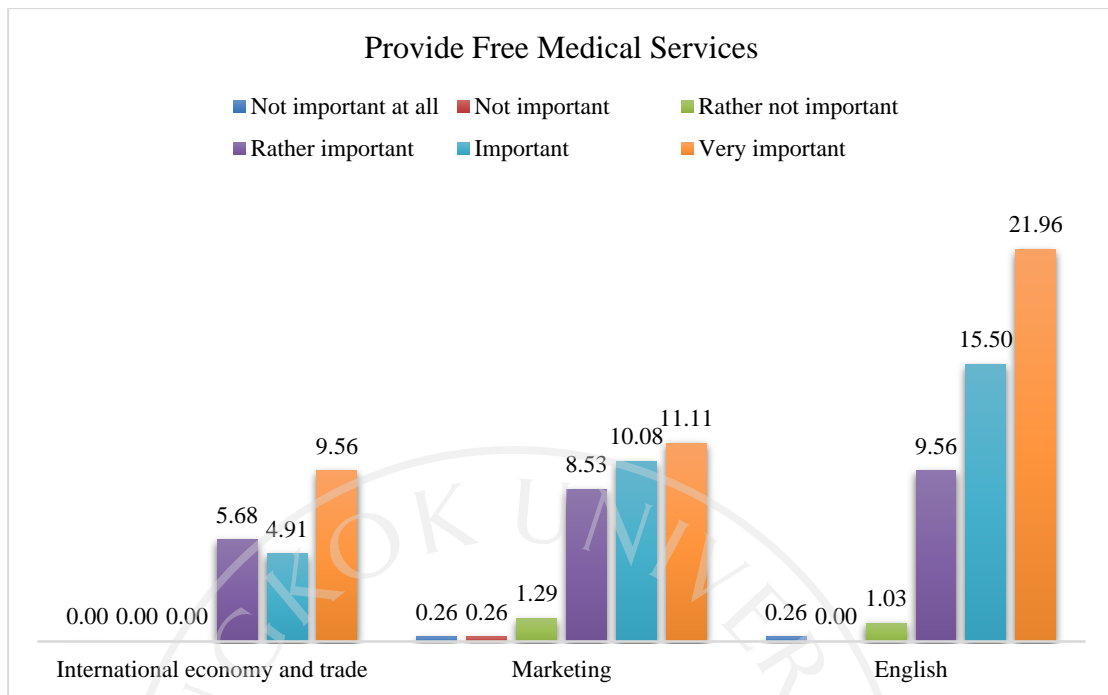
As shown in Figure 4.25, "Teachers are responsible" trend most crucial component among the respondents from three majors. Likewise, by taking the results from Figure 4.16, most respondents rated "Importance," "Very Important" (25.58%, and 57.88%, respectively). Most respondents from the three majors also rated such component the highest on "Rather Important" item for Master of Business Innovation Program. Therefore, "Teacher Sense of responsibility" is likely to be one of the critical factors for Chinese students to enroll in the Master of Business Innovation program.



\*% of Total Number of Respondents

Figure 4.26: Importance of Teachers are Responsible

Surprisingly, from Figure 4.26, "Provide free medical services" on average, does not significantly represent the highest importance among the respondents. However, when looking into the proportion by major, it seems that most respondents rate the importance level somewhat high on "Very Important" (42.64%) and "Important" (32.29%). Only international economic and trade respondents rated "Provide medical services" as "Rather Important" (5.68%) higher than "Important" (4.91%). It means that most of the interviewees still attach importance to the program of providing free medical services. Again, they do not show significance in the Master of Business Innovation program.



\*% of Total Number of Respondents

Figure 4.27: Importance of Providing Free Medical Services

### 4.3 Willing to enter the Master of Business Innovation Program

#### 4.3.1 The average of the level of attractiveness on "Master of Business Innovation"

On average, the respondents from all majors tend to be attractive in "Master of Business Innovation" "Not attractive at all" (Mean=6.67), "Not attractive" (Mean=11.67), "Rather not attractive"(Mean=20), "Rather attractive"(Mean=85.5), "Attractive"(Mean=41) and "Very attractive"(Mean=6.33).Not attractive at all (Mean = 6.67) to Very attractive (Mean = 6.33), as shown in Table 4.4. Those from English major appear to show the most attractive toward a "Master of Business Innovation" (21% of Rather attractive), followed by Marketing (14% of Rather attractive) and

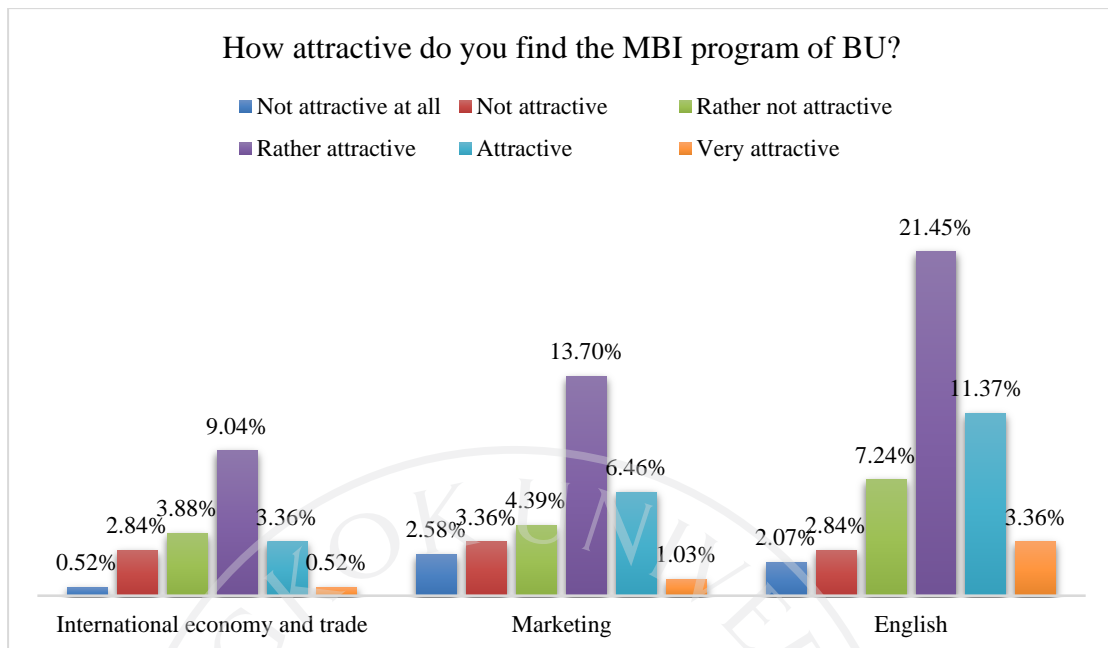
International Economic and Trade (9% of Rather attractive). Similarly, English majors are not attractive to "Masters of Business Innovation" (7% of Rather not attractive), followed by Marketing (4% of Rather not attractive) and international economic and trade (4% of Rather not attractive) according to Figure 4.27 and Table 4.4.

The result in this question also aligns with the previous question about the respondents' importance in choosing the Master of Business Innovation program composition. It implies that the more the respondents understand the "Master of Business Innovation" concept, the more they are willing to consider things related to such an idea as an option.

Table 4.4: The attractiveness of "Business Innovation Masters" to respondents (by profession)

Major	Not attractive at all	Not attractive	Rather not attractive	Rather attractive	Attractive	Very Attractive
International economy and trade	2	11	15	35	13	2
Marketing	10	13	17	53	25	4
English	8	11	28	83	44	13
Total	20	35	60	171	82	19
Mean	6.67	11.67	20	85.5	41	6.33





\*% of Total Number of Respondents

Figure 4.28: How Attractive Do You Find the MBI Program of Bangkok University?

As a result, the results shown in Figure 4.28 can be highlighted as follows:

Of all the responses from International Economics and Trade, Marketing, and English majors, most respondents preferred the option "will rather enroll," as shown in Figure 4.29.

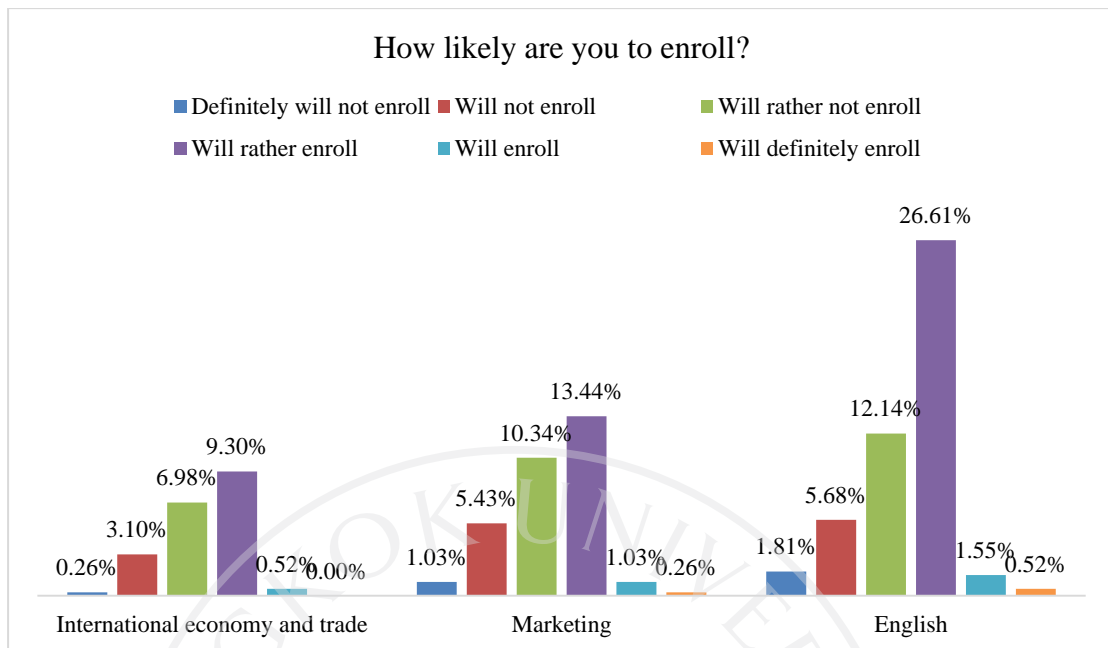
In all responses to International Economy and Trade, no one chooses "Will Definity Enroll," and the person who determines "will Enroll" is also the least of all majors (0.52%). Still, the proportion of " Will Rather Not Enroll"(6.98%) and" Will Rather Enroll "(9.3%) is almost flat, not much different.

According to Table 4.4, in the possible enroll-level options, from "Definity Will Not Enroll" to "Will Rather Enroll" is an increase, the highest point to decline. The highest point is "Will Rather Enroll" (13.44%), there are too many uncertain

factors, and the choice of possibilities is also vague. The proportions of "Definity Will Not Enroll" (1.03%), "Will Enroll" (1.03%), and "Will Definity Enroll" (0.26%) are all the lowest. The proportion of "Will Rather Not Enroll" (10.34%) and "Will Rather Not enroll" (13.44%) is very high. Therefore, most of the interviewees are still interested in the Master of Business Innovation.

The English major is the most interested in the business innovation program because the number of respondents is the largest. It may be the first step for them to study abroad because there is no language barrier. From Table 4.4, "Will Rather Enroll" (26.61%), "Will Enroll" (1.55%), and "Will Definitely Enroll" (0.52%) are the highest among the three majors, and the special "Will Enroll" has reached 26.61%. The choice "Definitely Will Not Enroll" (1.81%), "Will Not Enroll" (5.68%) and "Will Rather Not Enroll" (12.14%), not more than half of the proportion, in enrollment in the process, English majors can be used as the main admission target.

From Table 4.4, it is found that the trends of the three graphs are the same, from "No" rise to "possible" and then get to the highest point. Finally, the speed drops. It shows that most respondents are still likely to choose to enroll in the "Master of Business Innovation program".

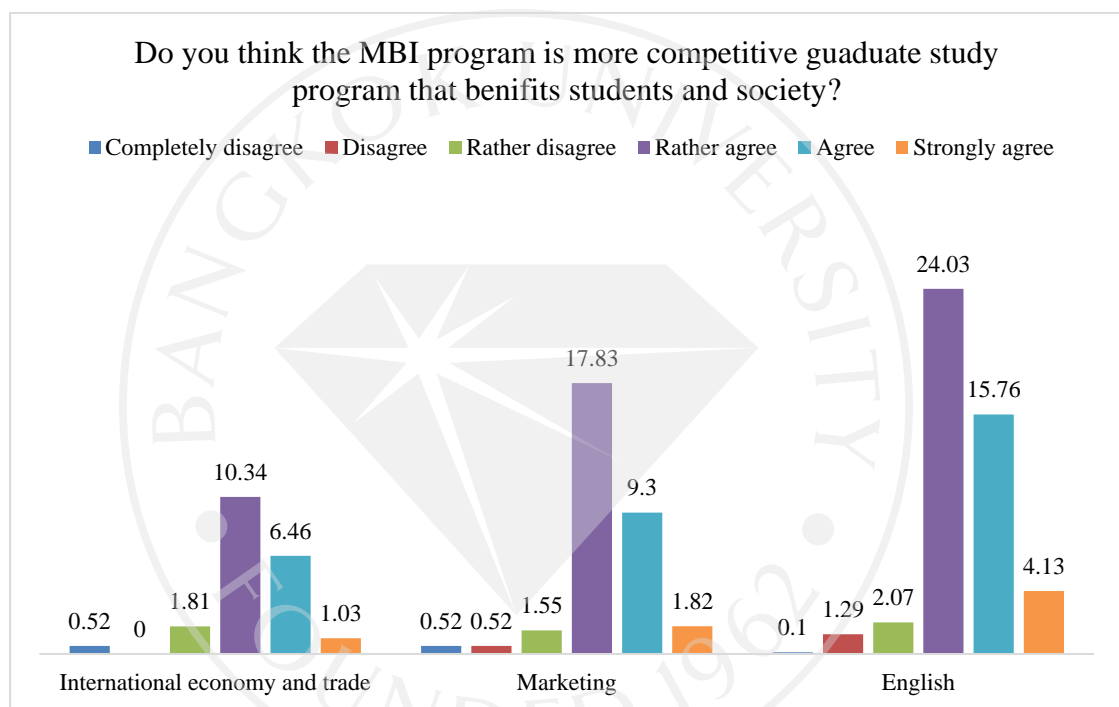


\*% of Total Number of Respondents

Figure 4.29: How Likely are You to Enroll?

During the interview, confirm the definition of the respondent's "Master of Business Innovation." Respondents from each major understand this program. However, in the questionnaire survey, once again introducing the Master of Business Innovation program. According to Figure 4.28, most respondents seem to be on average, "Do you think the Master of Business innovation program is a more competitive graduate study program that benefits students and society?" The problem is highly recognized. From international economics and trade (Rather Agree=10.34%, Agree=6.46%), Marketing (Rather Agree=17.83%, Agree=9.3%) and English major (Rather Agree=24.03%, Agree=15.76%). At the same time, the interviewees said that "Do you think the Master of Business Innovation Program is more competitive and helpful to students and society's graduate study program?" This view "strongly

agrees" with more people than "disagree" Explains that the interviewees all believe that the business innovation program will enhance their social competitiveness. The Master of Business Innovation program is also the only one in Asia. The increase in China's demand for innovative talents makes this program attractive for Baize University Bachelor's students.

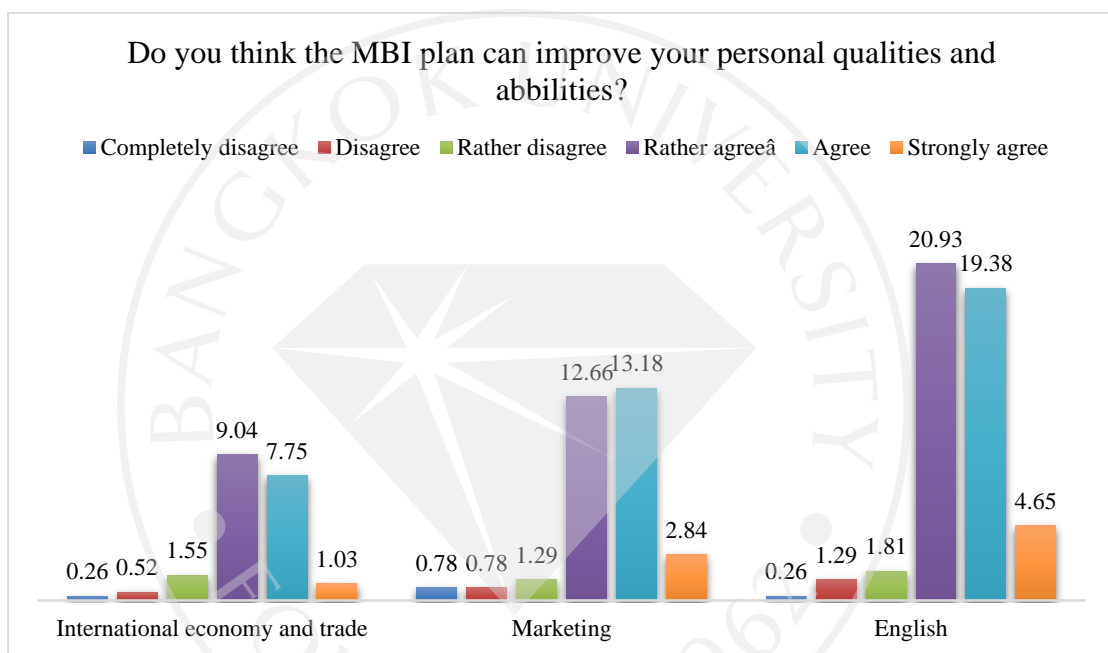


\*% of Total Number of Respondents

Figure 4.30: Do You Think the MBI Program is a More Competitive Graduate Study Program That Benefits Students and Society?

From the results in Figure 4.29, we can conclude that most of the respondents agree with the view, "Do you think the Master of Business Innovation plan can improve your personal qualities and abilities?" From the data, 9.04% "Rather Agree"

and 7.75% "Agree" are from International Economic and Trade, 12.66% "Rather Agree" and 13.18% "Agree" is marketing respondents, and finally come from English majors 20.93% "Rather Agree" and 19.38 "Agree" The sum of this proportion exceeds 2/3 of the total number. Most of the interviewees agreed that enrolling in the Master of Business Innovation program improves their abilities and qualities.



\*% of Total Number of Respondents

Figure 4.31: Do you think the MBI Plan Can Improve Your Personal Qualities and Abilities

## CHAPTER 5

### CONCLUSION AND DISCUSSION

#### 5.1 Conclusion

##### 5.1.1 Descriptive demographic analysis

The results are obtained from descriptive statistics. The survey group in the sample has the following characteristics:

5.1.1.1 From a gender perspective, the Master of Business Innovation program is more attractive to females and less attractive to male students. The Master of Business Innovation program has a higher percentage of attractiveness females. The rate of males in the Master of Business Innovation program is attractiveness. According to undergraduate majors, major English females are more interested in the "Business Innovation Master Program" than females in international economics and trade, Marketing. Furthermore, marketing males have a much higher interest in "Master of Business Innovation" than men in international economics and trade and English majors. There is no difference in the interest of the "Master of Business Innovation" in global economic and trade male and English majors. In selecting the samples, the author chose a questionnaire sent to students who had heard of the Bangkok University's MBI program and were interested in this program. Among the interviewees, the female is the majority.

5.1.1.2 The third-year university respondents are the leading target group of the Master of Business Innovation program. This group faces two choices: postgraduate exam or employment. Most marketing students are about to graduate, and they miss the opportunity for graduate admission in China. If they cannot find

employment right away, the Bangkok University Master of Business Innovation program is their best choice, and their purpose is clear. Moreover, most English majors plan to study abroad in the second year of university due to the specialty of the major.

5.1.1.3 The economic situation of the family does not matter whether the interviewee chooses to continue studying or working. It means that the lower the family income, students probably also want to enter the Master of Business Innovation program. Families with higher incomes will perhaps also not choosing admission. The possible reasons for this are:

1) Families with lower income levels may hope that their children can obtain a master's degree by continuing their studies and will earn a higher income in the future.

2) Households with higher incomes have a relatively higher social status and more productive resources, so their children have more employment opportunities. Considering the opportunity cost and employment pressure of enrolling in the Master of Business Innovation program, they may choose their children to be employed first.

3) Moreover, for those groups who independently obtain high incomes, it is relatively easy to arrange work for their children. A part of the salary of these jobs can be regarded as rent, which is not related to the study or not. The above may explain the situation that causes low-income families to continue to study but not children of high-income families.

5.1.1.4 The respondent's English level will not affect their choice of enrolling in the Master of Business Innovation program. That is, students who do not

have an English level or pass the Chinese CTE-4 exam are both attractive to the Master of Business Innovation program.

5.1.1.5 The parent's education level is not positively related to whether the student chooses to enter the Master of Business Innovation program. The data analysis results show that the higher the parent's education level, the lower the likelihood of students entering school. It is mainly reflected in the economic conditions of high-educated parents, they are relatively better than those of low-educated parents, relatively good work, and higher expectations for their children. If the parents choose to let their children go abroad for further study, then European and American countries should be the first choice. Parents with low academic qualifications just hope that their children can change their future through education. In the expensive study abroad programs in Europe and the United States, they will choose economic programs. On the contrary, students with parents who have only a secondary school degree will choose to enter the Master of Business Innovation program.

Summarize the above analysis. The admissions department of the "Master of Business Innovation Program" should focus on third-year students with undergraduate degrees, and family income, students of any level of English level, and parent's education level below junior high school students. Besides, when recruiting "Master of Business Innovation," students should be given priority to female in marketing and international economics and trade, as well as all students' sophomore s and above of English major.



## **5.2 Important factors influencing the attractiveness and value perception of the "Master of Business Innovation"**

### **5.2.1 Recognized by the Chinese Ministry of Education**

According to the survey results, "Recognized by the Chinese Ministry of Education" is the most critical content of "Program Quality" of the Master of Business Innovation. This result does support the Master of Business Innovation Program at Bangkok University as a suitable choice for students studying abroad in Baise City, China. Because Baise in Guangxi belongs to southern China and belongs to China's fifth-tier cities, the economic situation is not as good as that of developed regions such as Beijing, Shanghai, Guangzhou, and Shenzhen. Baise is geographically close to Thailand, making it more convenient for Baise University students to round trip between the two countries. The cost of living in Thailand is low, and there is no need for financial guarantees to study abroad. It is prevalent among many working-class families in China, and the application procedures are simple. It is also the advantage of studying in Thailand. Most importantly, in 2007, the Ministry of Education of the People's Republic of China and the Ministry of Education of the Kingdom of Thailand signed an agreement on mutual recognition of higher education degrees and degrees. Chinese students get a degree from national or private universities in Thailand that can be recognized by the Chinese government. Moreover, the academic qualifications of some famous Thai private universities are also widely accepted in the field of global education. These include a master's degree in business innovation from Bangkok University. For example, the following quotes the views of international economic and trade professionals on "Recognized by the Chinese Ministry of Education:

"I think the first thing to consider when choosing a foreign school for graduate studies is whether the Chinese Ministry of Education recognized the degree it awards. The study thinks every student who will study abroad will take the cost of time into account. The graduation time of foreign universities is short, and the Ministry of Education of China generally recognized the degree. Is this a waste of time and money if the students go to the degree that the Chinese Ministry of Education does not recognize? No one will choose a school to deny by the Ministry of Education. However, if the Chinese Ministry of Education recognizes the degree offered by the program, people will find this Master's program particularly attractive."  
 "(Interview Transcript, Male, International economy and trade)

#### 5.2.2 The Teacher's Ability to Explain is Strong

According to the survey results, "The teacher's ability to explain is strong" seems to be a way to measure the teacher's quality and will have the most significant impact on the quality of the "Master of Business Innovation Education" for all respondents in each major. Obtain the proportion from the open-ended questionnaire question, and most mention "teacher quality" in the questionnaire. Since the "teacher team" is widely known among many people, it is not surprising that this is one of the main factors that affect the client's choice of "Master of Business Innovation." Also, when commenting on the "quality of program education" shown below, the interviewees used the term "teacher quality" extensively.

"The main influencing factors for my choice of a graduate program are the strength of this school, whether it has excellent faculty, the teaching ability of the teachers, whether the students can accept it, can understand." (Interview Transcript, Female, English major)

### 5.2.3 Practical teaching content

For international economics and trade, marketing, and English majors interested in the Master of Business Innovation program, "Practical teaching content" is considered to be one of the essential elements of "program education quality." Compared with most domestic teaching methods, the Master of Business Innovation program uses a combination of practice and theory. Students studying in the Master of Business Innovation program must learn a variety of learning methods such as self-study, group learning, classroom learning, e-learning, peer learning. Teachers have different requirements and presentation forms for each course: some are group reports, some are personal speeches, some are reflections, some courses are in the learning management system. Moreover, they need feedback, after learning, or students organize an academic seminar. If they want to complete these assignments, they must check the information, verify it, and investigate the causes and consequences. In this process, they will know the program process. It is a highlight of the Master of Business Innovation program. The traditional learning method of "registering in class, return to dormitory do homework" is not enough, it cannot even graduate. The practice teaching method cultivates and trains students' abilities in thinking, research, hands-on, language, organization, and other aspects. It also makes students more like the courses and majors they choose.

The following quotes the views of English professional respondents on "Practical teaching content:

“According to my memory, this program is efficient, and the courses taken will allow students to enter the company for practical operation, the combination of theory and practice lays a good foundation for future careers. The program is the first

business master's degree in Asia, and its faculty is powerful. English teachers of famous schools teach all courses. This program develops students' innovative management skills.” (Interview Transcript, Female, English major)

#### 5.2.4 High student employment rate

The results show that, on average, respondents tend to regard "High student employment rate" as the most critical value manifestation of the "quality of the Master of Business Innovation Program"

Because if students study a major without employment opportunities, it is undoubtedly a denial of this program. The Master of Business Innovation is to train a group of talents with innovative thinking. There are three reasons why the Master of Business Innovation is attractive to the students of Baise University in China. First of all, China is transforming into an innovative international, and the demand for creative talents has increased dramatically. Secondly, with the rising of ASEAN, there is a high demand for abilities, and the prospects for student employment are good. If Chinese students graduate successfully in Thailand and master the three languages of Chinese, English, and Thai, whether they return to China or stay in Thailand, they will have guaranteed employment advantages. Third, Many Chinese companies have invested in Thailand, and the local overseas Chinese companies are influential. There are many internship opportunities for Chinese students in Thailand. It is relatively easy to find part-time jobs such as translation, tour guides, reception, and Chinese teachers. There are also many opportunities, and Chinese students who graduated from this major can find an ideal job after graduation. Therefore, when recruiting students for Baise University, these components need to be highlighted for each student with different needs. The following quotes respondents' views on "student

employment rate":

"The main factor for me to enter the Master of Business Innovation program is the employment rate after graduation because the employment rate after graduation indirectly reflects the society's recognition of the program and the school's emphasis on the program. The author thinks the key to the success of this program is the high employment rate" (Interview Transcript, Female, Marketing)

"The acceptance and recognition of this program in China are related to my future career and job prospects." (Interview Transcript, Female, English major)

#### 5.2.5 Have relevant financial support (scholarships, bursaries)

According to the service quality survey results of the Master of Business Innovation program, on average, "Have relevant financial support (scholarships, bursaries)" may be the most critical condition for the "Master of Business Innovation" among all respondents. It means that they are very concerned about the school's financial support and believe that tuition fees and scholarship policies are positively related to the individual's choice of admission to the Master of Business Innovation program. Most of the interviewees are still very concerned about scholarships. First, they can reduce the financial burden of the family. Second, this is a manifestation of the school's recognition of students' learning ability, and it also reflects their value.

Therefore setting up the enrollment guide, reflecting such components, and indicating how to apply for scholarships or the school's financial expenditure policy. As the interviewee said: "When evaluating a graduate program, the first consideration is the tuition fee and scholarship policy. If the school's policy is beneficial to Chinese students, it will be the place that attracts them to the Master of Business Innovation program." (Interview Transcript, Female, English major)

### 5.2.6 Teachers sense of responsibility

According to the questionnaire survey, "Teachers sense of responsibility" is the most critical content of the "Program Service Quality" of the Master of Business Innovation program, and it also has the most significant impact on the "Master of Business Innovation Service Quality." In the five options of the service quality importance survey, each prospect has a full score of 11 points, and everyone gave 5.58 points in the "Teachers sense of responsibility" item. Moreover, most Chinese students are used to the traditional teacher-based learning method before going abroad. Higher education in Thailand adopts a small class teaching method with students as the main body. It requires students to take the initiative to learn and ask questions without telling students what to test or focusing on leaning. Therefore, many Chinese students are confused when they get to the exam. They do not know what to review, and Chinese students are not good at actively communicating with teachers, which may easily lead to a situation where the academic performance is not satisfactory. If the teacher does not care about the student's position at this time, and let it go, it may cause the student to fail to graduate because of unqualified grades or low-grade points. It shows that Chinese students feel very important to the component of teachers' sense of responsibility.

### 5.3 The Attractiveness of "Business Innovation Masters" to Respondents

When conducting an interview, let the interviewees have their understanding of the "business innovation master," and everyone can understand the program during the meeting. Most people make good choices for this program when soliciting interest in the Master of Business Innovation program. 44.19% of them believe that the

cultivation of the Master of Business Innovation program is a program to cultivate innovative entrepreneurial talents and innovation management capabilities and can also obtain a high degree of education to improve their abilities. It shows that most people may understand that the "Master of Business Innovation" has a significant influence on enhancing their professional quality. Therefore, 44.19% of surveyors are interested in the "Rather Attractiveness" Master of Business Innovation Program.

After understanding the "Master of Business Innovation Program." "It is not surprising that students from the majors of international economics and trade, marketing, and English major are more interested in the "Master of Business Innovation Program." 44.19% of them chose "Rather Attractiveness" in the questionnaire, 21.13% of respondents chose "Attractiveness," and 4.91% of respondents chose "Vary Attractiveness." The following are examples of the following opinions from international economics and trade: English major respondents about the "Master of Business Innovation Program":

"Heard about it. A relatively preliminary understanding should be a program to cultivate innovative and entrepreneurial talents. The author thinks this program is a good opportunity for students to go out and see the world and learn more practical knowledge, which is also a great improvement for the academic level." (Interview Transcript, Female, International economy, and trading)

"According to my memory, this program is efficient, and the courses taken will allow students to enter the company for functional operation, the combination of theory and practice lays a good foundation for future careers. The program is the first business master's degree in Asia, and its faculty is influential. English teachers of famous schools teach all courses. This program develops students' innovative

management skills. In the author's opinion, this program will be top-rated in the future. Furthermore, it is essential to learn. Even after work, this program will give them a different promotion. Moreover, this program is still under development, and it is not harmful to be the first to eat crabs.” (Interview Transcript, Female, English major)

#### **5.4 Willing to Enroll in the Master of Business Innovation Program**

In terms of willingness to enter the "Master of Business Innovation Program," the results can be summarized as follows:

Most people from International Economics and Trade, Marketing, and English majors believe that the "Master of Business Innovation Program" is worth investing in, the proportion of students who may be enrolled in Master for Business Innovation accounts for 49.35%. They also believe that the Master of Business Innovation program is a program to cultivate innovative talents, which is a trend in society. These respondents are willing to enroll, accounting for 3.88%. 53.23% of the total is likely to enter the survey.

#### **5.5 Discovery**

Through in-depth interviews and questionnaires, the author found, students in these three majors of Baise University are very interested in the business innovation program at Bangkok University. When enrolling at Baise University, the liberal arts major should be considered first, with the language major, and then the business major. The attraction factor analysis in Chapter 4 shows that the degree of influence is from large to small: Education qualifications approved by the Ministry of Education



of China, teaching content, qualifications of the teaching teachers, employment rate after graduation, teachers' sense of responsibility, scholarship mechanism.

## **5.6 Implications and Limitation of the Study**

There are relatively few studies on the influencing factors that affect individuals' views on the attractiveness of the graduate program. Based on empirical research, this study explores the factors that affect an individual's perception of the attractiveness of a graduate program and uses data to enrich and improve relevant theories. The purpose of the current research is to investigate the client's interest and views on the "Master of Business Innovation" and their possibility of enrolling in the Master of Business Innovation. The results of this study will benefit the future development of the "Master of Business Innovation" at Bangkok University.

### **5.6.1 Academic implications**

In this study, the "Master of Business Innovation Program" measure was developed to evaluate the ideas of the target group related to the Master of Business Innovation Program. This indicator can be used in future research of other master programs so that more people have a deeper understanding of the Master program.

### **5.6.2 Practitioner implications**

According to the highlighted results, different "Commercial Innovation Program," admissions rules can be formulated for different groups based on the survey results. It is used by the Bangkok University Master of Business Innovation Program's admissions manager in the identified target population. The overall survey results lead to two admission proposals for the Master of Business Innovation Program. Are for working students, "Online courses and face-to-face teaching

methods to complete school in a short time," and the "face-to-face teaching method for students who have no job, the period is 1.5 years".

### 5.6.3 Limitation of the study

Although the results of this study are applicable, there are still some limitations that need to be addressed to improve future studies.

1) Due to the limited time, only three samples were taken for investigation. Compared with more than 20,000 undergraduates in Baise University and 49 majors, 387 people were sampled, three majors. The sample size is too small, and the representativeness is not enough. It is not enough to reflect the significance. Some variables have failed to meet the expected assumptions, which are the shortcomings of this study.

2) This study only provides descriptive statistical data analysis, which may limit the analysis and interpretation of the results. Therefore, future research should include more sophisticated statistical analyses (i.e., analysis of variance, significance test, and factor analysis).

3) The components of the "Master of Business Innovation" used in the questionnaire, although they come from in-depth interviews and literature reviews, should be further studied invalidating such component lists and creating more comprehensive listings.

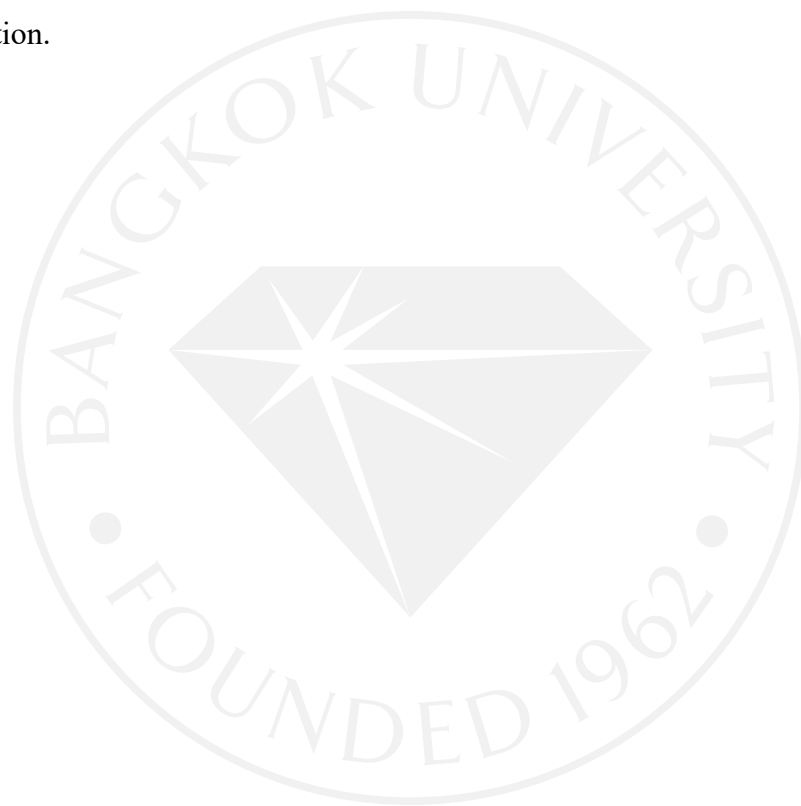
## 5.7 Recommendation for Future Study

5.7.1 Expand the sample size, increase the number and level of schools for investigation and research, and get more realistic results.

5.7.2 This article only conducts an empirical analysis of the problem based

on the survey data. The author believes the analysis in this article will be more convincing if we can combine a broader range of theories and data to explain the results.

5.7.3 This study uses only SPSS as a research tool. Future research can try to use sophisticated data analysis methods (such as structural equations) to verify the factors that affect the attractiveness of Bangkok University's Master of Business Innovation.



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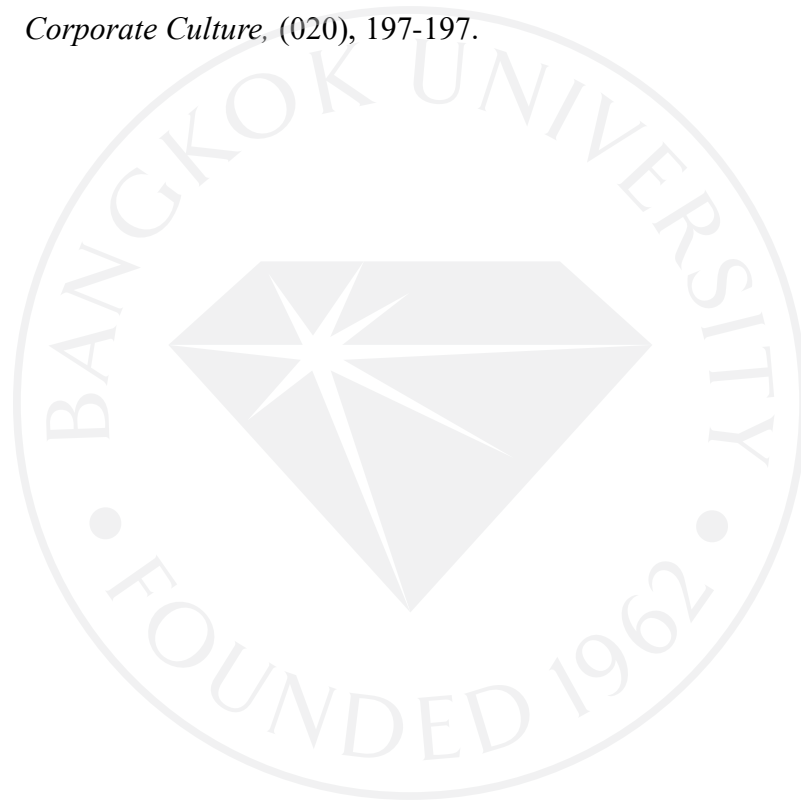


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## Appendix A

### Interview Guide

Client information

Gender:  Male  Female

Age \_\_\_\_\_

What is your major? (please specify): \_\_\_\_\_

Which grade? (please specify): \_\_\_\_\_

Key Questions

1. Do you plan to go to graduate study? Why?
2. What factors do you consider when assessing programs for your graduate studies?
3. What is the main factor that influences your choice to continue graduate education?  
Why?
4. Have you heard of the Master of Business Innovation Program at Bangkok University? What do you know of this program? What do you think of this program?
5. How do you value the following features of the MBI program?
  - Theoretical and practical (project-based) learning
  - Blended learning (2/3 face to face, 1/3 online)
  - Taught by International professional and academic experts
  - Modules are offered on Saturdays (1/2 day)
  - Each module last 2 months (8 weeks)
  - Independent study or Thesis (academic project)

- Study in Korea or France and get a double degree
- Master and Ph.D. study together, graduate in four years
- Teacher quality
- Student graduation rate
- Controlled professional course setting
- Scientific research achievements
- Teaching methods
- Accommodation services
- Employment services
- Health services
- Financial support
- Library facilities

6. What factors will affect your choice to enroll in Bangkok University's Master of Business Innovation Program? Why?

## Appendix B

### Categories related to "MBI attraction" from In-Depth Interview

Main category	Sub-category	Sample code
Tangibles	School reputation	<p>T1 society's recognition of the project (A student)</p> <p>T2 The school's world ranking is comparable to famous domestic schools (B student)</p> <p>T3 Educational qualifications are recognized by the Chinese Ministry of Education (B student)</p> <p>T4 Is the quality of school teaching environment (B student)</p> <p>T5 The first innovative master (A student)</p> <p>T6 Students with a low reputation in China (A student)</p>
	Teaching facilities	<p>T7 Good academic environment (A student)</p> <p>T8 Library facilities (A\B\C students)</p>
Reliability	Teacher quality	<p>RE9 Taught by International professional and academic experts (A\B\C students)</p> <p>RE10 Senior teachers can better answer questions for students (C student)</p> <p>RE11 The strength of the school, the teacher is influential (A student)</p>

Main category	Sub-category	Sample code
		RE12 The faculty is powerful, all teachers from famous schools teach in English (A student)
	Teaching content	<p>RE13 The academic of personnel is closely followed by the academic research of the forefront of the times (A student)</p> <p>RE14 Theoretical and practical (project-based) learning (A\B\C students)</p> <p>RE15 Controlled professional course setting (A\B\C students)</p> <p>RE16 Group cooperation system is often used for classes abroad (B student)</p> <p>RE17 Improve your hands-on ability (B student)</p> <p>RE18 Training innovative and entrepreneurial talents (B student)</p> <p>RE19 Learn more practical knowledge (B student)</p> <p>RE20 Cultivate more professional talents (C student)</p> <p>RE21 Higher knowledge pursuit (A student)</p> <p>RE22 The project is efficient (A student)</p> <p>RE23 The course will allow students to enter the company for practical operation (A student)</p>



Main category	Sub-category	Sample code
Responsiveness	Administrative services	RS26 Accommodation services (A\B\C student) RS27 Health services (A\B\C students) RS28 Financial support (A\B\C students) RS29 The school can provide timely help and make learning easier for students (C student)
	Job opportunity	RS30 Social demand for talent (A student) RS31 Employment services (A\B\C students) RS32 It will be of great help when looking for a job in international trade (B student) RS33 The project will be very popular in the future, and the employment prospects are good (A student)
	Academic research	RS 34 Scientific research achievements (A\B\C students)
Assurance	Teacher Responsibility	A 35 Foreign countries are generally lenient in and strict out, and the teacher in charge is responsible for (B student) A 36 Higher learning efficiency, teacher tutoring after class (B student) A37 Professional Course Guide (C student)

Empathy	Focus on student needs	<p>E38 Expand your horizons and enrich your life experience (A student)</p> <p>E39 Own development (A student)</p> <p>E40 Short graduate time abroad (B student)</p> <p>E41 The threshold for foreign graduate students is lower (B student)</p> <p>E 42 Improve education (B student)</p> <p>E 43 Parental Expectations (B student)</p> <p>E44 Tuition is too expensive (B student)</p> <p>E45 Job requirements (C student)</p> <p>E46 Ordinary undergraduate graduates face great employment pressure (C student)</p> <p>E47 Poor family economic conditions (C student)</p>
	Develop teaching plans based on students' progress	<p>E48 Teaching in English (B student)</p> <p>E49 Improve language ability (B student)</p> <p>E50 The school's talent training program is reasonable (B student)</p> <p>E51 The corresponding curriculum of the major is very important for professional students</p>

## Appendix C

### MBI Attraction Survey

Dear classmates:

Hello!

Thank you very much for participating in my "Investigate the views of Baise University undergraduate students of different majors on the attractiveness of the Bangkok University Master of Business Innovation Program". The purpose of this questionnaire is to understand your views on the MBI program. Your answers will provide a valuable basis for our research. We will analyze the survey results and make the MBI program more suitable for Chinese students.

This survey will take you a few minutes of precious time. This questionnaire is anonymous, and we promise to keep the information you provide confidential.

Questionnaire description: The first part is your basic situation. In the second part, the importance of MBI program components. The third part is the attractive view of the MBI program.

#### Part1 Basic Information

Please tick the options:

1. Gender:

(1) Male (2) Female

2. Major:

(1) English major (2) International economy and trade (3) Marketing

## 3. Years of study:

- (1) First Grade for Undergraduates (2) Second Grade for Undergraduates  
(3) Third Grade for Undergraduates (4) About to Graduate

## 4. The Economic Situation of Your Family:

- (1) \$ 250- \$ 500      (2) \$ 500- \$ 1000      (3) \$ 1000- \$ 2000  
(4) More Than \$ 2000      (5) Others \_\_\_\_\_

## 5. Your English Level:

- (1) No grade      (2) IELTS 1-3.5      (3) IELTS 4-6.5  
(4) 6.5-9      (5) Others \_\_\_\_\_

## 6. The Education Level of Your Parents (Choose the Highest Educational Level of Your Parents):

- (1) No Education      (2) Elementary School      (3) Junior High School  
(4) High School      (5) University and Above

## Part 2 the importance of MBI program components

Please indicate the relative degree of importance of different features of the MBI Program and study by selecting the appropriate value on the following scale:

Not important at all	Not important	Rather not important	Rather important	Important	Very important
①---	---②---	---③---	---④---	---⑤---	---⑥

Program Quality Items	N.I.	V.I.
1. Modern Course Curriculum focusing on Innovation & creativity	①--②--③--④--⑤--⑥	
2. Taught by International professional and academic experts	①--②--③--④--⑤--⑥	
3. To Cultivate talents are provided with innovative thinking	①--②--③--④--⑤--⑥	
4. The program uses a team/project-based approach. - Students will be working with real projects.	①--②--③--④--⑤--⑥	
5. Partner universities offer dual degree programs	①--②--③--④--⑤--⑥	
6. High student graduation rate	①--②--③--④--⑤--⑥	
7. High student employment rate	①--②--③--④--⑤--⑥	
8. Flexible teaching style	①--②--③--④--⑤--⑥	
9. Program in 1.5 years for the single degree	①--②--③--④--⑤--⑥	
10. Practical teaching content	①--②--③--④--⑤--⑥	

Program Quality Items	N.I.	V.I.
11. Blended learning techniques will be used to deliver these courses (lectures, MOOCs, workshops, e-learning, projects)	①--②--③--④--⑤--⑥	
12. Independent study or Thesis (academic project)	①--②--③--④--⑤--⑥	
13. The MBI program is offered in English.		
14. The teacher's ability to explain is strong	①--②--③--④--⑤--⑥	
15. Tutors have strong academic research capabilities	①--②--③--④--⑤--⑥	
16. The prestige of the school is high	①--②--③--④--⑤--⑥	
Program Services Quality Items	N.I.	V.I.
17. Recognized by the Chinese Ministry of Education	①--②--③--④--⑤--⑥	
18. Provide medical services	①--②--③--④--⑤--⑥	
19. Have relevant financial support (scholarships, bursaries)	①--②--③--④--⑤--⑥	
20. The library has complete facilities and abundant resources	①--②--③--④--⑤--⑥	
21. MBI is offered as a Weekend Program with class mainly on Saturday.	①--②--③--④--⑤--⑥	
22. Teachers are responsible	①--②--③--④--⑤--⑥	

**Part 3: The attractive view of the MBI program**

1. How attractive do you find the MBI Program of Bangkok University?

- (1) Not attractive at all
- (2) Not attractive
- (3) Rather not attractive
- (4) Rather attractive
- (5) Attractive
- (6) Very attractive

2. How likely are you to enroll?

- (1) Definitely will not enroll
- (2) Will not enroll
- (3) Will rather not enroll
- (4) Will rather enroll
- (5) Will enroll
- (6) Will definitely enroll

3. Do you think the MBI program is more competitive graduate study program that benefits students and society?

- (1) Completely disagree
- (2) Disagree
- (3) Rather disagree
- (4) Rather agree
- (5) Agree
- (6) Strongly agree

4. Do you think the MBI plan can improve your personal qualities and abilities?

(1) Completely disagree

(2) Disagree

(3) Rather disagree

(4) Rather agree

(5) Agree

(6) Strongly agree

If you have other comments to the MBI program's attractiveness, please write in the following blank space.

Thank you for taking the time to participate!





**BIODATA**

**Name:** Miao Ling

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September 2008 to June 2010 I studied at Qifu high School in Guangxi  
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