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FACTORS AFFECTING THE INTENTION TO STUDY A MASTER'S DEGREE ABROAD OF VIETNAMESE STUDENTS AND RECOMMENDATIONS

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Abstract

Recently, there has been an annual increase in the number of masters in Vietnam. In contrast, universities in Vietnam do not recruit enough master's students to meet the set goals. This is due, in part, to the fact that students frequently pursue master's degrees abroad. This study aimed to determine the factors influencing students' intentions to pursue a master's degree abroad in engineering and economics. The proposed research model is based on Ajzen's Theory of Planned Behavior (TPB) (1991), developed from the previous Theory of Reasoned Action in 1975, and incorporates related studies. This model includes the factors that influence the intention to study for a master's degree—attitude, subjective norm, perceived behavioral control, communication, reasonable cost, and career opportunities—and the factors that influence the attitude to study for a master's degree. 434 valid samples for analysis, conducted several methods, including Cronbach's Alpha test, EFA,

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CFA, and SEM, to affirm the reliability of the measurement scale and the appropriateness of the variables in the research model. Based on the research results, we identify the influencing factors that underlie the article's recommendations.

Keywords: Study abroad, master's degree, study intention, Vietnam students

INTRODUCTION

In the era of globalization, education is crucial for workforce development and a nation's economic and social progress. Studying abroad is increasingly popular among Vietnamese students, with approximately 190,000 currently engaged in international education (Cuong & Tien, 2023). Our research aims to construct a model identifying factors influencing students' intentions to pursue a master's degree in Hanoi, encompassing subjective norms, perceived behavioral control, communication, study abroad costs, career opportunities, training programs, family background, central goals, and happiness.

Theoretical foundations

Family circumstances

Mark et al., (2008) confirmed that a student's family background, encompassing financial factors and parental responsiveness, significantly influences the decision to study abroad. Favorable family backgrounds, especially among wealthy and successful professionals, drive parents to support their children in pursuing international education, enhancing family pride and reputation.

H1a: The success factor of the family (family circumstances) of materialism has a positive (+) effect on the attitude of students' intention to study for a master's degree.

Central goal

Tú & Hằng (2016) study reveals that 69.7% of students aim to earn more money by pursuing a master's degree abroad, delaying entry into the workforce. The central goal, tied to material aspirations, is vital in students' decision-making.

H1b: The central objective factor of materialism positively (+) affects students' intention to study for a master's degree.

Happiness

In the context of a globalized educational environment, pursuing an international learning experience is attractive to both students and parents (Anh, 2021). Happiness, linked to the satisfaction of material needs, significantly impacts students' intention to pursue a master's degree abroad.

H1c: The happiness factor of materialism has a positive (+) effect on students' intention to study for a master's degree.

Attitude

An individual's emotional state is reflected in their behaviors, actions, words, facial expressions, statements, assessments, and reactions to others regarding their plans to study abroad. Numerous previous scientific studies, such as research on the factors that influence students' decision to pursue a master's degree after graduation, have demonstrated that the attitudes of students influence learning intentions as well as individuals from the monetary area in Ho Chi Minh City.

H1: Attitudes towards studying a foreign master's degree have a positive (+) effect on students' intention to study a master's degree in economics.

Subjective norms

Subjective norms are determined by an individual's motivation to conform to those views and their perception of social pressure to act in a certain way. It has been demonstrated in numerous previous research, this factor reflects the significant influence of those around them, such as friends, family, and teachers, on each decision. (Chen & Zimitat, 2006).

H2: Subjective normative factors for studying a foreign master's degree have a positive (+) effect on students' intention to study a master's degree in economics.

Perceived behavioral control

According to research by (Ajzen, 2002), he suggested that perceived behavioral control is an individual's perception of how easy or difficult it is to perform a particular behavior and thereby influence intention or behavior. based on pre-existing favorable or unfavorable conditions. Moreover, he also showed that controlling an individual's behavior is related to self-control or self-efficacy.

According to Ajzen (2002), the survey participants' international exchange experience has given them more confidence in their abilities and made them believe that studying abroad is not as difficult as they think. This provides a motivational premise for students planning to study abroad. In addition, students' perceptions of behavioral control regarding their intention to study abroad are significantly influenced by the potential study environment and opportunities abroad, resulting in greater self-assurance.

H3: Perceived behavioral control factors for studying a foreign master's degree have a positive (+) effect on student's intention to study a master's degree in economics.

Communication

The building and development progress of the brand must certainly be promoted from the communication work. Not only that, but previous studies have also examined university communication strategies in various contexts, such as national and city images (Cubillo et al., 2006), and managed the school's reputation and promoted its image field (de Jager & du Plooy, 2010).

H4: Communication factor has a positive (+) effect on intentions to go to graduate school.

Cost of studying abroad

Lewis (2016) highlights that reasonable costs positively impact students' intention to study abroad. Financial support to study abroad for a master's degree and the family's annual income is not related to financial support from the school or the government.

In addition, economic grants also have a small impact on the structure of a graduate program. This factor is included in the research model of Nguyen et al. (2011). Those elements include scholarships, tuition loan packages or grants, and labor research. Moreover, thanks to these grants, most students will feel less pressure to choose a university (Ihlanfeldt, 1980).

H5: The reasonable cost of studying abroad has a positive (+) effect on students' intention to study for a master's degree in economics.

Career opportunities

According to Bandura et al.,(2001) "career opportunities" describe the need for students with a strong career orientation to boost their self-efficacy. Qualitative findings from the study "Factors influencing the study of PhD in Malaysia" by SF Ng et al. (2011){Citation} support the notion that "open career prospects for Ph.D." will encourage

students to pursue a doctorate. These results are consistent with Ehrenberg's (1992) hypothesis that students were more likely to pursue a doctoral degree due to the possibility of higher salaries.

H6: The factor of career opportunity has a positive (+) effect on students' intention to study for a master's degree.

Education program

Seneca and TausSig (1987) found that training programs significantly attract students. Students' intention to pursue a master's degree after graduation will be sparked by a quality training program that meets individual objectives.

International master's programs are developed for each school using traditional education strategies. Universities and international institutions will then evaluate and approve the educational program. to ensure that the Vietnamese program and the international program are comparable to one another.

H7: The training program factor positively (+) affects students' intention to study for a master's degree.

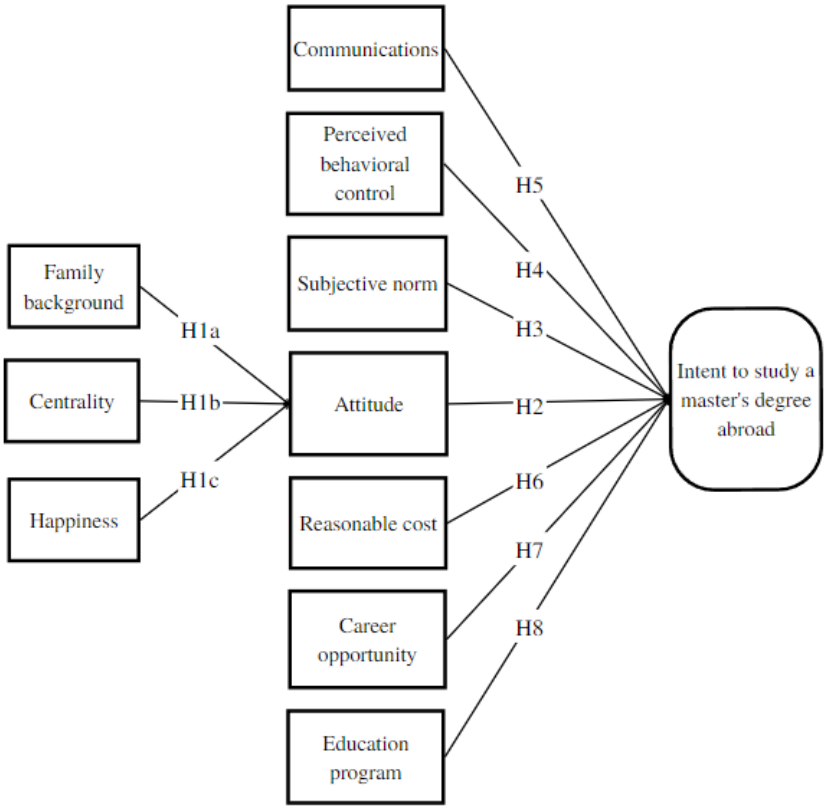


Figure 1. Proposed research model

Source: Research group, 2023

METHODS

The research team collected a total of 434 valid samples for analysis, conducted several methods including Cronbach's Alpha test, EFA, CFA and SEM to affirm the reliability of the measurement scale and the appropriateness of the variables in the research model.

Testing the reliability of a measurement scale using Cronbach's Alpha test.

The Cronbach's Alpha test results (showed that all variables have Cronbach's Alpha coefficients greater than 0.8 and less than 0.95, and the minimum correlation coefficient among variables is 0.35. This indicates that the observed variables are reliable

Results of the exploratory factor analysis (EFA) of the observed variables belonging to the scales for the independent variable.

The EFA test was conducted once, and the KMO and Bartlett's test showed that KMO value was 0.854> 0.05; Sig. = 0.000 < 0.05.

Table 1. KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		**0.854**
Bartlett's Test of Sphericity	Approx. Chi-Square	18341.805
	Df	2415
	Sig.	0.000

Source: Research group, 2023

The EFA results showed that there were 11 factors extracted based on the criterion of Eigenvalues greater than 1, which summarized the information of 69 observed variables entered into EFA. The total variance of the 9 extracted factors was 64.795% > 50%, that result meeting the requirement.

The research team examined the Regression Weights table to check the relationships between the observed variables. The result table shows that all observed variables have sig < 0.05, indicating that these relationships are all accepted.

Table 2. Hypothesis test results

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Hypotheses
TD	<---	GC	0.379	0.035	9.846	***	Accept
TD	<---	HP	0.346	0.034	11.29	***	Accept
TD	<---	MTTT	0.311	0.033	9.46	0.04	Accept
YDHV	<---	TD	0.276	0.036	2.056	***	Accept
YDHV	<---	CCQ	0.075	0.028	9.739	***	Accept
YDHV	<---	TT	0.152	0.028	5.388	***	Accept
YDHV	<---	NTKSHV	0.155	0.03	7.446	***	Accept
YDHV	<---	CTDT	0.195	0.03	5.922	***	Accept
YDHV	<---	CP	0.225	0.031	5.027	***	Accept
YDHV	<---	CHNN	0.189	0.03	6.385	***	Accept

Source: Research group, 2023

Testing the adequacy of the model and the measurement scale through confirmatory factor analysis (CFA).

Based on the results of the standardized diagram, the model received CMIN/df values of 1.555, which fall within the range of 1 to 3 (good); GFI value of 0.815, which is lower than the recommended level according to Hair et al. (2010) [11]. However, they also noted that GFI has limitations as it can be influenced by sample size. Additionally, Forza and Filippini (1998), Greenspoon and Saklofske (1998) suggested that GFI between 0.8 and 0.9 is acceptable, so the GFI index of 0.873 is sufficient to continue the study. CFI value of 0.925 is greater than 0.9 (good); RMSEA value of 0.036 is less than 0.06 (good), and PCLOSE value of 1.000 is greater than 0.05 (good). The research team concluded that the model used in the study is appropriate.

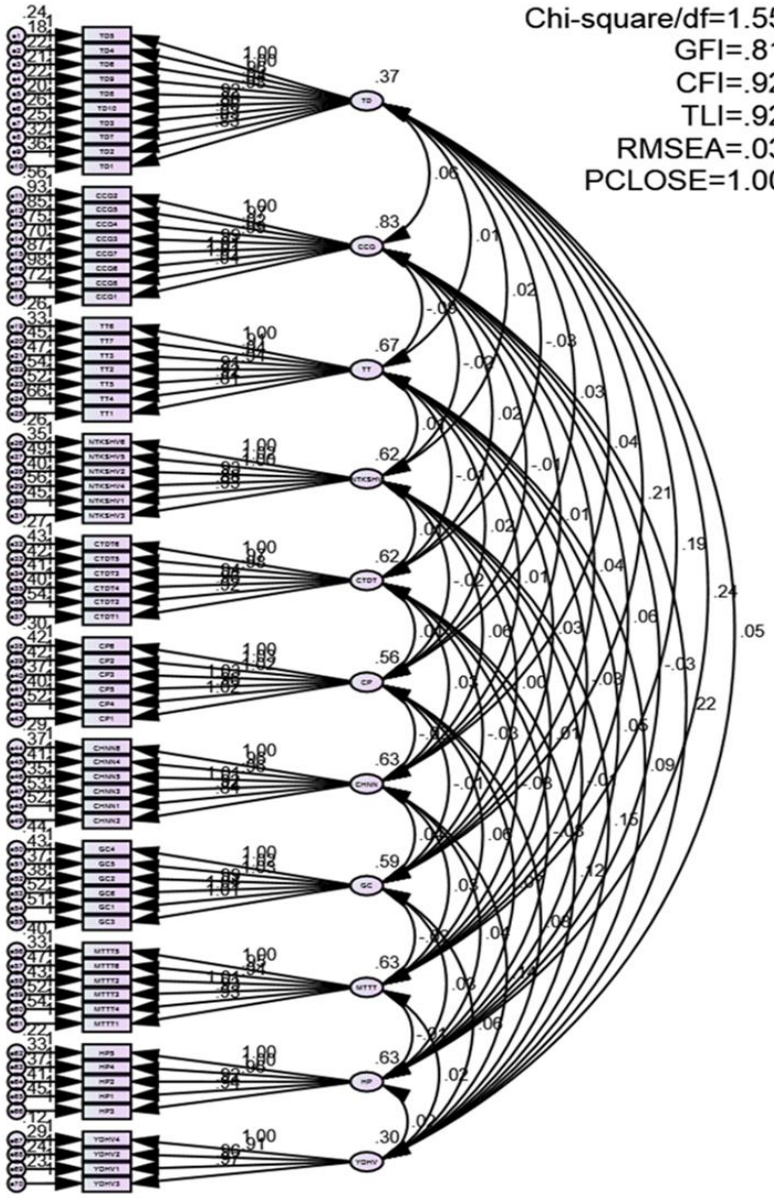


Figure 2. CFA validation

Source: Research group, 2023

Results of testing the model and research hypothesis of intention to study abroad using SEM

Testing the model

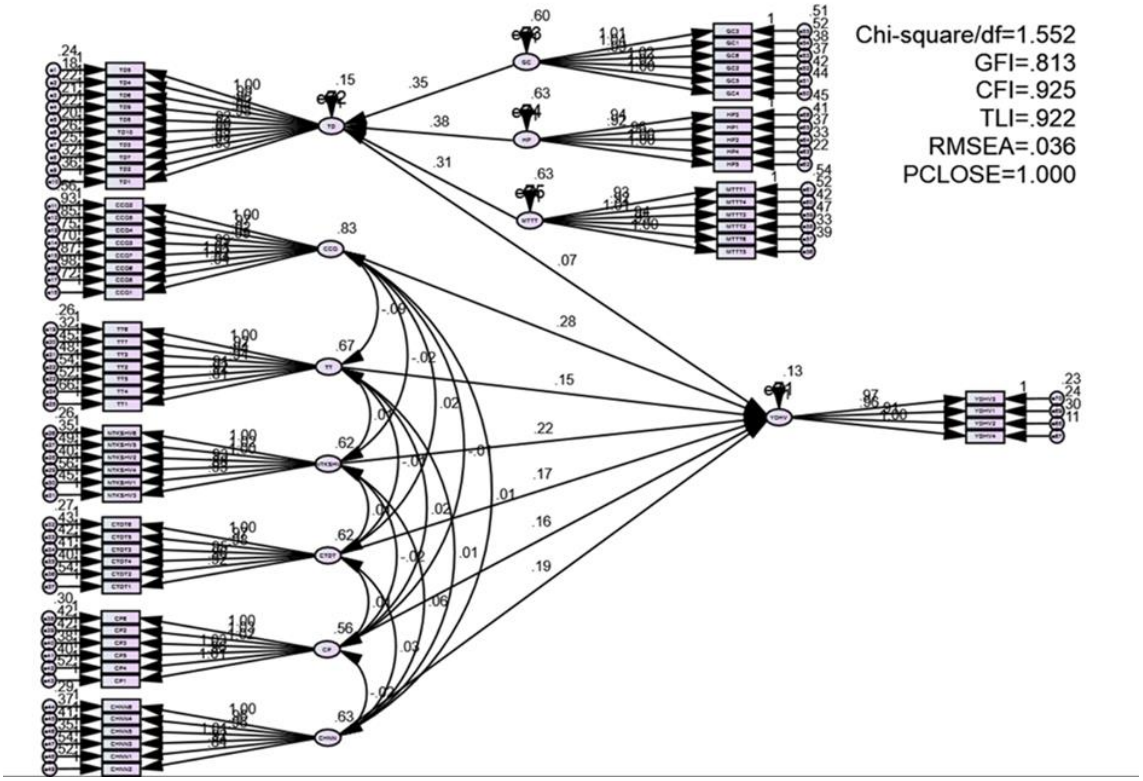


Figure 3. Linear structural equation modeling (SEM) structure

(Source: Survey results, 2023)

The results of the SEM analysis from the figure above show that CMIN/df = 1.552; GFI = 0.813; CFI = 0.925; TLI = 0.922; RMSEA = 0.036, indicating that the model is considered appropriate.

Hypothesis testing

All hypotheses from H1a to H8 have a P-value < 0.05 (Regression Weights:), indicating statistical significance. The observed variables have a positive influence on the intention to pursue a Master's degree abroad for students.

Comparing differences in demographic characteristics

After conducting ANOVA tests and further ANOVA analysis (for factors with three or more groups), the research team found three factors that significantly affect the intention of master's degree students to study abroad, which are the region of residence, the primary occupation of the family, and the amount of money invested in education per month. Specifically, students who live in region 3, whose family's primary occupation is in the field

of knowledge, especially medicine, or who are willing to invest more than 15 million VND per month in education are more likely to have a higher intention to study abroad for a master's degree.

RESULTS AND DISCUSSION

Factors affect the attitude toward pursuing a master's degree abroad

The influence of family background on attitude towards pursuing a master's degree abroad

The SEM analysis reveals a significant influence of family background on the attitude toward pursuing a master's degree abroad (Sig. coefficient < 0.05). The positive correlation, a regression weight of 0.346, suggests that students with a favorable family background tend to have a positive attitude, accounting for 37.9% of the attitude variance. Given the substantial costs associated with pursuing a master's degree abroad, strong financial capacity becomes crucial.

The influence of happiness on attitude towards pursuing a master's degree abroad

The hypothesis testing results showed that happiness positively impacts attitude, with a Sig. coefficient of 0 < 0.05. In this study, happiness is related to the benefits that pursuing a master's degree abroad brings to students. With an influence coefficient of 0.346, happiness definitely impacts students' attitude towards pursuing a master's degree abroad.

c) The influence of central goal on attitude towards pursuing a master's degree abroad

The relationship between the central goal and the attitude towards pursuing a master's degree is demonstrated with $\beta = 0.311$; C.R. = 9.46; $p < 0.001$. The central goal here is that pursuing a master's degree abroad will support students in achieving their desired goals. Therefore, the central goal variable significantly impacts the attitude toward pursuing a master's degree abroad.

Factors influence the intention to pursue a Master's degree abroad:

The Influence of Attitude on the Intention to Study for a Master's Degree Abroad:

Based on the survey results, the research team found that attitude had the strongest impact on the intention to study for a Master's degree abroad among students, with a β coefficient of 0.276. This is consistent with the research model the team proposed and has

the same results as previous studies. Attitude is one of the most important variables in research on students' intention to study for a Master's degree abroad.

The Influence of Subjective Norms on the Intention to Study for a Master's Degree Abroad:

According to the research results, subjective norms also impact students' intention to study for a Master's degree abroad, with a significance level of Sig. = 0 < 0.05 and an influence coefficient of 0.075. Subjective norms in the study refer to students' emotions towards people who can influence their behavioral intentions. This finding differs from previous research results, which may be explained by the fact that the target group surveyed were students at top universities who were aware of the importance of seeking information to develop themselves early on.

The Influence of Perceived Behavioral Control on the Intention to Study for a Master's Degree Abroad:

In this study, perceived behavioral control refers to students' perceptions of the ease or difficulty of studying for a Master's degree abroad. With a regression weight of 0.155 and a P-value < 0.05, the variable of perceived behavioral control explains 15.5% of the variation in the intention to study for a Master's degree abroad. This shows that the perceived behavioral control variable has a relatively low impact on behavioral intentions. This may be because the surveyed students had thought deeply about the decision to study abroad and had already planned for the tasks that needed to be done.

The impact of training programs on the intention to pursue a master's degree abroad

According to the research results, the training program influences the intention to pursue a master's degree abroad. This is demonstrated by the SEM test with $\beta = 0.195$; C.R. = 5.922; $p < 0.001$. This result is also consistent with previous research findings. Therefore, the training program directly impacts the intention to study for a master's degree abroad, although not very high. This indicates that the training program is not a key factor in students' decision-making process regarding whether to pursue a master's degree abroad or not.

The impact of cost on the intention to pursue a master's degree abroad

From the survey results, the research group found that cost is the second strongest factor influencing students' intention to pursue a master's degree abroad. The cost variable impacts the intention to study for a master's degree abroad with $\beta = 0.225$. This finding is consistent with the ANOVA conclusion above that students who can invest over 25

million VND per month in education and have strong financial potential are more likely to study for a master's degree abroad than other groups.

The impact of communication on the intention to pursue a master's degree abroad

According to the research results, the communication factor has a regression weight of 0.152 and P-value < 0.05. The communication factor here refers to the media that makes students aware of the opportunity to pursue a master's degree abroad. The communication variable explains 15.2% of the variation in the intention to pursue a master's degree abroad, indicating that this variable has only a certain impact. It can be explained that pursuing a master's degree abroad is a major decision that requires consideration of many personal factors and circumstances.

The impact of career opportunities on the intention to pursue a master's degree abroad

The research group found that career opportunities strongly impact students' intention to pursue a master's degree abroad. The career opportunity variable in this study refers to the benefits students will gain in the future that will support them to have a successful career. The impact of the career opportunity variable on the intention to study for a master's degree abroad is $\beta = 0.189$ and Sig. value < 0.005.

Recommendations

Suggestions and recommendations to the Government

To increase the quantity and quality of Vietnamese students accessing international programs, the government should implement activities to expand cooperation with countries around the world, attract investment from developed countries, and provide a diverse source of scholarships. For example, the Agreement on Cooperation in the field of education with the Russian Federation in 2022 offers admission to study abroad under the Agreement Scholarship in the Russian Federation. Family income also plays a significant role in students' intentions to study for a master's degree abroad, with families with an investment budget of 10 million VND or more accounting for nearly 90% of students. In addition, the government should promote the organization of educational conferences and agreements to attract foreign direct capital (FDI) by encouraging the expansion of many international educational training sources and developing policies to promote international education.

In addition, the issue of tuition always has a great influence on students' decisions and their ability to receive a higher education of international quality. Although each country has separate costs, the ability to pay depends on each student's conditions. This has created obstacles for students in their intention to study abroad for a master's degree, making them feel skeptical about their abilities and whether they are worth the money they have to invest. in a master's degree or not. Whether receiving scholarships from the government or other sources of support, financial management without family supervision over life and the environment abroad is difficult for many young people because not everyone has the skills to spend reasonably without being wasteful. Additionally, for students with modest means, going to school and accessing international education becomes even more distant because most have not received much financial investment from the government. Especially in this period of globalization, every citizen is trying to become a global citizen who can adapt and keep up with trends quickly. As for localities, attractive policies that create the best conditions for educational development should be welcomed openly and positively, providing maximum support for the activities of international training institutions. International training programs taught in English and cooperation programs with famous foreign universities should be expanded and focused on quality to improve the quality of output and input of students. Vietnamese member. To meet the goals of educational quality, the Ministry of Education and Training needs to internationalize high school levels, make English the second official language in schools, and increase access to international programs at graduate levels. In the United States, the Vietnam-United States Educational Cooperation Forum was organized. At this conference, the importance of education in Vietnam and the strong development of American education were strongly affirmed. The US Government has given Vietnam hundreds of scholarships at many levels, such as undergraduate and postgraduate, through the Vietnam Education Foundation (VEF), supporting the improvement of English proficiency through programs. Fellowship and Fulbright programs, practical support to strengthen higher education capacity through Build-IT and Further projects sponsored by the US Agency for International Development (USAID). Finally, Vietnam has actively participated in international forums on international education and training within the cooperation framework of ACMECS, ASEAN, ASEM, and many other international forums.

Suggestions and recommendations for ministries and branches

To conduct a general inspection of foreign links, resolutely handle establishments that violate the Education Law, review current circulars, and supplement and develop new legal documents to ensure consistency and rigor in state management of joint training. Strengthen and enhance the roles and responsibilities of functional units assigned to manage by the managing ministry (especially the Department of Foreign Training, the Department of International Cooperation, and the Department of University and Postgraduate Studies under the Ministry of Education and Training). These units must also promote management innovation and advise Ministry and Government leaders on management. However, relevant ministries of education must also build data and provide consulting information to help parents, pupils, and students choose a reputable and quality educational environment through international links. It is also necessary to ensure and provide full benefits to students when implementing support programs of ministries and branches for excellent students, creating a solid foundation for improving the quality of resources. necessary human resources for the country's future development. Therefore, the education sector is prioritized for development and investment from public and state budget capital. This is reflected in the provisions in Clause 1, Article 96 of Education Law No. 43/2019/QH14: "The State gives top priority to allocating the education budget, ensuring state budget spending on education." Training is at least 20% of total state budget expenditure. Finally, the ministry should also develop credit policies for students in terms of granting scholarships, tuition exemptions and reductions, food support, accommodation rent, rice support, etc. for students. Priority is given to ethnic minority students facing difficult circumstances to encourage them to develop themselves, learn more about studying abroad for master's degrees, and at the same time keep up with current trends. current period of globalization.

Suggestions and recommendations for businesses

Investing in people is crucial for sustainable development, encompassing human nature's physical, mental, and intellectual aspects. Notably, countries like the US and Japan prioritize high-quality human resources training. Vietnam has seen significant progress in human development, achieving one of the highest Human Development Index (HDI) growth rates globally. According to a report from the United Nations Vietnam, our country has made good progress in human development, with an average growth in the Human

Development Index (HDI) of 1.36% from 1990–2018. Businesses, including Lee and Vietnam Paper Company, recognize the importance of internal training, allocating substantial budgets for tailored courses. To enhance the quality and quantity of domestic master's degree students, businesses collaborate with master's training universities, fostering a connection between theory and practical application. This approach equips students with comprehensive knowledge and enhances their prospects for employment in affiliated or international enterprises, encouraging optimal development of skills and experience.

In addition, in cases where students, after graduating from university, can find a job and the business sees the deep development ability of the employee, they can sponsor the employee to learn more specialized knowledge and accumulate knowledge during his master's degree. Supporting post-graduate students creates valuable opportunities for talented and driven students who do not have enough finances to enroll in a master's program. In addition, supporting employee training to learn more about the industry can bring highly qualified employees to work at the enterprise, increase productivity and efficiency, and strengthen the connection between businesses and staff. For example, the multinational corporation Procter & Gamble (P&G), a consumer goods manufacturing corporation, supports 80% of tuition fees for employees who wish to further study in fields related to the position they are working in. work. While working at the company, each employee will be supported with 40,000 USD—the maximum support for study expenses. For instance, telecommunications company AT&T has supported employees with 3,500 USD in a year and a maximum of 25,000 USD for employees pursuing a master's degree, including many career options such as human resources and economics with human resource requirements. The employee had to work for one year. First, businesses can have access to highly qualified potential employees who can contribute to generating profits for the business. Next, the school can receive investment from businesses to develop and improve master's degree programs (according to international standards) to attract and improve students' qualifications. Ultimately, it is for the benefit of students that they will have access to higher education programs at lower costs when supported by businesses and schools. Besides, learning also comes with practice at the university. An example is the Vingroup Innovation Fund (VINIF), established in 2018 to develop scientific research and innovation with individuals and organizations, bringing practical meaning to the community and creating positive and lasting changes for the country. After just one year, with the domestic master's and doctoral student program, VINF has created a foundation

for young intellectuals, promoting the development of knowledge networks across the country. In 2021, VINIF will be the first unit to launch a post-doctoral fellowship program to attract a team of PhDs to study in Vietnam, along with the huge sponsorship of the scholarship program, including 360 scholarships per year for postdoctoral fellows, 150 scholarships per year for PhDs, and 120 scholarships per year for masters. As a result, after 4 years of implementation until 2022, the VINIF Foundation has subsidized 1,150 scholarships for excellent master's, doctoral, and graduate students, for nearly 180 billion VND. Many young scientists have completed successful projects and research, contributing to creating useful products for society (520 articles published in national magazines). It has an international reputation, has published 250 articles at national and international conferences, and has received 10 patents and more than 110 other scientific research awards. This is a testament to VinIF's growing attraction, prestige, and influence in developing master's and doctoral training programs. Family background is one of the factors that influences the intention to study abroad for a master's degree, according to research results. Therefore, businesses can link with international educational organizations and study abroad consulting centers to find training schools at reasonable costs, along with cost support from businesses. creates many opportunities for students wishing to pursue graduate studies internationally. This realizes the dream of studying abroad for many students with conditions that cannot meet the cost of studying abroad. In addition, becoming a partner of a foreign university can also help students easily access specialized knowledge from international schools by applying information technology from supporting businesses. We can consider an example from the Anthem insurance company, which not only supports 5,000 USD for employees to participate in knowledge training for studying at training facilities, but the company also partners with partners. We partnered with Southern New Hampshire University to create conditions for employees to participate in the school's courses completely free of charge.

Suggestions and recommendations for each student

Based on the rate of 62.6% of students wishing to study abroad, studying to improve their qualifications is necessary for students. pellets. In particular, the results show that participating in a master's degree course abroad allows them to be proud of themselves and want to express themselves—the highest need in Maslow's hierarchy of needs (1943)—or increase their ability to get a job thanks to experience, independence, and adaptation in a new environment. According to the research survey data, family background, costs, and

central goals are factors that have a strong impact on the decision to study abroad. It can be mentioned that the current trend of students only studying abroad for master's degrees is when the school or the government supports a scholarship. However, with a limited number of quotas for each scholarship program, the demand for studying abroad is increasing. Therefore, to increase your chances of being admitted, from now on, those who are planning to study abroad for a master's degree need to improve their knowledge and skills in the major they are aiming for and, at the same time, their English proficiency. Besides, to minimize study costs, choosing to study for a master's degree abroad by transferring is a smart decision. Students can refer to several transfer courses at educational institutions in Vietnam connected to several university partners abroad. For example, the National Economics University cooperates with the University of Northampton, UK, in a transfer program for students to study a one-year master's degree without spending additional time studying for a preparatory master's degree or Ton Duc Thang University (TDTU) opens a 1+1 master's program with Tomas Bata University in the Czech Republic or at Fengchia University, Taiwan. After completing the training program, learners receive parallel degrees from two schools; one is issued by TDTU, and the other is issued by a partner school. On the other hand, the data shows that the percentage of students agreeing or completely agreeing that they are happy to have access to an international environment is quite high. Some students need to be exposed to the international environment but lack financial ability, so they can choose domestic master's programs taught in English.

Furthermore, the quality of student input also requires the learner's proficiency in using English. You can refer to the school's information pages because this program has also operated in some schools. Some schools, such as Ho Chi Minh City University of Economics, enroll master's students with a TOEFL iBT level certificate of 65 or higher or an IELTS foreign language level of 6.0 or higher. Finally, most importantly, to minimize problems such as wasting time and money, everyone should proactively seek and understand specific and available information about the working environment. future wishes to choose the most appropriate study path. Thanks to such clear goals, you can adapt and apply the knowledge and skills learned from all programs to the maximum to perform your work with the highest capacity and quality of results. Proactively preparing knowledge and experience before entering your career path will help you have an open future.

Suggestions and recommendations for domestic education and training institutions and universities.

From our survey form, the results show that 62.6% of the total survey participants intend to study for a master's degree abroad. Not only the survey results, but in the presentation at the conference "Promoting Opportunities to Study International Education Programs in Vietnam," about 200,000 international students are studying in other countries, of which the majority are studying abroad. in many countries with leading educational development, such as the US, UK, and Australia. These numbers show that the need for master's degrees is huge and urgent for new graduates, especially in the context of Vietnam's globalization. As of December 31, 2019, the amount of investment capital in Vietnamese education amounted to 4.4 billion USD, with 525 valid foreign investment cooperation projects in the field of education. Capable students raised in wealthy families often need in-depth training with a high-quality program according to international standards. Students and families who have the means can choose to study an international program in Vietnam and transfer to an affiliated country within a year or a semester. Students and families with average salaries can still choose specialized training programs, but they also desire to receive tuition support to suit their family and personal abilities. Therefore, university institutions can create a master's learning environment that is competitive with the international environment. The school can selectively import international programs suitable for Vietnamese education to deploy most effectively. Importing a foreign curriculum with good international education systems will help shorten Vietnam's educational gap. The National Economics University currently has 24 active joint training programs with foreign countries, including 11 programs for undergraduate degrees and 14 for master's degrees. Those programs are linked with countries with the best qualifications in the world, such as the US, France, the UK, etc., to improve the quality of education in Vietnam. Besides, to compete with international master's study abroad programs, quality teaching staff is also a factor that the school should improve and upgrade. If the school wants to train a team of experienced and high-quality teaching staff, they need to invest in in-depth training in an international environment, provide research fees, and participate in educational seminars. Once experienced in a modern environment, the quality of lecturers will improve, and the school can let lecturers teach international programs instead of foreign teachers. From there, salary costs for foreign lecturers will decrease, reducing study costs for master's degree students, creating opportunities for

disadvantaged students to receive in-depth training still. Furthermore, Vietnam is in the process of international integration; in-depth training sessions and foreign seminars will become experiences, summarizing previous knowledge experiences of other countries and being able to adjust them. when returning to Vietnam. In particular, the economic sector as well as construction technology, which are both very developed industries abroad, with a team of knowledgeable teachers combined with advanced experiences, will train the students. quality master's student course. For example, the staff of Hanoi University of Science and Technology are largely trained at prestigious universities around the world (USA, UK, Japan, etc.), of which nearly 74% have degrees. Doctoral degree or higher. In addition, the school needs to upgrade its infrastructure and modern training equipment, equivalent to those of foreign universities but with more reasonable tuition fees. With the rapid growth of technology, schools should apply digital learning methods and forms of learning so that students can find the latest news sources not only in textbooks and information. domestically but also in textbooks and information abroad. With available materials, students will be able to access them anytime, anywhere, thereby creating a convenient learning environment. Furthermore, students enrolled in domestic master's programs can also update regular and latest news, such as advanced textbooks, at home and abroad easily and quickly.

The National Economics University serves as a notable example of successful educational development, particularly through its library reconstruction and substantial investment in facilities such as computers and group study rooms. The institution prioritizes the quick and comprehensive update of academic programs, scientific research, and economic articles. The improved infrastructure and abundant reference sources empower students to proactively engage in research addressing theoretical and practical issues. Additionally, fostering collaborative relationships with high-quality international schools is emphasized, promoting student exchange activities, dual-degree programs, and internationalization in education. This approach enhances the quality and reputation of student education and provides cost-effective opportunities for studying abroad without imposing financial burdens on families. Ultimately, the National Economics University aims to prepare students for success in both domestic and global professional environments.

CONCLUSION

1. Influence of Family Background on Attitude towards Pursuing a Master's Degree Abroad: SEM analysis indicates that family background significantly affects the attitude towards pursuing a master's degree abroad. Students from favorable family backgrounds tend to have a positive attitude towards this pursuit.
2. Influence of Happiness on Attitude towards Pursuing a Master's Degree Abroad: Happiness also positively impacts attitude, as students who perceive benefits from pursuing a master's degree abroad tend to have a positive attitude towards it.
3. Influence of Central Goal on Attitude towards Pursuing a Master's Degree Abroad: The central goal, believing that pursuing a master's degree abroad will help achieve certain objectives, significantly influences the attitude towards this pursuit.
4. Factors Influencing the Intention to Pursue a Master's Degree Abroad: Attitude, subjective norms, and perceived behavioral control collectively influence students' intentions to pursue a master's degree abroad. Attitude has the strongest impact, followed by subjective norms and perceived behavioral control.
5. Impact of Training Programs on the Intention to Pursue a Master's Degree Abroad: Training programs directly influence the intention to pursue a master's degree abroad, although their impact is not very high.
6. Impact of Cost on the Intention to Pursue a Master's Degree Abroad: Cost is the second strongest factor influencing students' intention to pursue a master's degree abroad. Students with strong financial potential are more likely to pursue this degree.
7. Impact of Communication on the Intention to Pursue a Master's Degree Abroad: Communication, particularly through media informing students about the opportunity to pursue a master's degree abroad, significantly influences their intention, albeit to a certain extent.
8. Impact of Career Opportunities on the Intention to Pursue a Master's Degree Abroad: Career opportunities strongly influence students' intention to pursue a master's degree abroad, as they perceive it as beneficial for their future careers.

In summary, factors such as family background, happiness, central goals, attitude, subjective norms, perceived behavioral control, training programs, cost, communication, and career opportunities all play crucial roles in shaping students' attitudes and intentions to pursue a master's degree abroad.

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