International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulfindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Determinants Of Public University Choice Among Senior High School Students In Jambi Province: Higher Education Preferences, Future Orientation, And Professional Attitudes

Mukhtar Latif
Universitas Islam Negeri Sulthan Thaha Saifuddin, Jambi
Siti Raudhatul Jannah
Universitas Islam Negeri Sulthan Thaha Saifuddin, Jambi
Mardona
SMAN 6 Bungo, Jambi
Corresponding Author: mardona.fisika@gmail.com

Abstract

The decision to choose a public university has been viewed as an important stage in the educational planning of senior high school students. In many cases, the choice is not only shaped by the reputation of a campus but also by students' future plans and their readiness to enter a more demanding academic environment. This study is designed to examine the effect of higher education preferences, future orientation, and professional attitudes on the decision to choose public universities among twelfth-grade senior high school students in Jambi Province. A quantitative approach is used because the relationships among variables are intended to be tested through a measurable model. The population of the study consists of senior high school students who are in the final stage of secondary education. A total of 400 students are involved as respondents. Data are collected through a structured questionnaire using a Likert scale and are analyzed using Partial Least Squares Structural Equation Modeling. The study is expected to provide a clearer explanation of how institutional considerations, future-related thinking, and early professional readiness are connected with students' public university choice. The findings are also expected to give practical input for public universities, schools, guidance counselors, and local education stakeholders in improving information services and career guidance for prospective university students.

Keywords: Higher Education Preference; Future Orientation; Professional Attitude; Public University Choice; SEM-PLS.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

INTRODUCTION

Higher education has been increasingly placed as one of the important routes through which young people prepare their academic life and future work. In many societies, university education is still seen as a bridge toward wider knowledge, better social mobility, and more stable career opportunities. This view is not always simple though. For students at the end of senior high school, the decision to continue study is usually followed by questions about where to study, what program should be selected, and whether the selected institution can support the kind of future being imagined (D'Uggento et al., 2023).

The choice of a public university is therefore not merely a technical decision made during admission registration. It is more properly understood as an educational decision with long term consequences. A public university is often perceived as an institution with stronger public legitimacy, relatively competitive admission, recognized academic reputation, and wider access to academic networks. Because of that, the decision to choose a public university is commonly associated with expectations of academic quality, future employment, family pride, and personal development. In this position, students are not only choosing a campus. A future path is also being negotiated (Al-Fattal et al., 2025).

Previous studies on college choice have shown that university selection is usually formed through several stages. The process may begin with the emergence of aspiration to enter higher education, continue with the search for information, and then move to the selection of a particular institution or study program. This staged process has been discussed in the college choice model proposed by Hossler and Gallagher. A similar concern was also raised by Perna, where access and choice in higher education were explained as matters shaped by individual resources, family background, school support, and broader social conditions. These arguments suggest that students' decisions are rarely made in an empty space. They are shaped by information, expectations, opportunities, and social influences around them (Dempere et al., 2023).

In the context of public university choice, institutional image and perceived academic value also become quite central. Students may pay attention to accreditation, reputation, study program suitability, facilities, graduate prospects, and the way a university communicates its strengths. Maringe noted that university and course choice are closely related to how prospective students understand the value offered by higher education institutions. This idea is relevant because students do not always compare universities in a fully rational way. Some information is understood clearly, some is only heard from friends or family, and some is built from public perception. Even so, these mixed sources of information may still become the basis for choosing

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

a public university (Chui et al., 2025).

For twelfth grade students, the decision tends to be more sensitive because it is made at a transition point between secondary education and adult academic life. At this stage, students are expected to be more independent, yet many of them still depend on guidance from parents, teachers, peers, and school counselors. Their choice of public university may reflect academic ambition, career hope, family consideration, and sometimes a quite practical concern such as location or admission opportunity. It is in this area that the decision to choose a public university needs to be studied carefully, especially when the decision is connected with higher education preferences, future orientation, and professional attitudes (Skinner et al., 2022).

In Jambi Province, the issue of public university choice has become more visible because access to higher education has not yet been enjoyed equally by all young people. The Gross Enrollment Rate of higher education in Jambi was recorded at 33.58 percent in 2025. This figure gives a small but important signal. Participation in higher education has grown, yet a large part of the youth population is still outside university access. In this kind of situation, the decision made by senior high school students cannot be seen only as a matter of personal interest. It is also related to opportunity, information, and the ability to read the competition for limited seats.

Public universities in Jambi have been placed in a quite attractive position by prospective students. Universitas Jambi, for example, provided 7,333 seats for new students in the 2024/2025 academic year through several admission tracks. UIN Sulthan Thaha Saifuddin Jambi also showed strong admission interest. In the 2024 UM-PTKIN route, 4,118 applicants were recorded for 1,460 available seats. These figures indicate that public universities in Jambi are not only available as educational institutions. They are also seen as competitive destinations. A place in a public university is therefore pursued by many students, while the available capacity remains limited.

This condition may create a more complicated decision process for twelfth-grade students. A student may prefer a certain university or study program, but the final choice is often adjusted to the chance of being accepted. The ideal choice and the realistic choice may not always be the same. Some students may choose a program because it is believed to have better career prospects. Others may change their choice because the competition is considered too hard. In daily practice, this kind of consideration is quite common, especially when students are faced with national admission systems and several institutional admission routes (Malau-Aduli et al., 2022).

The problem becomes more serious when information is not received in the same way by all students. Students in urban schools may have easier access to university socialization, digital information, alumni stories, and counseling services. Students in more distant areas may rely more

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

on family opinion, peer suggestions, or information that is not always complete. Because of that, the quality of student decision-making may become uneven. A public university may be chosen because its reputation is heard often, because friends choose the same campus, or simply because the location is considered possible for the family (Mulder et al., 2023).

For twelfth-grade students, the period of choosing a university is usually short and rather tense. Registration schedules, parental expectations, school advice, economic consideration, and fear of not being accepted may appear at the same time. Under this pressure, the decision to choose a public university in Jambi needs to be understood as a process shaped by institutional attraction and personal readiness. The student is expected to select a university rationally, but the decision is often made through mixed considerations. This is why higher education preferences, future orientation, and professional attitudes need to be examined together in the context of public university choice in Jambi Province (Wut et al., 2022).

The decision to choose a public university is closely related to students' preferences toward higher education institutions. Higher education preference in this study is understood as the tendency of students to assess and prioritize a university based on several attributes. Reputation is usually considered. Accreditation is also seen as important. Other aspects such as facilities, tuition fees, location, study program relevance, campus image, and graduate career prospects are also taken into account. In this sense, a public university is not only selected because it is available. It is selected because certain institutional values are believed to be suitable for students' expectations and family consideration.

The role of preference has been widely discussed in higher education choice studies. Maringe explained that university and course choice may be shaped by how prospective students perceive institutional value and labour market benefits. This view is relevant to the context of public university choice because students often connect their chosen campus with future employment and social mobility. Even when the decision looks personal, it is usually formed through institutional signals that have been received from schools, families, alumni, digital media, and public stories about a university. Some signals are strong. Some others are rather informal. Yet both may influence the way students put one university above another (Eidlin-Levy et al., 2023).

Future orientation is another factor that needs to be placed in this discussion. It refers to the way students imagine, plan, and prepare their future education and career. Students with stronger future orientation are expected to consider their university choice more carefully. A study program may be chosen because it is believed to support a career plan. A public university

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

may be selected because it is seen as a better route toward personal growth and future work. In this case, the decision is not only about entering higher education. It is also about preparing the next stage of life. For twelfth-grade students, this matter becomes important because they are standing between secondary school and a more independent academic world (Papp et al., 2023). Professional attitude is also considered in this study because university choice is not separated from students' readiness to take academic responsibility. Professional attitude among prospective university students may be reflected in discipline, responsibility, commitment, learning ethics, independence, and seriousness in developing competence. It is not meant that students already have full professional identity before entering university. Rather, early professional readiness is being observed. Students who show a stronger professional attitude may be more careful in choosing a public university because the choice is seen as part of self-development. This idea is also in line with the broader view that attitude can guide intention and behavior (Ricardo et al., 2023).

Although studies on university choice have been developed for many years, several gaps are still found. Many studies have been focused on external factors such as tuition fee, location, promotion, institutional image, facilities, and family influence. These factors are important, of course. However, student decision-making cannot be explained only from the outside. Internal factors such as future orientation and professional attitude also deserve attention, especially when the student is in the final year of senior high school. In the context of Jambi Province, this issue becomes more specific because public university seats are limited while student interest remains high (Plooy et al., 2024).

The novelty of this study is placed in the integration of three dimensions in one structural model. Higher education preference represents the institutional dimension. Future orientation represents the psychological and future-related dimension. Professional attitude represents the early readiness dimension. By combining these three variables, public university choice can be understood in a more complete way. It is not only about the attractiveness of the university. It is also about how students see their future and how prepared they are to enter higher education.

Based on this background, this study aims to examine the effect of higher education preferences, future orientation, and professional attitudes on the decision to choose public universities among twelfth-grade senior high school students in Jambi Province. The study also aims to examine the indirect relationships among these variables through a structural model. Through this approach, a clearer explanation is expected to be obtained regarding how institutional judgment, future planning, and early professional readiness are connected with

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

public university choice.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Public University Choice

Public university choice is understood as a decision-making process through which students select a public higher education institution as a place to continue their study. This choice is not only related to admission registration. It is more deeply connected with academic expectation, career planning, family consideration, and the perceived value of a university. In the college choice literature, the decision is often described as a process that moves from the emergence of aspiration, then information search, and finally institutional choice. This view is useful because students are not assumed to choose a university suddenly. Their decision is usually built step by step (Dimali et al., 2023).

A similar explanation can be found in the student college choice model proposed by Chapman (1981). In this model, college choice is influenced by student characteristics and external factors. Student characteristics may include aspiration, academic ability, and personal background. External factors may include family, school, friends, institutional communication, and the general image of a university. Because of that, a public university choice may be seen as the result of interaction between personal readiness and the environment around the student. It is not a purely private decision, even though it is often presented as a personal choice (Joshi, 2022). Perna (2006) also placed college access and choice within a broader context. The decision to enter and choose higher education is shaped by individual habitus, school and community context, higher education context, and broader social and economic conditions. This explanation is important for this study because twelfth-grade students in Jambi Province may not have the same access to information and guidance. Some students may receive strong support from school and family. Others may depend on limited information. As a result, the quality of decision-making may also be different (Al-Dmour et al., 2024).

In this study, public university choice is viewed as the decision of twelfth-grade senior high school students to select a public university in Jambi Province. The indicators are adapted from the decision-making process in higher education choice. They include the need to continue study, information search about public universities, evaluation of university and study program alternatives, confidence in the selected choice, firmness of choice, suitability with future goals, and commitment to the decision that has been taken. These indicators are used because they can show whether the student's choice is only a temporary interest or already a more settled decision.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Higher Education Preferences

Higher education preference refers to students' tendency to assess, compare, and prioritize a university based on attributes that are considered important. Preference is not simply liking a campus. It is closer to a judgment that has been shaped by information, need, hope, and personal priority. A university may be preferred because its reputation is considered good. A study program may be chosen because it is seen as suitable for the student's future plan. In other cases, a university may be preferred because the location is more reachable or the cost is viewed as more possible for the family (Por et al., 2024).

Maringe (2006) explained that university and course choice are related to the factors considered important by prospective students when they assess higher education institutions. In a more competitive higher education environment, institutional value becomes an important signal. Reputation, program relevance, employment prospect, and institutional communication may become part of that signal. This idea is close to the context of public university selection because students often compare one university with another before the final choice is made (Saaida, 2023).

In this study, higher education preference is reflected through students' assessment of several university attributes. The attributes include institutional reputation, accreditation, academic facilities, tuition fees, campus location, availability of study programs, institutional image, graduate career prospects, and recommendations from family, teachers, friends, or alumni. These indicators are considered relevant because public university choice is usually not made from one factor only. A student may mention reputation first, but cost and location may still be considered quietly. This is a normal situation in educational decision-making.

Higher education preference is assumed to influence public university choice because a stronger positive assessment of a university may increase students' confidence in selecting that institution. When a university is perceived as reputable, relevant, accessible, and useful for future work, students are more likely to place it as a serious option. Preference may also reduce hesitation because the student already has reasons for choosing. In this way, preference becomes an early base for the decision to choose a public university (Muliadi & Nasri, 2023).

Based on the explanation above, the following hypothesis is proposed:

H1: Higher education preferences have a positive effect on public university choice among twelfth-grade senior high school students in Jambi Province.

Future Orientation

Future orientation is generally understood as the way adolescents think about their future, make

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

plans, and connect present choices with later goals. In the context of this study, future orientation is placed as an internal factor that may shape how students see public universities. It is not only about having a dream. It is also about whether the dream has been arranged into a more realistic educational and career direction. For twelfth-grade students, this issue is rather important because their university choice is made at a point where school life is almost finished and a new academic path has to be selected (Muhammadiah et al., 2022).

Nurmi's view on adolescents' future orientation is useful for this study because future thinking is not separated from planning, motivation, and evaluation. Students who have clearer future orientation may be more careful when a university and a study program are being chosen. The selected public university is likely to be connected with career hope, social expectation, and personal growth. A university may be seen as useful when it is believed to support the future that has already been imagined by the student (Lee et al., 2023).

In this study, future orientation is reflected through educational goals, career planning, hope for future work, readiness to develop competence, and the ability to relate higher education choice to long-term life plans. A student with stronger future orientation may not be easily moved only by a popular campus name or peer influence. The choice may still be influenced by family and school. Yet the final consideration tends to be more directed because the student has a clearer reason for continuing study.

Future orientation is also expected to strengthen professional attitude. When a student has a future plan, certain habits may be formed earlier. Discipline, responsibility, and commitment may be developed because the student understands that future goals cannot be reached without preparation. In this sense, future orientation is not only related to the choice of university. It may also become a base for academic seriousness and early professional readiness (Wu et al., 2024).

Professional Attitudes

Professional attitude in this study does not mean that senior high school students already have complete professional identity. The meaning is more modest. It refers to early readiness to behave responsibly in academic life and in later professional development. This readiness may be seen through discipline, responsibility, commitment, learning ethics, independence, and seriousness in improving competence. These aspects are relevant because higher education is not only entered as a place to study. It is also entered as a space where future professional identity begins to be shaped (Hai et al., 2023).

The Theory of Planned Behavior proposed by Ajzen gives a useful basis for understanding

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

the role of attitude in decision-making. In this theory, attitude is considered one of the important elements that may guide intention and later behavior. When this idea is placed in the context of university choice, professional attitude may support students in making a more committed decision. A student who has discipline and responsibility may be more aware that the university choice will bring academic demands. The choice may be made more seriously because it is seen as part of self-development (Carada et al., 2022).

Professional attitude is also linked with future orientation. Students who already have educational and career plans may be encouraged to build more responsible learning behavior. The future is not only imagined. It is slowly prepared. This is why professional attitude is positioned as a mediating variable in this study. It may explain how future orientation is translated into a stronger decision to choose a public university (Dalila et al., 2022).

In the context of Jambi Province, professional attitude becomes meaningful because the competition for public university seats is not small. Students are required to consider not only what campus they want but also how ready they are to enter it. A public university may be preferred because of its reputation or perceived quality. Still, the decision may become stronger when the student has enough readiness to face academic responsibility after admission (Dzimbiri & Malin, 2023).

Hypothesis Development

The decision to choose a public university is assumed to be influenced by higher education preferences. When a public university is viewed as reputable, accessible, affordable, and relevant to future work, students may show a stronger intention to choose it. This assumption is in line with college choice studies which show that institutional attributes and perceived value are important in student decision-making. Therefore, the first hypothesis is stated as follows (Ficht & Levashina, 2023).

H1: Higher education preferences have a positive effect on public university choice among twelfth-grade senior high school students in Jambi Province.

Future orientation is also expected to affect public university choice. Students who have clearer educational and career plans may be more selective in choosing a university and study program. The selected institution is not only viewed as a place to study. It is viewed as a route toward future goals. Therefore, the second hypothesis is proposed.

H2: Future orientation has a positive effect on public university choice among twelfth-grade senior high school students in Jambi Province.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Professional attitude is expected to influence public university choice because a student with stronger responsibility, discipline, and academic commitment may be more serious in making educational decisions. The decision is likely to be more settled when the student understands the demands of higher education. Therefore, the third hypothesis is proposed.

H3: Professional attitudes have a positive effect on public university choice among twelfth-grade senior high school students in Jambi Province.

Higher education preferences may also influence future orientation. A university that is perceived as having a good reputation, relevant study programs, and stronger graduate prospects may help students imagine their future more clearly. Institutional attributes may become a reference for students in arranging educational and career plans. Therefore, the fourth hypothesis is proposed (Sentosa et al., 2025).

H4: Higher education preferences have a positive effect on future orientation among twelfth-grade senior high school students in Jambi Province.

Higher education preferences are also expected to influence professional attitudes. When a university is perceived as academically valuable, students may be encouraged to prepare themselves better. The preferred university may create a sense that discipline, commitment, and responsibility are needed. Therefore, the fifth hypothesis is proposed.

H5: Higher education preferences have a positive effect on professional attitudes among twelfth-grade senior high school students in Jambi Province.

Future orientation is expected to influence professional attitudes. Students who have clearer future goals tend to understand that preparation is needed. Their academic discipline and responsibility may be strengthened because the future has been seen as something that should be worked for. Therefore, the sixth hypothesis is proposed.

H6: Future orientation has a positive effect on professional attitudes among twelfth-grade senior high school students in Jambi Province.

The influence of higher education preferences on public university choice may occur through future orientation. A preferred university may help students see a more convincing academic and career path. This future view may then strengthen the decision to choose a public university. Therefore, the seventh hypothesis is proposed.

H7: Higher education preferences have a positive indirect effect on public university choice through future orientation.

The influence of higher education preferences on public university choice may also occur through professional attitudes. A university that is strongly preferred may encourage students to

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

show more readiness and commitment. This professional attitude may then make the decision to choose a public university stronger. Therefore, the eighth hypothesis is proposed.

H8: Higher education preferences have a positive indirect effect on public university choice through professional attitudes.

Future orientation may influence public university choice through professional attitudes. Students who have a clearer future plan may develop stronger responsibility and academic commitment. This readiness may then support a more stable decision to choose a public university. Therefore, the ninth hypothesis is proposed.

H9: Future orientation has a positive indirect effect on public university choice through professional attitudes.

Finally, higher education preferences may influence public university choice through future orientation and professional attitudes sequentially. A preferred university may shape how students imagine their future. This future orientation may then strengthen professional attitude. After that, the decision to choose a public university may become more convincing. Therefore, the tenth hypothesis is proposed (Arsana et al., 2025).

H10: Higher education preferences have a positive indirect effect on public university choice through future orientation and professional attitudes sequentially.

RESEARCH METHOD

Research Design

This study was designed as quantitative explanatory research. This design was selected because the relationships among higher education preferences, future orientation, professional attitudes, and public university choice were intended to be tested through a measurable structural model. The study was not directed to describe students' opinions only. More than that, the effect of one variable on another was examined through statistical testing.

A survey method was used as the main approach. The survey was considered suitable because the data were collected from twelfth-grade senior high school students who were in the process of considering or choosing a public university. Through this design, students' perceptions could be measured in a structured way. The model was then tested using Partial Least Squares Structural Equation Modeling. SEM-PLS was used because the proposed model involved several direct paths, indirect paths, and sequential mediation relationships.

Population and Sample

The population of this study consisted of twelfth-grade senior high school students in

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Jambi Province. This group was selected because students at this level were near the end of secondary education and were assumed to be facing a real decision about higher education. They had begun to search for information about universities, study programs, admission routes, tuition fees, and future career prospects.

The population was set at 1,000 students. From this population, 400 students were selected as respondents. The sample size was considered adequate for SEM-PLS analysis because the model involved several latent variables and multiple structural paths. The sample was not taken from one school only. It was distributed proportionally so that the data would not be too concentrated in a single location.

Proportionate stratified random sampling was used. The strata were based on schools or district and city areas in Jambi Province. This technique was used because the target population was spread across different school settings. The use of strata was expected to give a more balanced representation of students who had different access to information and different social environments.

The respondents were selected based on several criteria. First, they had to be twelfth-grade students of senior high schools in Jambi Province. Second, they had to be active students in the academic year of the study. Third, they had to be students who were considering or planning to choose a public university. Fourth, their participation had to be voluntary. Fifth, the questionnaire had to be completed properly so that the data could be analyzed.

Data Collection

Primary data were collected through a structured questionnaire. The questionnaire was distributed to students who met the research criteria. Before the instrument was completed by respondents, the purpose of the study was explained in simple terms. Participation was treated as voluntary. The responses were used only for academic research.

Secondary data were used to support the research context. The secondary data were related to the condition of higher education in Jambi Province, public university capacity, admission information, and other documents that could strengthen the background of the study. These data were not used as the main statistical data. They were used to explain why the issue of public university choice in Jambi was important to study.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Research Instrument and Measurement Scale

The research instrument was developed in the form of a closed questionnaire. A Likert scale was used to measure students' responses. Each statement was arranged to represent the indicators of the research variables. The use of a Likert scale was considered suitable because the variables were related to perception, preference, attitude, and decision tendency.

The questionnaire covered four main variables. Higher education preferences were measured through students' assessment of university attributes. Future orientation was measured through students' educational and career planning. Professional attitudes were measured through students' early readiness to behave responsibly in academic life. Public university choice was measured through the strength of students' decision to choose a public university.

Table 1 Research Variables and Indicators

Variable	Position in the Model	Main Indicators
Higher Education Preferences	Exogenous variable	University reputation, accreditation, academic facilities, tuition fees, campus location, study program relevance, institutional image, graduate career prospects, and recommendation from significant others
Future Orientation	Mediating endogenous variable	Educational goals, career planning, future expectations, competence development, and the ability to connect university choice with long-term plans
Professional Attitudes	Mediating endogenous variable	Discipline, responsibility, commitment, learning ethics, independence, seriousness, and readiness to develop competence
Public University Choice	Main endogenous variable	Need to continue study, information search, evaluation of alternatives, confidence in choice, firmness of choice, suitability with future goals, and commitment to the chosen public university

Data Analysis

The data were analyzed using Partial Least Squares Structural Equation Modeling. The SEM-PLS approach was chosen because the model contained several latent constructs and mediation paths. This method was also considered appropriate for prediction-oriented research

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

and for examining complex relationships among variables.

The analysis was carried out in several stages. First, descriptive analysis was used to describe the tendency of respondents' answers for each variable. This stage was used to show how students assessed higher education preferences, future orientation, professional attitudes, and public university choice.

Second, the measurement model was evaluated. This evaluation was conducted to assess the quality of the indicators used in measuring each construct. Convergent validity was examined through outer loading and Average Variance Extracted. Construct reliability was assessed using Cronbach's alpha and composite reliability. Discriminant validity was examined to ensure that each construct was empirically different from the other constructs.

Third, the structural model was evaluated. This stage was conducted to examine the relationships among variables. The coefficient of determination was used to see how much variance in the endogenous variables could be explained by the predictors. Path coefficients were examined to identify the direction and strength of the relationships. The significance of each path was tested through bootstrapping.

Fourth, hypothesis testing was conducted for direct and indirect effects. Direct effect testing was used to examine the influence of higher education preferences, future orientation, and professional attitudes on public university choice. It was also used to test the effect of higher education preferences on future orientation and professional attitudes, as well as the effect of future orientation on professional attitudes.

Indirect effect testing was used to examine the mediating role of future orientation and professional attitudes. Sequential mediation was also tested to examine whether higher education preferences influenced public university choice through future orientation and professional attitudes in a chain. A hypothesis was accepted when the path coefficient showed the expected direction and the statistical value met the required significance level.

The SEM-PLS procedure followed the common recommendations in current methodological literature, especially the assessment of measurement models and structural models as discussed by Hair and colleagues. The validity and reliability checks were therefore not treated as additional procedures. They were treated as necessary steps before the interpretation of the structural relationships was made.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

REFERENCES

Al-Dmour, R., Al-Dmour, H., & Al-Dmour, A. (2024). The Role of Marketing Mix and Social Media Strategies in Influencing International Students' University Choices in Jordan. Journal of International Students, 14(4), 642–663. https://doi.org/10.32674/jis.v14i4.6407

Al-Fattal, A., Walker, E. G., & Gust, A. M. (2025). From recruitment to enrollment: understanding student-athletes' college choice decisions. Frontiers in Sports and Active Living, 7(August), 1–11. https://doi.org/10.3389/fspor.2025.1652581

Arsana, I. K. S., Ansar, Hasim, Abdussamad, J., & Aneta, Y. (2025). Theoretical Conceptual Framework Model of Service Innovation in Improving Academic Quality at Gorontalo Private Universities. Asian Journal of Education and Social Studies, 51(12), 655–665. https://doi.org/10.9734/ajess/2025/v51i122719

Carada, I., Aliazas, J. V., Palacio, L., & Palacio, C. M. A. (2022). Perceived Skills and Employability of Senior High School Graduates: Basis for Youth Employment Policy. International Journal of Social Sciences and Humanities Invention, 9(01), 6759–6766. https://doi.org/10.18535/ijsshi/v9i01.05

Chui, R. C. fai, Li, H., Chan, C. K., Siu, N. Y. fan, Cheung, R. W. leung, Li, W. O., Peng, K. Z. min, Cheung, Y. W., Cheung, S. F., & Xu, N. (2025). Prosocial Behaviour, Individualism, and Future Orientation of Chinese Youth: The Role of Identity Status as a Moderator. Behavioral Sciences, 15(2), 1–19. https://doi.org/10.3390/bs15020193

D'Uggento, A. M., Petruzzellis, L., Piper, L., & Gurrieri, A. R. (2023). En nombre de la Universidad: la elección de promover como herramienta para incidir en la toma de decisiones. Calidad y Cantidad, 57(4), 3151–3164.

Dalila, A. A., Rahmah, S., Liliawati, W., & Kaniawati, I. (2022). Effect of Differentiated Learning in Problem Based Learning on Cognitive Learning Outcomes of High School Students. Jurnal Penelitian Pendidikan IPA, 8(4), 2116–2122. https://doi.org/10.29303/jppipa.v8i4.1839

Dempere, J., Modugu, K., Hesham, A., & Ramasamy, L. K. (2023). The impact of ChatGPT on higher education. Frontiers in Education, 8(September). https://doi.org/10.3389/feduc.2023.1206936

Dimali, W., Lakshmi, R., Sampath, S., Lalith, E., & Veronica, K. (2023). A literature review on students university choice and satisfaction. International Journal of Educational Administration and Policy Studies, 15(2), 71–87. https://doi.org/10.5897/ijeaps2023.0753

Dzimbiri, M., & Malin, J. (2023). Meritocracy: A Remedy to Addressing Social Injustices in Selecting Students to Public Higher Education in Malawi? Journal of Comparative & International

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Higher Education, 15(4). https://doi.org/10.32674/jcihe.v15i4.5541

Eidlin-Levy, H., Avraham, E., Fares, L., & Rubinsten, O. (2023). Math anxiety affects career choices during development. International Journal of STEM Education, 10(1). https://doi.org/10.1186/s40594-023-00441-8

Ficht, L. S., & Levashina, J. (2023). Should DEI statements be included in faculty selection? Exploring legal, diversity, and validity issues. International Journal of Selection and Assessment, 31(2), 212–224. https://doi.org/10.1111/ijsa.12421

Hai, N. C., Thanh, N. H., Chau, T. M., Van Sang, T., & Dong, V. H. (2023). Factors affecting the decision to choose a university of high school students: A study in An Giang Province, Vietnam. International Journal of Evaluation and Research in Education, 12(1), 535–545. https://doi.org/10.11591/ijere.v12i1.22971

Joshi, P. L. (2022). A Conceptual Framework For The Factors Influencing The Accounting Students Career Choice As Public Accountants. Journal of Accounting Finance and Auditing Studies (JAFAS), 1–29. https://doi.org/10.32602/jafas.2022.016

Lee, J. E., Goh, M. L., & Yeo, S. F. (2023). Mental health awareness of secondary schools students: Mediating roles of knowledge on mental health, knowledge on professional help, and attitude towards mental health. Heliyon, 9(3), e14512. https://doi.org/10.1016/j.heliyon.2023.e14512

Malau-Aduli, B. S., Jones, K., Alele, F., Adu, M. D., Drovandi, A., Knott, G., Young, L., & Jo, C. (2022). Readiness to enter the workforce: perceptions of health professions students at a regional Australian university. BMC Medical Education, 22(1), 1–11. https://doi.org/10.1186/s12909-022-03120-4

Muhammadiah, M., Hamsiah, A., Muzakki, A., Nuramila, N., & Fauzi, Z. A. (2022). The Role of the Professional Teacher as the Agent of Change for Students. AL-ISHLAH: Jurnal Pendidikan, 14(4), 6887–6896. https://doi.org/10.35445/alishlah.v14i4.1372

Mulder, L., Akwiwu, E. U., Twisk, J. W. R., Koster, A. S., Ravesloot, J. H., Croiset, G., Kusurkar, R. A., & Wouters, A. (2023). Inequality of opportunity in selection procedures limits diversity in higher education: An intersectional study of Dutch selective higher education programs. PLoS ONE, 18(10 October), 1–24. https://doi.org/10.1371/journal.pone.0292805

Muliadi, E., & Nasri, U. (2023). Future-Oriented Education: The Contribution of Educational Philosophy in Facing Global Challenges. Jurnal Ilmiah Profesi Pendidikan, 8(4), 2420–2427. https://doi.org/10.29303/jipp.v8i4.1807

Papp, I. C., Karácsony, P., & Juhász, T. (2023). Study Preferences in Higher Education. Acta

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Polytechnica Hungarica, 20(4), 229–248. https://doi.org/10.12700/aph.20.4.2023.4.13

Plooy, E. du, Casteleijn, D., & Franzsen, D. (2024). Personalized adaptive learning in higher education: A scoping review of key characteristics and impact on academic performance and engagement. Heliyon, 10(21), e39630. https://doi.org/10.1016/j.heliyon.2024.e39630

Por, N., Say, C., & Mov, S. (2024). FACTORS INFLUENCING STUDENTS' DECISION IN CHOOSING UNIVERSITIES: BUILD BRIGHT UNIVERSITY STUDENTS. 8(1), 1–15.

Ricardo, C., Vieira, C., Quintero-Manes, R., & Cano, J. (2023). Online or remote education? Preferences of Colombian higher education students. Contemporary Educational Technology, 15(4). https://doi.org/10.30935/cedtech/13606

Saaida, M. B. E. (2023). AI-Driven transformations in higher education: Opportunities and challenges. International Journal of Educational Research and Studies, 5(1), 29–36. www.multidisciplinaryarticle.org

Sentosa, B. M., Pradesti, A., & Khusaini, K. (2025). Determinants of Private University Choice in Banten: The Role of Institutional Reputation and Location. Jurnal Pendidikan Progresif, 15(3), 2089–2113. https://doi.org/10.23960/jpp.v15i3.pp2089-2113

Skinner, A. T., Çiftçi, L., Jones, S., Klotz, E., Ondrušková, T., Lansford, J. E., Alampay, L. P., Al-Hassan, S. M., Bacchini, D., Bornstein, M. H., Chang, L., Deater-Deckard, K., Giunta, L. Di, Dodge, K. A., Gurdal, S., Liu, Q., Long, Q., Oburu, P., Pastorelli, C., … Yotanyamaneewong, S. (2022). Adolescent Positivity and Future Orientation, Parental Psychological Control, and Young Adult Internalising Behaviours during COVID-19 in Nine Countries. Social Sciences, 11(2), 1–23. https://doi.org/10.3390/socsci11020075

Wu, Y., Zheng, Y., Feng, B., Yang, Y., Kang, K., & Zhao, A. (2024). Embracing ChatGPT for Medical Education: Exploring Its Impact on Doctors and Medical Students. JMIR Medical Education, 10. https://doi.org/10.2196/52483

Wut, T. M., Xu, J., & Lee, S. W. (2022). Does University Ranking Matter? Choosing a University in the Digital Era. Education Sciences, 12(4). https://doi.org/10.3390/educsci12040229

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License