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FACTORS AFFECTING BRAND SWITCHING INTENTION
IN THE CONTEXT OF HIGHER EDUCATION IN VIETNAM

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Abstract

In the globalized and competitive educational market, universities need to develop effective branding strategies to attract and retain students because students may switch their brand preference or loyalty due to various factors, such as dissatisfaction, perceived alternatives, or changing needs and expectations. Brand switching intention is the tendency of students to change their choice of higher education institution due to these reasons. Thus, the study examines "Factors affecting brand switching intention in the context of higher education in Vietnam". The research data is based on the survey of four hundred and forty-six first-year students who were studying in four universities located in Ho Chi Minh City. The questionnaires contained six factors including alternative attractiveness, service, switching cost, information, tuition and switching intention. The resutls show that there are five independent factors that influence students' intention to change university. Three independent variables INFR, ALTA and SWCS have a statistically significant impact on SWINT with normalized coefficients of 0.126, 0.174 and -0.093 respectively. While a one-unit increase in INFR and ALTA results in an increase of SWINT at 0.126 and 0.174 units respectively, a one-unit increase in SWCS results in a decrease in SWINT at 0.093. The study contributes to the literature on higher education branding by identifying the key factors that influence students' brand switching intention and providing implications for the educational administrators to improve their brand performance and image.

Keywords: *Service; Information; Switching cost; Tuition; Attractiveness; Switching intention*

Introduction

Universities are operating in a globalized and competitive educational market, where they have to compete for students' attention and preference. Students have more options and information sources than ever before, and they can easily compare and evaluate different higher education instituions based on various criteria. Therefore, the universities need to develop effective branding strategies to differentiate themselves from their competitors and create a loyal customer base. Branding is the process of creating a unique identity and image for an organization that reflects its values, mission, vision, and quality (Kotler & Keller, 2016). Branding can help the higher education institutions to enhance their reputation, increase their visibility, communicate their value proposition, and build trust and loyalty with their stakeholders (Nguyen et al., 2018). However, branding can also pose some risks for these universities, as students may switch their brand preference or loyalty due to various factors, such as dissatisfaction, perceived alternatives, or changing needs and expectations. Brand

switching intention is the inclination of students to alter their selection of university due to these factors. It is vital for the higher educational managers to comprehend the factors that influence the switching intention in order to devise effective retention strategies and avoid customer attrition.

Previous studies have identified several factors that influence brand switching intention in higher education in different contexts (Joseph et al., 2012; Rutter et al., 2017; Sultan & Wong, 2018). However, there is a lack of research on brand switching intention in the context of higher education in Vietnam, which is a developing country with a rapidly growing and diversifying educational sector. Moreover, most of the previous studies have focused on the cognitive or rational aspects of switching intention, while neglecting the emotional or affective aspects of this behavior. Therefore, this study aims to fill these gaps by examining the factors affecting the brand switching intention in the context of higher education in Vietnam. The study contributes to the literature on higher education branding by identifying the key factors that influence students' brand switching intention and providing information for the higher educational managers to improve their brand performance and image.

Conceptual Background

Switching intention

Switching intention is the intention of customers to stop using their current brands and switch to others. It is also understood as the opposite of customer loyalty and may have two possible consequences for a business (Tran & Tran, 2022; Tsai, 2023). Switching intention can be influenced by various factors, such as customer satisfaction, perceived value, and service quality. Push-pull-mooring (PPM) theory to investigate switching intention in various domains, such as telelearning (Lin et al., 2021), media services (Tsai, 2023), and green energy (Yoon & Lim, 2021). The PPM theory considers some elements that drive individuals to leave their original service or technology and move to a new one. Push factors are the negative aspects of the current service or technology that motivate customers to switch, such as low quality, high price, or low trust. Pull factors are the positive aspects of the alternative service or technology that attract customers to switch, such as better quality, lower price, or higher trust. Mooring factors are the barriers or costs that hinder customers from switching, such as switching costs, habit, or loyalty. One of the Pull factors that attracted many recent studies is Alternative attractiveness.

Alternative attractiveness

Alternative attractiveness refers to the degree to which customers perceive other service providers or platforms as more desirable or beneficial than their current one (Tran & Tran, 2022). In other words, customers feel satisfied with competing alternative service providers in the marketplace. In the education sector, Alternative attractiveness is a pull factor that positively affects online learning intentions, as students perceive online learning as more convenient, flexible, and interactive than face-to-face learning (Maheshwari, 2021). However, this study did not test the moderating effect of Alternative attractiveness on the Switching costs-Online learning intentions relationship. A study investigating the relationship between perceived switching costs and alternative attractiveness to customer loyalty in Vietnamese grocery retailing shows that high-perceived alternative attractiveness was found to have a negative influence on customer loyalty. This means that when customers perceive that there are better alternatives available, they may be less likely to remain loyal to their current provider (Diem et al., 2014). Alternative attractiveness is one of the factors that affect students' Switching intention, as students may be attracted by other HE institutions or platforms that offer better quality, diversity, or flexibility of education (Nghia & Tran, 2020). In this study, there is a lack of consensus or standardization on how to best measure and operationalize these Alternative attractiveness and Switching intention, especially in different domains or contexts. Therefore, this study is conduced to validate reliable and

valid measures the relationship between Alternative attractiveness and Switching intention in Vietnamese Higher Eductation. This line of discussion leads to the ensuing hypothesis:

H1. *Alternative attractive is related to Switching intetnetion.*

Service

Service is a key concept in service-dominant logic, which views all economic exchange as the provision and application of specialized resources for the benefit of another party. Vargo and Lusch (Vargo & Lusch, 2008)) stated that Service can affect switching intention, which is the likelihood of a customer changing from one service provider to another, in various ways. For example, service quality, which is the customer's perception of how well the service meets or exceeds their expectations, can influence their satisfaction and loyalty

Service value, which is the customer's perception of the benefits and costs of the service, can influence their willingness to pay and repeat purchase. Several studies have shown that service satisfaction influences switching intentions (Cronin & Taylor, 1992); (Crosby & Stephens, 1987); (Gotlieb et al., 1994)). The higher the customer's satisfaction, the lower the probability of changing service providers.

Service quality is also a key factor that affects consumers' switching decisions (Andreasen, 1985); (Reichheld & Sasser, 1990)

(Merz et al., 2009) described services as having four characteristics: they are not physical (unlike goods that can be touched), they are not separable (they are created and used at the same time), they are not homogeneous (they vary in quality and performance), and they are not durable (they cannot be stored or saved for later use).

According to (Han et al., 2016) they examined how service quality, satisfaction, and switching costs affect customers' intentions to switch Internet service providers at different stages of the switching process. They found that these factors have different impacts depending on whether customers are in the pre-switching, switching, or post-switching stage. For example, service quality and satisfaction have a stronger influence on pre-switching intentions than on switching or post-switching intentions, while switching costs have a stronger influence on switching intentions than on pre-switching or post-switching intentions. They also found that customers' perceptions of alternative service providers and their switching experiences play a role in their switching behavior. Their study suggests that Internet service providers need to adopt different strategies to retain customers at different stages of the switching process.

Service innovation can also affect switching intentions by creating new value propositions and attracting customers from competitors (Chen, 2012)). Service relationship can also influence switching intentions by enhancing customer loyalty and reducing perceived switching costs (Ganesh et al., 2000).

H2: *Service is related to Switching intention.*

Information

Information Processing Theory has compared the human brain to a computer in recent years, memory refers to the psychological processes of acquiring, storing, retaining, and later retrieving information. There are three major processes involved in memory: encoding, storage, and retrieval. (Cowan, 2015) Information acquisition theory was defined by Wolfe & Sawyer that explaining how drivers acquire and represent the information they need. (Wolfe et al., 2022)

Another ideas say that the retailers' information acquisition behavior under horizontal competition and investigates the impact of information leakage from an evolutionary game theory perspective. (Li et al., 2018)

For Ruitian Lang, he creates a dynamic information acquisition model in which a buyer gathers product knowledge and a monopoly seller fixes her product's price in anticipation of the buyer's behavior. Further more, Lang may get more information from friends, relatives, or the internet. (Lang, 2019)

To the extend of information acquisition and institutional investors, information choice was influenced by benchmarking, its has two distinct economic mechanisms: reduces the number of shares in investors' portfolios that are sensitive to information and limits investors' willingness to speculate. (Breugem & Buss, 2019)

H3: *Information is related to Switching intention.*

Tuition

Tuition is the money that students pay for their education at a higher education institution. Tuition can affect students' satisfaction and regret with their education by influencing four factors: expectations, perceived performance, alternative attractiveness, and switching costs.

Expectations are the prior beliefs about the quality and value of education. Higher tuition may create higher expectations, which may be harder to meet or exceed by the institution. Lower tuition may create lower expectations, which may be easier to meet or exceed by the institution. Satisfaction or regret is the result of comparing the perceived performance with the expectations (Oliver, 1980; Sánchez García & Curras-Perez, 2020).

Perceived performance is the evaluation of the benefits and costs of education. Benefits can include academic outcomes, personal development, career opportunities, social network, etc. Costs can include financial expenses, time investment, opportunity costs, psychological stress, etc. Higher tuition may increase the costs and decrease the benefits of education, leading to lower performance. Lower tuition may decrease the costs and increase the benefits of education, leading to higher performance (Tata et al., 2021).

Alternative attractiveness is the desirability of other options available to students. Switching costs are the barriers or losses associated with changing from one institution to another. Higher tuition may increase the attractiveness and decrease the costs for students who are dissatisfied with their current institution. Lower tuition may decrease the attractiveness and increase the costs for students who are satisfied with their current institution. Switching intention is the likelihood of changing from one institution to another (Burnham et al., 2003; Jones et al., 2002; Sembawa et al., 2019).

In conclusion, tuition is a key variable that can have significant impacts on post-purchase students' regret and switching intention. Tuition can influence students' expectations, perceived performance, alternative attractiveness, and switching costs, which in turn affect their satisfaction or regret with their education.

H4: *Tuition is related to Switching intention.*

Switching Cost

Switching cost is the amount of resources that students have to spend or sacrifice when they change from one product, service, supplier, or brand to another. Switching costs can be financial, such as fees, penalties, or price differences; or non-financial, such as time, effort, inconvenience, psychological discomfort, or loss of benefits (Burnham et al., 2003). Switching costs can affect students' satisfaction, loyalty, and switching intention with their education. The switching barriers theory (Jones et al., 2002) suggests that switching costs are one of the main factors that create barriers for consumers to switch to alternative providers. Switching barriers can enhance customer retention and loyalty by increasing the perceived switching risks and reducing the perceived switching benefits (Lee et al., 2001). Switching barriers can also reduce customer satisfaction by creating a feeling of being locked-in or trapped with the current provider (Ping, 1993). Therefore, switching costs can have a dual effect on satisfaction and loyalty.

Switching costs can also influence students' post-purchase regret and switching intention in different ways. One way is by affecting their perceived performance of their education, which is the evaluation of the benefits and costs of education. Higher switching costs may decrease the benefits and increase the costs of education, leading to lower performance. Lower switching costs may increase the benefits and decrease the costs of education, leading to higher performance (Tata et al., 2021).

Another way is by affecting their alternative attractiveness and switching barriers. Alternative attractiveness is the desirability of other options available to students. Switching barriers are the difficulties or losses associated with changing from one institution to another. Higher switching costs may decrease the attractiveness and increase the barriers for students who are dissatisfied with their current institution. Lower switching costs may increase the attractiveness and decrease the barriers for students who are satisfied with their current institution (Sembawa et al., 2019).

Switching cost is a key variable that can have significant impacts on post-purchase students' regret and switching intention.

H5: *Switching costs is related to Switching intention.*

Here is the conceptual model.
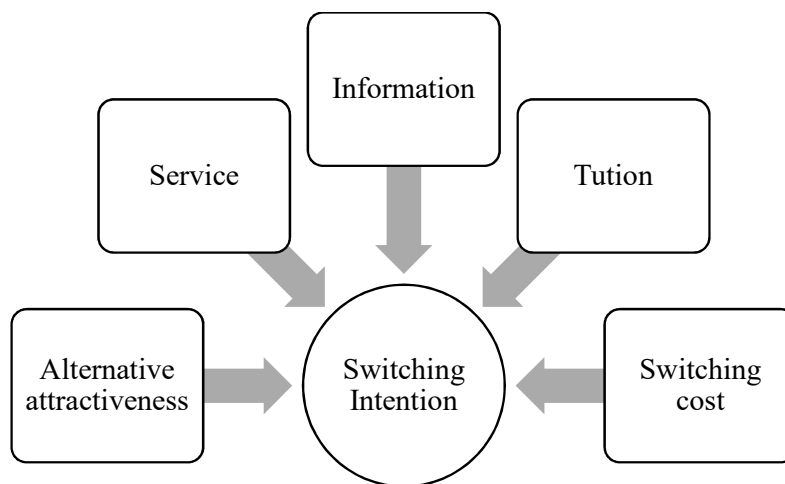
Methodology

Data collection

The data for the research is based on the survey of four hundred and forty-six first-year students who were studying in four universities located in Ho Chi Minh City. The questionnaires contained six factors including alternative attractiveness, service, switching cost, information, tuition and switching intention.

Data analysis

The data was analyzed using the following methods: scale reliability testing, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and structural equation modeling (SEM).

A decent scale should have Cronbach's Alpha reliability of 0.7 or greater when tested for reliability (Nunnally, 1978). Another crucial indicator was Corrected Item - Total Correlation, which reflected the correlation between each observed variable and the other variables on the scale and should be more than 0.3 (Hair et al., 2010).

The extraction approach in exploratory factor analysis was Extraction approach: Principal Axis Factoring, and the rotation method was Promax with Kaiser Normalization. The following criteria were used in EFA analysis:

The following criteria were used in the EFA analysis:

- The Kaiser-Meyer-Olkin (KMO) coefficient had to be greater than 0.5 in order for factor analysis to be appropriate; - The Bartlett's test of sphericity had statistical significance (sig Bartlett's Test 0.05), indicating that observed variables are correlated with each other in the factor.

- The criterion of Eigenvalue was utilized to identify the number of factors in EFA analysis. Only factors with Eigenvalue 1 were retained.

- A total variance explained of 50% indicated that the EFA model was appropriate.

- Factor Loading denoted the correlation between the observed variable and the factor. A good quality variable should have a loading of at least 0.5, according to (Hair et al., 2010).

Confirmatory Factor Analysis (CFA) was then used to assess:

- The overall model-based fit of the data. Fit measures such as Chisquare/df, CFI, TLI, GFI, and RMSEA were utilized; - the quality of observed variables, which confirmed the factor structures; - the reliability, convergent validity, and discriminant validity of factor structures. The dependability index, which includes Composite dependability (CR), was projected to be more than 0.7. The Average Variance Extracted (AVE) convergence indicator was projected to be greater than 0.5. The Shared Variance (MSV) was required less than the Average Variance Extracted (AVE), and the Square Root of AVE was more than the Inter-Construct Correlations.

Finally, covariance-based SEM (CB-SEM) was used to confirm or reject the model based on statistical significance of variables and overall model fit.

Dicussion And Results

There were 446 valid questionnaires used for analysis, of which 24 missing observations were replaced with the mean for the entire series. Table 1 shows the mean scores of the variables. The scale achieved the reliability (as shown in Table 2), in which the Cronch Bach Apha coefficient of the factors were greater than 0.7 and the Corrected Item – Total Correlations of variables got more than 0.3.

Table 1 Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
ALTA1. *The price of the alternative university is much more reasonable than this university*	446	1	5	3.22	1.022
ALTA2. *The staff of the alternative university are much more efficient as compared to this university.*	446	1	5	2.62	.893
ALTA3. *The teaching quality of the alternative university is much better.*	446	1	5	2.53	.863
ALTA4. *Overall the alternative university performs much better as compared to this university.*	446	1	5	2.44	.889
SWINT1. *I plan to switch my university next month.*	446	1	5	1.43	.712
SWINT2. *Possibility of switching university within next 6 months.*	446	1	5	1.66	.925
SWINT3. *Likelihood of switching university within next 6 months.*	446	1	5	1.66	.889
SWINT4. *I used to think about tranferring my current university.*	446	1	5	2.37	1.349
SWINT5. *I don't intent to switch my current university next 06 months.*	446	1	5	3.62	1.451

Table 1 Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
INF1. The comments from relatives are relevant.	446	1	5	3.58	.951
INF2. The comments from social networks are relevant.	446	1	5	3.81	.818
INF3. The comments from alumni are relevant.	446	1	5	3.45	.979
INF4. The comments from relatives are up-to-date and applicable.	446	1	5	3.19	.944
INF5. The comments from social networks are up-to-date and applicable.	446	1	5	3.52	.914
INF6. The comments from social networks are up-to-date and applicable.	446	1	5	3.25	.954
INF7. The comments from relatives are appropriate and reliable.	446	1	5	3.23	.992
INF8. The comments from social networks are appropriate and reliable.	446	1	5	3.26	.904
INF9. The comments from alumni are appropriate and reliable.	446	1	5	3.46	.857
INF10. The comments from relatives sufficiently complete my needs.	446	1	5	3.12	1.015
INF11. The comments from social networks sufficiently complete my needs.	446	1	5	3.26	.940
INF12. The comments from alumni sufficiently complete my needs.	446	1	5	3.24	.892
INF13. People who left comments are knowledgeable in education.	446	1	5	3.18	.947
INF14. People who left comments are experts in evaluating quality of education.	446	1	5	2.81	.932
INF15. People who left comments are trustworthy.	446	1	5	3.53	.875
INF16. People who left comments are reliable.	446	1	5	3.63	.823
INF17. I was actively collecting information from magazine.	446	1	5	3.30	1.061
INF18. I was actively collecting information from different sources.	446	1	5	3.83	.856
INF19. I was actively collecting information from the internet.	446	1	5	3.96	.820
INF20. My parents think I should choose this university.	446	1	5	3.09	1.182
INF21. My relatives think I should choose this university.	446	1	5	2.67	1.098
INF22. My teachers at highschool think I should choose this university.	446	1	5	2.58	1.050
INF23. My close friends at highschool think I should choose this university.	446	1	5	3.00	1.105
SER18. *work with me positively during the serving time.*	446	1	5	3.45	.887
SER19. *work with me as a unity.*	446	1	5	3.29	.858
SER20. *provide messages to me that are consistent as from the beginning.*	446	1	5	3.21	.879
SER21. *bring smooth procedures for interacting with me.*	446	1	5	3.38	.906
SER22. *share useful information with me.*	446	1	5	3.79	.788
SER23. *assist me to become more knowledgeable.*	446	1	5	3.93	.764
SER24. *give me an sincere advice to use their offerings successfully.*	446	1	5	3.69	.802
SER25. *offer expertise that I need to learn*	446	1	5	3.88	.796
SWC1. It would take a lot of effort to locate a new university.	446	1	5	3.63	1.095
SWC2. It would take a lot of time to locate a new university.	446	1	5	3.90	1.033
SWC3. It would be a hassle in changing a new university.	446	1	5	3.98	1.002
SWC4. I am not sure what the level of service would be if I switched to a new university.	446	1	5	3.76	.975
SWC5. The service from a new univeristy could be worse that the service I now receive.	446	1	5	3.59	.957
SWC6. This service provider provides me with particular privileges I would not receive elsewhere.	446	1	5	3.28	.968
SWC7. By continuing to use the same service provider, I receive certain benefits that I would not receive if I switched to a new one.	446	1	5	3.47	.933
INT1. The tuition I pay for my university is fair.	446	1	5	3.12	.973

Table 1 Descriptive Statistics	N	Min	Max	Mean	Std. Deviation
INT2. The service I receive from my university is good value for money.	446	1	5	3.14	.997
Valid N (listwise)	446				

Note. Extracted from the software SPSS

Table 2 Item-Total Statistics and Reliability Statistics

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha = 0.852; N of Items =8				
SER18	25.16	17.026	.568	.837
SER19	25.32	16.784	.633	.829
SER20	25.40	17.337	.528	.842
SER21	25.22	16.970	.560	.838
SER22	24.82	17.030	.665	.826
SER23	24.68	17.351	.635	.830
SER24	24.92	17.210	.620	.831
SER25	24.73	17.734	.538	.840
Cronbach's Alpha = 0.867; N of Items =19				
INF1	43.96	51.409	.553	.853
INF1	61.04	81.017	.509	.860
INF2	60.81	83.116	.460	.862
INF3	61.16	82.636	.396	.864
INF4	61.43	81.198	.503	.860
INF5	61.10	82.026	.470	.861
INF6	61.37	81.020	.507	.860
INF7	61.38	79.513	.574	.857
INF8	61.36	81.578	.505	.860
INF9	61.16	81.417	.549	.858
INF10	61.49	80.583	.496	.860
INF11	61.36	81.836	.466	.861
INF12	61.37	81.277	.533	.859
INF13	61.44	83.078	.386	.864
INF14	61.80	84.067	.334	.866
INF15	61.09	80.456	.600	.856
INF16	60.98	81.654	.559	.858
INF17	61.31	83.033	.335	.867
INF18	60.79	83.374	.418	.863
INF19	60.65	84.178	.385	.864
Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Cronbach's Alpha = 0.730; N of Items =3				
ALTA2	4.97	2.446	.466	.745
ALTA3	5.06	2.185	.633	.546
ALTA4	5.15	2.245	.566	.627
Cronbach's Alpha = 0.853; N of Items =7				
SWC1	21.98	19.836	.490	.852
SWC2	21.71	18.823	.661	.825

Variable	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SWC3	21.64	19.005	.665	.825
SWC4	21.85	18.708	.730	.816
SWC5	22.02	19.474	.642	.829
SWC6	22.34	20.215	.536	.843
SWC7	22.14	19.963	.598	.835
Cronbach's Alpha = 0.747; N of Items =2				
INT1	3.14	.993	.596	.
INT2	3.12	.947	.596	.
Cronbach's Alpha = 0.770; N of Items =4				
SWINT1	5.69	6.646	.614	.718
SWINT2	5.47	5.499	.704	.649
SWINT3	5.46	5.588	.720	.646
SWINT4	4.75	5.055	.417	.861

Note. Extracted from the software SPSS

The final EFA analysis results included eight factors with the indexes as KMO = 0.790, Barrtlett test having Sig value = 0.000, Eigenvalues = 1.111, and the Sum of quared Loadings = 57.9%. The six extracted factors composed of eight independenes including Service, **Information from relatives**, **Information from alumni, Information from collecting sources,** Switching cost to new university, Switching cost from servies of new university, Alternative Attractiveness and Tuition and one dependence as Switching intention.

Table 3 Pattern Matrix

	Factor								
	SER	SWCU	REL	SWINT	SWCS	INFC	ALTA	INT	INFAL
SER19	.766								
SER22	.737								
SER23	.675								
SER24	.657								
SER21	.606								
SER18	.605								
SER20	.578								
SWC2		.890							
SWC1		.808							
SWC3		.680							
INF7			.721						
INF4			.707						
INF10			.663						
INF1			.655						
SWINT2				.954					
SWINT3				.895					
SWINT1				.649					
SWC6					.923				
SWC7					.720				
SWC5					.565				
INF18						.851			
INF19						.691			
INF17						.657			
ALTA3							.861		
ALTA4							.688		
ALTA2							.548		

	Factor								
	SER	SWCU	REL	SWINT	SWCS	INFC	ALTA	INT	INFAL
INT1								.795	
INT2								.755	
INF12									.747
INF9									.593

Extraction Method: Principal Axis Factoring.
 Rotation Method: Promax with Kaiser Normalization.
 a. Rotation converged in 6 iterations.

The CFA analysis presented in Figure 1 showed the original model had 286 degrees of freedom, Chi-squared = 577.360, p = 0.000. Other indexes indicated that the model fits the data as CMIN/df = 2.019< 3, TLI = 0.926, CFI = 0.939 and RMSEA = 0.048 All observed variables in the factors have a p-value of 0.000 < 0.05 (Table 5), so all observed variables are significant in the model. All factors ensure convergence and discriminant with CR > 0.7, AVE > 0.5 and MSV < AVE (Table 5).

Table 4 Regression Weights of items

			Estimate	S.E.	C.R.	P
SER19	<---	SER	1.000			
SER22	<---	SER	1.234	.107	11.497	***
SER23	<---	SER	1.050	.098	10.725	***
SER24	<---	SER	1.032	.101	10.249	***
SER21	<---	SER	1.036	.108	9.575	***
SER18	<---	SER	.988	.081	12.179	***
SWC2	<---	SWCU	1.000			
SWC1	<---	SWCU	.839	.048	17.429	***
SWC3	<---	SWCU	.742	.044	16.768	***
INF7	<---	INFR	1.000			
INF4	<---	INFR	.786	.065	12.066	***
INF10	<---	INFR	.899	.072	12.546	***
SWINT2	<---	SWINT	1.000			
SWINT3	<---	SWINT	.939	.042	22.493	***
SWINT1	<---	SWINT	.536	.035	15.325	***
SWC6	<---	SWCS	1.000			
SWC7	<---	SWCS	.973	.053	18.485	***
SWC5	<---	SWCS	.801	.053	15.056	***
INF18	<---	INFC	1.000			
INF19	<---	INFC	.853	.067	12.804	***
INF17	<---	INFC	.876	.079	11.077	***
ALTA3	<---	ALTA	1.000			
ALTA4	<---	ALTA	.973	.105	9.273	***
INT1	<---	INT	1.000			
INT2	<---	INT	2.566	.652	3.934	***
INF12	<---	INFAL	1.000			
INF9	<---	INFAL	.941	.103	9.125	***

Note. Processed by the software AMOS 24
Table 5 The Convergent Validity and Discriminant Validity

	CR	AVE	MSV	MaxR(H)	SER	SWCU	INFR	SWINT	SWCS	INFC	ALTA	INT	INFAL
SER	0.817	0.430	0.099	0.835	0.656								
SWCU	0.854	0.664	0.155	0.920	0.210***	0.815							
INFR	0.770	0.530	0.319	0.784	0.252***	-0.008	0.728						
SWINT	0.871	0.698	0.049	0.919	-0.123*	-0.069	0.040	0.836					-0.013
SWCS	0.840	0.639	0.209	0.860	0.292***	0.393***	0.156**	-0.172**	0.800				
INFC	0.773	0.536	0.099	0.805	0.314***	0.293***	0.178**	-0.117*	0.204***	0.732			
ALTA	0.746	0.595	0.209	0.748	-0.280***	-0.093	-0.177**	0.222***	-0.457***	-0.249***	0.771		-0.125†
INT	0.916	0.866	0.060	1.584	0.209**	-0.003	0.122*	-0.048	0.246**	0.150*	-0.229**	0.931	
INFAL	0.713	0.554	0.319	0.713	0.182	0.084	0.565	⁂	0.075	0.313	⁂	0.115	0.744

Note. Processed by the software AMOS 24

In SEM analysis, there are eight independent factors, namely SER, INFR, INFC, INFAL, SWCU, SWCS, ALT, INT, and a dependent factor, SWINT. The model fit indexes were similar to the CFA analysis. The independent variables INFR (p-value =0.106), ALTA (p-value =0.014) and SWCS (p-value =0.190) had impacts on the SWINT with Standardized Regression Weights of 0.126, 0.174, and -0.093 respectively (Table 6). The variable INFR and ALTA an increased one unit leading the increase of SWINT at 0.126 and 0.174 unit while SWCS (p-value = 0.190) increased one unit leading the decrease of SWINT at 0.0.93. Five independent variables SER, INFC, SWCU, INT and INFA have no effect on the dependent variable, SWINTThe Squared Multiple Correlation of the dependent variable was 0.07.

Table 6. Regression

			Standardized Regression Weights	S.E.	C.R.	P
SWINT	<---	SER	-.065	.105	-1.036	.300
SWINT	<---	INFR	.126	.084	1.615	.106
SWINT	<---	SWCS	-.093	.074	-1.309	.190
SWINT	<---	INFC	-.056	.078	-.856	.392
SWINT	<---	ALTA	.174	.089	2.451	.014
SWINT	<---	SWCU	.017	.053	.287	.774
SWINT	<---	INT	.025	.072	.625	.532
SWINT	<---	INFAL	-.031	.104	-.377	.706

Note. Processed by the software AMOS 24

Figure 1 CFA Diagram
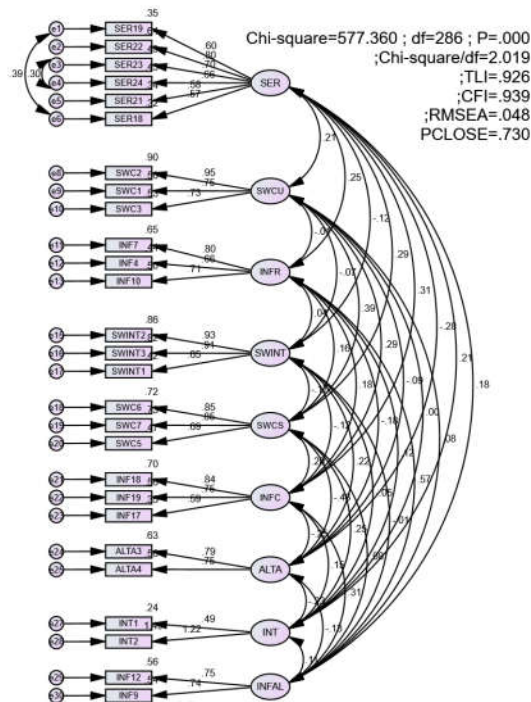
Note. Processed by the software AMOS 24

Figure 2 SEM Diagram:
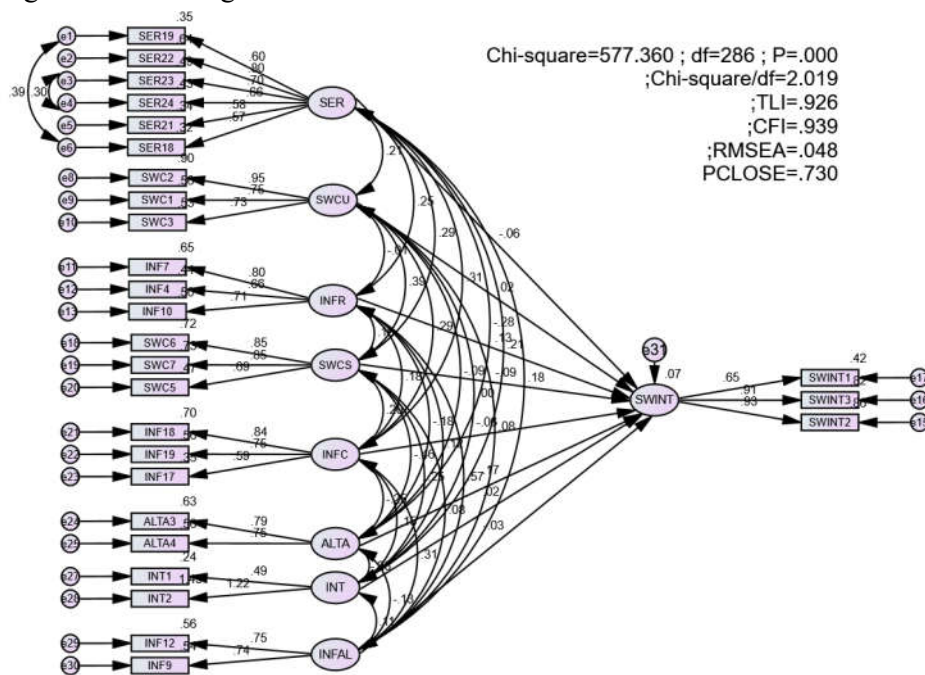
Note. Processed by the software AMOS 24

Conclusion

The findings show the practical significance of the intention to change schools after participating in studying at a self-financed university in Vietnam. Empirical, there are five independent factors that influence students' intention to change university. Based on the results, 3 independent variables INFR, ALTA and SWCS have a statistically significant impact on SWINT with normalized coefficients of 0.126, 0.174 and -0.093

respectively. While the one-unit increase in INFR and ALTA results in an increase of SWINT at 0.126 and 0.174 units respectively, a one-unit increase in SWCS results in a decrease in SWINT at 0.093. From a management perspective, given the stiff competition in university and college admissions and with the aim of attracting and keeping students studying until graduation, these findings support the education of academics. Policymakers, administrators and all staff promptly intervene in the current situation of their university based on improving the quality of service. Moreover, the top management can change or adjust the strategy of orienting the development of alternatives combined with information transparency to meet the fierce competition among universities.

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