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**FACTORS INFLUENCING THE DECISION  
OF GRADE 12 STUDENTS TO CONTINUE  
THEIR HIGHER EDUCATION**

**Donrudee Suwankiri**

**A Dissertation Submitted in Partial  
Fulfillment of the Requirements for The Degree of  
Doctor of Philosophy (Population and Development)  
School of Applied Statistics  
National Institute of Development and Administration  
2007**

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The Examining Committee Approved This Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy (Population and Development).

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## ABSTRACT

**Title of Dissertation** Factors influencing the decision of grade 12 students to continue their higher education  
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The objective of this research is to study Factors influencing the decision of grade 12 students around the country to continue further education. The focus is on the 3 main factors as follows: 1) Factors concerning students' background, which include their gender, age, grade point average, education region, parents' level of education, parents' occupation, and family financial status. 2) Factors concerning student attitudes toward education, which include their attitudes toward the value of education, attitudes toward stability and progress, attitudes toward the people involved in making the decision, attitudes toward recognition and reputation, and attitudes toward social and economic factors. 3) Factors concerning self-acknowledgement by students, which include self-achievement, belief in locus of control, and self-development.

Data in this study was collected from field research, which was completed between December 2003 and March 2004. A total of 431 male students and 785 female students who were studying in grade 12, semester 2 of the education year 2003 were surveyed. This group represents grade 12 students from all around the country. They were randomly selected according to their region, educational region, province, school, and class.

Findings from the research found out that 89.80 percent of the students decide to continue their higher education at university. In the Southern region, 98.80 percent of the students decide to continue their studies, which is the highest number among

other regions. The Northeastern region had the lowest, which was 86.91 percent. Hierarchical Regression Analysis was used to test the 3 factors; students' background, attitudes toward education, and self-acknowledgment. The factors influencing the decision to study further concerning the students' background include region, grade point average, and father's level of education, mother's occupation, and family income. Factors concerning attitudes toward education include attitudes toward the value of education, attitudes toward stability and progress, and attitudes toward social and economic factors. Factors concerning self-acknowledgment did not influence the decision of a student to study further.

When Logistic Regression was used to study the factors influencing the students' decision to study or not study further according to their region, findings showed that the factors influencing the decision of students in the North to study further include attitudes toward people involved in making the decision and self-development. Factors influencing the decision of students in the Northeastern region to study further include grade point average, parent's level of education and family income. Factors influencing the decision of students in the Central, Eastern, and Southern regions to study further include gender, father's level of education, attitudes toward the value of education, and attitudes toward stability and progress. Factors influencing the decision of students in the Central and Eastern regions to study further include grade point average, parents' level of education, attitudes toward the value of education, attitudes toward stability and progress, attitudes toward people involved in making the decision, and attitudes toward recognition and reputation.

The research has provided suggestions from the study. It recommends that there should be a program to encourage, publicize, and create activities especially for people who are involved with the students such as the father, mother, guardian, teachers, friends, and the students themselves to acknowledge the importance of a higher education. The activities must respond to the needs of students and motivate them with regards to the characteristics of the 3 factors; students' background, attitudes toward education, and self-acknowledgment. This is so that each activity can suit the needs of each student in the different regions.

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