

Chapter 4 Data Analysis

In this chapter, we are going to use SPSS program to analyze the data collected through questionnaire. Data analysis consists of two parts. In the first part, we attempt to use descriptive statistic to describe the frequency of the data collected and in the second part, we will prove the relationship of data between independent variable and dependent variable using inferential statistic such as t-test and f-test.

4.1 Descriptive Statistic

Table 4.1 Frequency of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	26	65.0	65.0	65.0
	Female	14	35.0	35.0	100.0
	Total	40	100.0	100.0	

The table 4.1 shows that there are 26 male students and 14 female students.

Table 4.2 Frequency of Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	under 22 year	1	2.5	2.5	2.5
	23-25 years	16	40.0	40.0	42.5
	26-30 years	14	35.0	35.0	77.5
	31-35 years	8	20.0	20.0	97.5
	over 40 years	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table 4.2 shows that the majority of students are between 23 and 30 years

Table 4.3 Frequency of Nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thais	8	20.0	20.0	20.0
	Foreigners	32	80.0	80.0	100.0
	Total	40	100.0	100.0	

The table 4.3 shows that there are 32 foreigners and 8 Thais.

Table 4.4 Frequency by Countries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Thais	8	20.0	20.0	20.0
	Cambodian	8	20.0	20.0	40.0
	Vietnamese	4	10.0	10.0	50.0
	Indian	5	12.5	12.5	62.5
	Chinese	6	15.0	15.0	77.5
	Burmese	2	5.0	5.0	82.5
	Bangladeshi	2	5.0	5.0	87.5
	Austrian	1	2.5	2.5	90.0
	Nigerian	1	2.5	2.5	92.5
	American	1	2.5	2.5	95.0
	Turkish	1	2.5	2.5	97.5
	Nepali	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table 4.4 shows that most of the students are from Thailand and Cambodia.

Table 4.5 Frequency of Highest Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor degree	19	47.5	47.5	47.5
	Master degree	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

The table 4.5 shows that 52.5% of students have already acquired a master degree.

Table 4.6 Frequency of Occupation Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student only	21	52.5	52.5	52.5
	Working and studying	19	47.5	47.5	100.0
	Total	40	100.0	100.0	

The table 4.6 shows that 52.5% of students are students only.

Table 4.7 Frequency of Responsibility Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Executive	1	2.5	2.5	2.5
	Managerial	4	10.0	10.0	12.5
	Business owner	2	5.0	5.0	17.5
	Operational	12	30.0	30.0	47.5
	Unemployed	21	52.5	52.5	100.0
	Total	40	100.0	100.0	

The table 4.7 shows that out of 19 students who are working, 12 students work at operational level.

Table 4.8 Frequency of Income Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No income	21	52.5	52.5	52.5
	Below 10,000 Baht	4	10.0	10.0	62.5
	10,000 to 20,000 Baht	4	10.0	10.0	72.5
	21,000 to 30,000 Baht	6	15.0	15.0	87.5
	More than 30,000 Baht	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The table 4.8 shows that most of the student has no income.

Table 4.9 Frequency of First Joined Siam University IMBA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st trimester 2010	2	5.0	5.0	5.0
	2nd trimester 2010	5	12.5	12.5	17.5
	3rd trimester 2010	9	22.5	22.5	40.0
	1st trimester 2011	9	22.5	22.5	62.5
	2nd trimester 2011	9	22.5	22.5	85.0
	3rd trimester 2011	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

The table 4.9 shows that 60% of the students joined in the academic year 2011.

Table 4.10 Frequency of Student Heard about Advertisements about Siam University IMBA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	70.0	70.0	70.0
	No	12	30.0	30.0	100.0
	Total	40	100.0	100.0	

The table 4.10 shows that 70% of students have heard about advertisements about Siam University IMBA program.

Table 4.11 Frequency of Students Knowing about Siam University IMBA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Internet	7	17.5	17.5	17.5
	Educational Fair	2	5.0	5.0	22.5
	University billboard	1	2.5	2.5	25.0
	Friends	20	50.0	50.0	75.0
	Advertising	6	15.0	15.0	90.0
	Study bachelor here	4	10.0	10.0	100.0
	Total	40	100.0	100.0	

The table 4.11 shows that 50% of the students came to know about Siam University IMBA program through friends.

Table 4.12 Frequency of How Often Students Using the Channel

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	13	32.5	32.5	32.5
	Once a week	5	12.5	12.5	45.0
	Once a month	1	2.5	2.5	47.5
	Each semester	13	32.5	32.5	80.0
	Once	8	20.0	20.0	100.0
	Total	40	100.0	100.0	

The table 4.12 shows that 20% of the students were informed by friends once before joining the Siam University IMBA program.

Table 4.13 Frequency of satisfaction of students towards IMC of Siam University IMBA program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	35	87.5	87.5	87.5
	No	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

The table 4.13 shows that 87.5% of the students are satisfied with the IMC of Siam University IMBA program.

Table 4.14 Frequency of rating for IMC of Siam University IMBA programs given by the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	4	10.0	10.0	10.0
	Good	28	70.0	70.0	80.0
	Fair	6	15.0	15.0	95.0
	Poor	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.14 shows that 80% of the students rate at least well for IMC of Siam University IMBA program.

Table 4.15 Frequency of how much IMC of Siam University IMBA program had influenced decision making of the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely yes	10	25.0	25.0	25.0
	Yes to some extent	22	55.0	55.0	80.0
	Not really	6	15.0	15.0	95.0
	Definitely no	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.15 shows that IMC of Siam University IMBA program has influenced the decision making of 80% of the students.

Table 4.16 Frequency of rating for Siam University IMBA program's services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	12	30.0	30.0	30.0
	Very Satisfied	14	35.0	35.0	65.0
	Fairly well satisfied	12	30.0	30.0	95.0
	Somewhat Dissatisfied	1	2.5	2.5	97.5
	Very dissatisfied	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The table 4.16 shows that 95% of the students are satisfied with Siam University IMBA program's services.

Table 4.17 Frequency of rating for Siam University IMBA program's faculties

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	10	25.0	25.0	25.0
	Very Satisfied	16	40.0	40.0	65.0
	Fairly well satisfied	14	35.0	35.0	100.0
	Somewhat Dissatisfied	0	0	0	0
	Very dissatisfied	0	0	0	0
	Total	40	100.0	100.0	

The table 4.17 shows that all the students are satisfied with Siam University IMBA program's faculties.

Table 4.18 Frequency of rating for Siam University IMBA program's facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	5	12.5	12.5	12.5
	Very Satisfied	13	32.5	32.5	45.0
	Fairly well satisfied	15	37.5	37.5	82.5
	Somewhat Dissatisfied	5	12.5	12.5	95.0
	Very dissatisfied	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.18 shows that 82.5% of the students are satisfied with Siam University IMBA program's facilities.

Table 4.19 Frequency of rating given by the students for Siam University IMBA program's majors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	13	32.5	32.5	32.5
	Very Satisfied	18	45.0	45.0	77.5
	Fairly well satisfied	8	20.0	20.0	97.5
	Somewhat Dissatisfied	1	2.5	2.5	100.0
	Very dissatisfied	0	0	0	
	Total	40	100.0	100.0	

The table 4.19 shows that 97.5% of the students are satisfied with the majors.

Table 4.20 Frequency of rating given by the student for Siam University IMBA program's core courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	10	25.0	25.0	25.0
	Very Satisfied	18	45.0	45.0	70.0
	Fairly well satisfied	11	27.5	27.5	97.5
	Somewhat Dissatisfied	1	2.5	2.5	100.0
	Very dissatisfied	0	0	0	
	Total	40	100.0	100.0	

The table 4.20 shows that 97.5% of the students are satisfied with the core courses.

Table 4.21 Frequency of rating given by the students for Siam University IMBA program's tuition fee

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	9	22.5	22.5	22.5
	Very Satisfied	15	37.5	37.5	60.0
	Fairly well satisfied	13	32.5	32.5	92.5
	Somewhat Dissatisfied	1	2.5	2.5	95.0
	Very dissatisfied	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.21 shows that the 92.5% of the students are satisfied with the tuition fees.

Table 4.22 Frequency of rating given by the students for Siam University IMBA program's location

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	12	30.0	30.0	30.0
	Very Satisfied	13	32.5	32.5	62.5
	Fairly well satisfied	13	32.5	32.5	95.0
	Somewhat Dissatisfied	2	5.0	5.0	100.0
	Very dissatisfied	0	0	0	
	Total	40	100.0	100.0	

The table 4.22 shows that 95% of the students are satisfied with the location.

Table 4.23 Frequency of rating given by the students for Siam University IMBA program's IMC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	5	12.5	12.5	12.5
	Very Satisfied	13	32.5	32.5	45.0
	Fairly well satisfied	18	45.0	45.0	90.0
	Somewhat Dissatisfied	2	5.0	5.0	95.0
	Very dissatisfied	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.23 shows that 90% of the students are satisfied with the IMC.

Table 4.24 Frequency of rating given by the students for Siam University IMBA program's scholarship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely satisfied	5	12.5	12.5	12.5
	Very Satisfied	13	32.5	32.5	45.0
	Fairly well satisfied	18	45.0	45.0	90.0
	Somewhat Dissatisfied	2	5.0	5.0	95.0
	Very dissatisfied	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

The table 4.24 shows that 90% of the students are satisfied with the scholarship.

4.2 Inferential Statistics

Pair 1 Sex-difference in number of students between academic year 2010 and 2011

H_0 : Sex has no influence if the number of student increased because of IMC.

H_A : Sex has an influence if the number of student increased because of IMC.

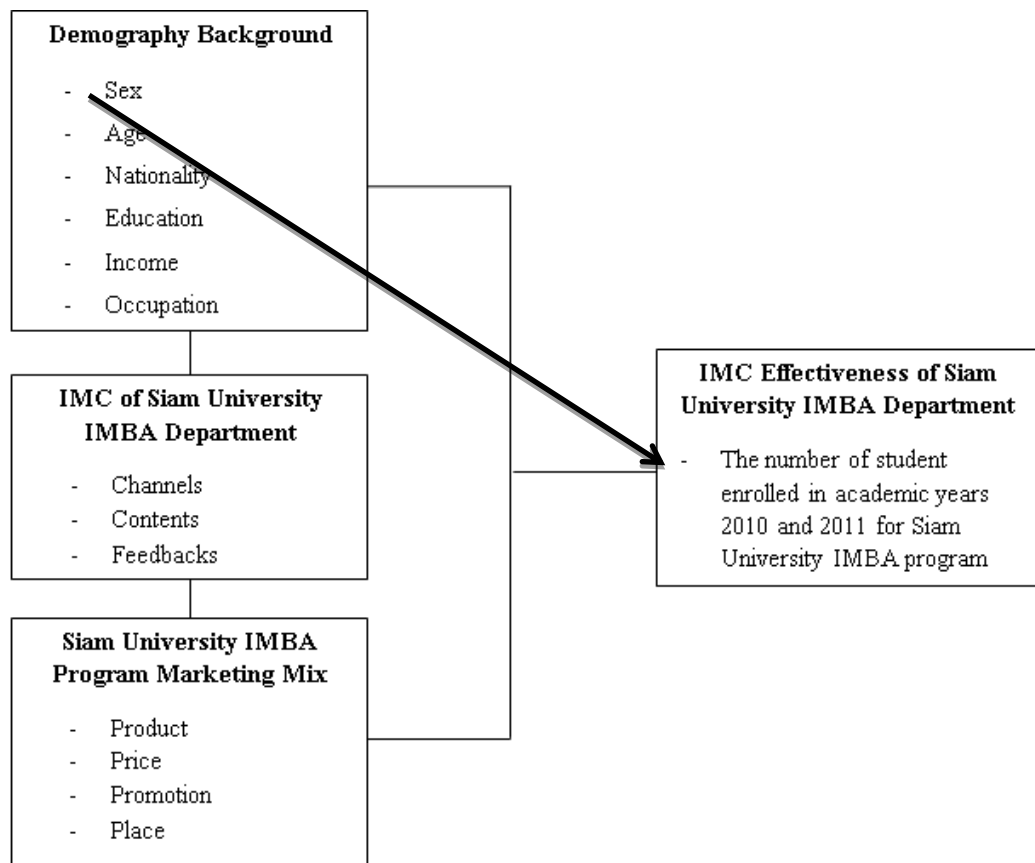


Table 4.25 Pair test between sex and difference in number of student between academic year 2010 and 2011

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Sex-Differences	-0.275	0.905	0.143	-0.565	0.015	-1.921	39	0.062

The table 4.25 shows that the significant level is 0.062 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, Sex has no influence if the number of student increased because of IMC.

Pair 2 Age group – difference in number of student between academic year 2010 and 2011

H_0 : Age group has no influence if the number of student increased because of IMC.

H_A : Age group has influence if the number of student increased because of IMC.

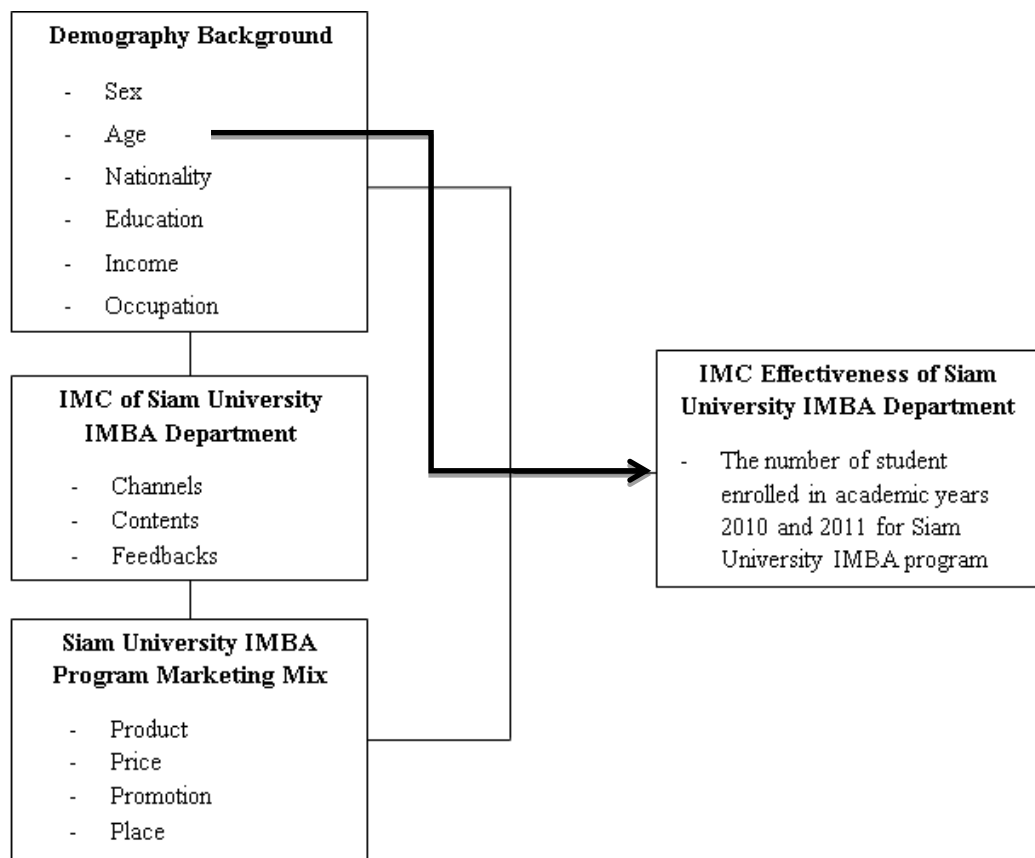


Table 4.26 F-test between age group and difference in number of student between academic year 2010 and 2011

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.768	4	0.942	1.681	.176
Within Groups	19.607	35	0.560		
Total	23.375	39			

The table 4.26 shows that the significant level is 0.176 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, age group has no influence if the number of student increased because of IMC.

Pair 3 Nationality – difference in number of student between academic year 2010 and 2011

H_0 : Nationality has no influence if the number of student increased because of IMC.

H_A : Nationality has influence if the number of student increased because of IMC.

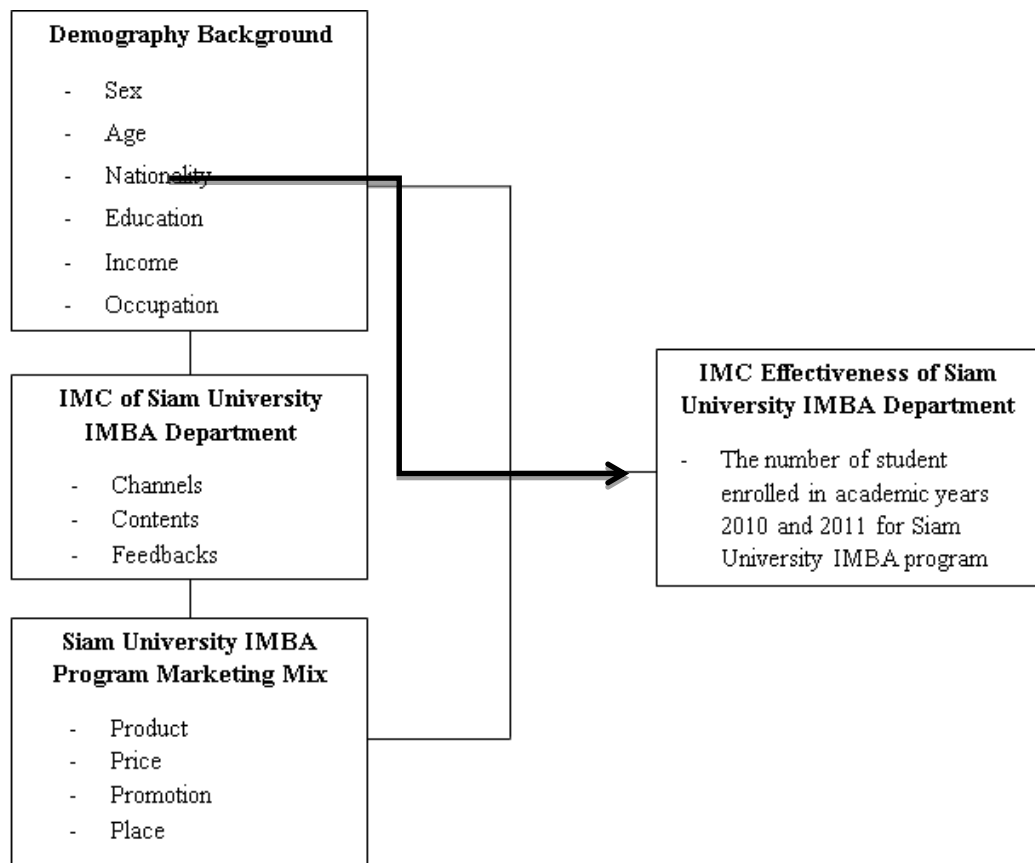


Table 4.27 F-test between nationality and difference in number of student between academic year 2010 and 2011

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.375	11	0.761	1.421	0.218
Within Groups	15.000	28	0.536		
Total	23.375	39			

The table 4.27 shows that the significant level is 0.218 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, nationality has no influence if the number of student increased because of IMC.

Pair 4 Highest education background – difference in number of student between academic year 2010 and 2011.

H₀: Education level has no influence if the number of student increased because of IMC.

H_A: Education level has influence if the number of student increased because of IMC

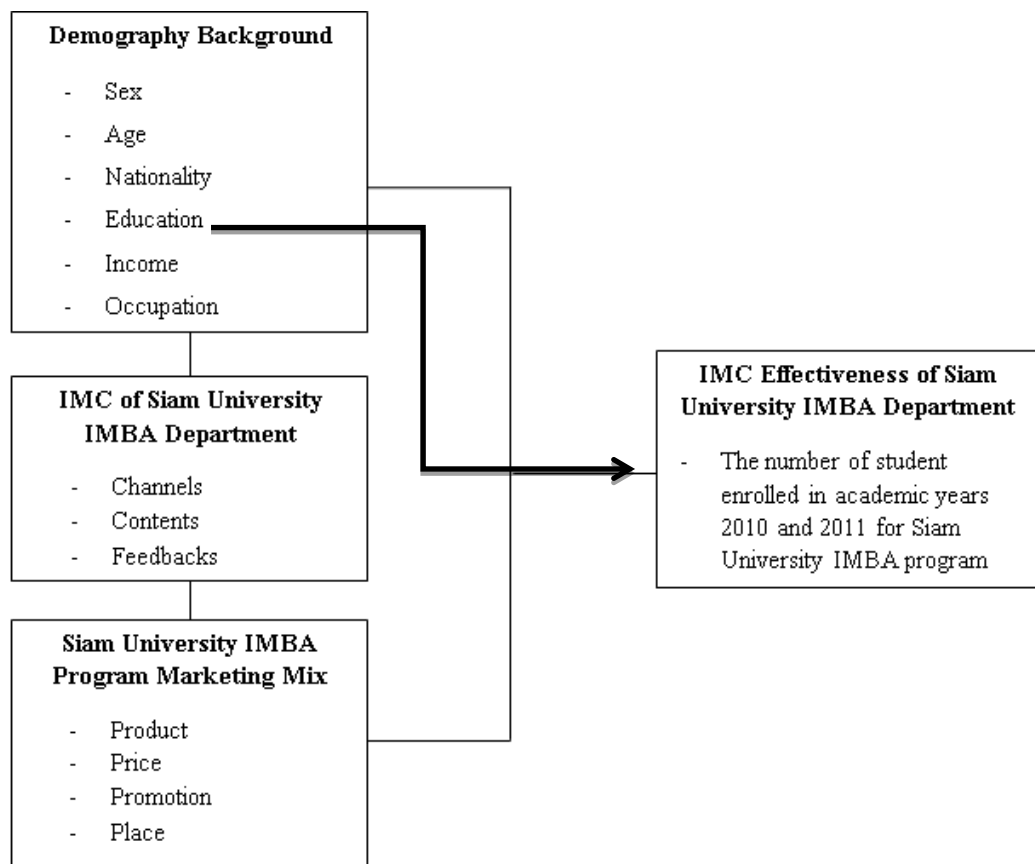


Table 4.28 Pair test between sex and difference in number of student between academic year 2010 and 2011

Paired Samples Test

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Highest education Differences	-0.100	0.778	0.123	-0.349	0.149	-0.813	39	0.421

The table 4.28 shows that the significant level is 0.421 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, highest education background has no influence if the number of student increased because of IMC.

Pair 5 Income – difference in number of student between academic year 2010 and 2011

H_0 : Income has no influence if the number of student increased because of IMC

H_A : Income has influence if the number of student increased because of IMC

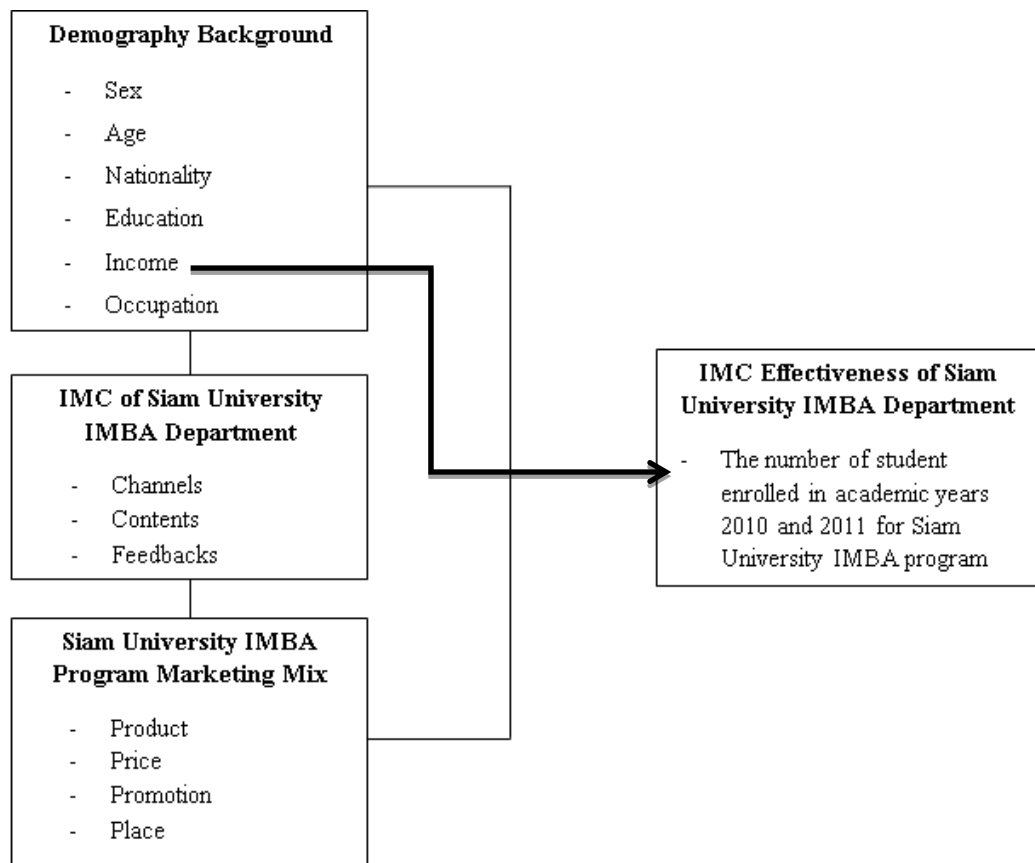


Table 4.29 F-test between Income and difference in number of student between academic year 2010 and 2011

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.123	4	0.531	0.874	0.489
Within Groups	21.252	35	0.607		
Total	23.375	39			

The table 4.29 shows that the significant level is 0.489 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, income has no influence if the number of student increased because of IMC.

Pair 6 Occupation– difference in number of student between academic year 2010 and 2011

H₀: Occupation has no influence if the number of student increased because of IMC.

H_A: Occupation has influence if the number of student increased because of IMC.

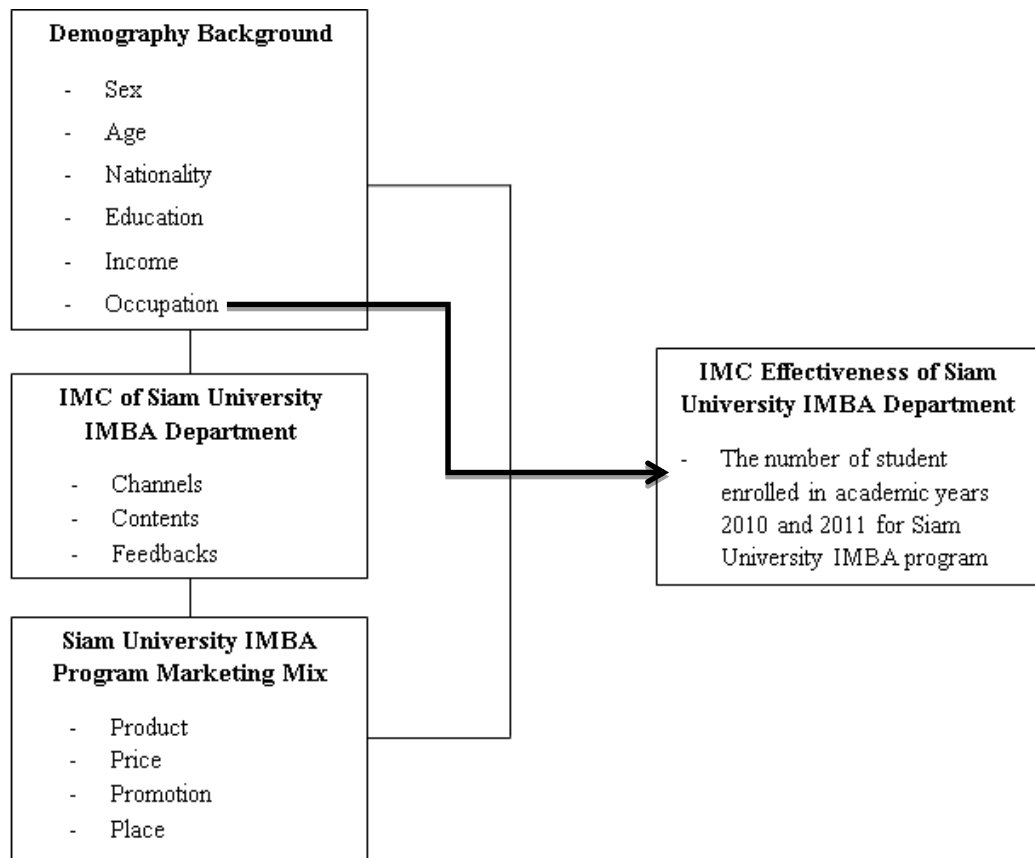


Table 4.30 Pair test between Occupation status and difference in number of student between academic year 2010 and 2011

Paired Samples Test									
		Paired Differences					t	f	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Occupation status- Differences	-0.150	0.921	0.146	-0.445	0.145	-1.030	99	0.309

The table 4.30 shows that the significant level is 0.421 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, occupation has no influence if the number of student increased because of IMC.

Pair 7 Channels– difference in number of student between academic year 2010 and 2011

H_0 : Channels has no influence if the number of student increased because of IMC.

H_A : Channels has influence if the number of student increased because of IMC.

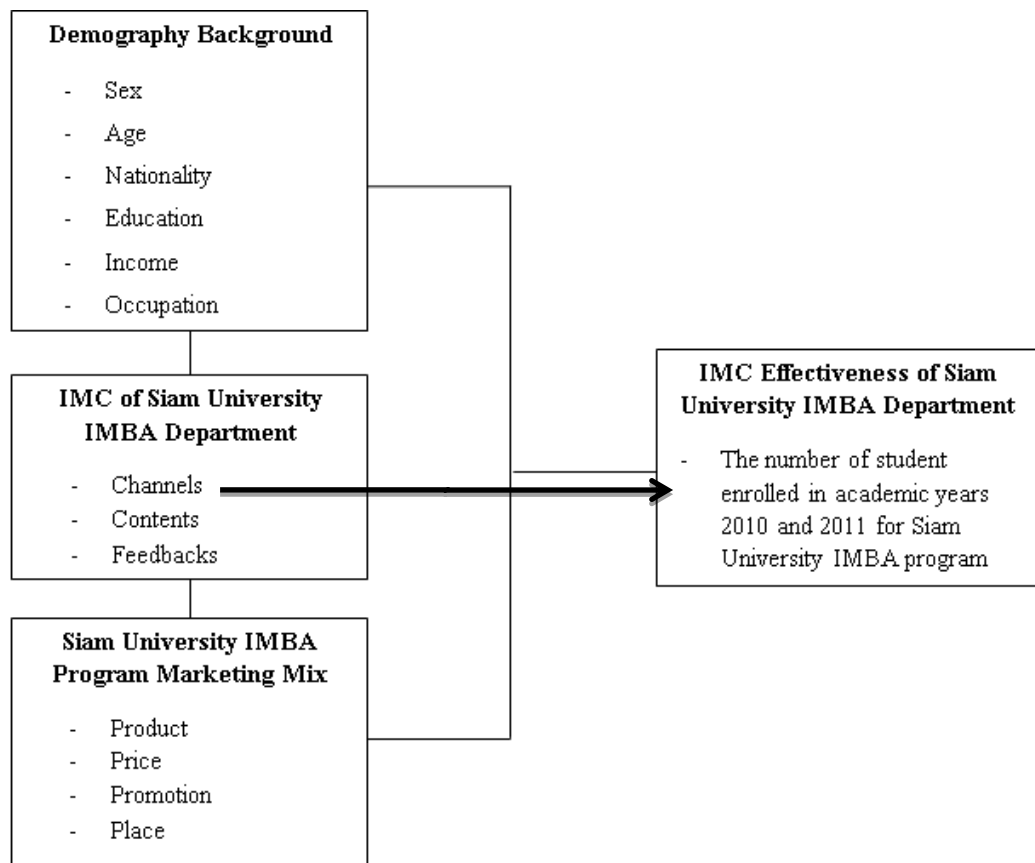


Table 4.31 F-test between channels and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sumof Squares	df	Mean Square	F	Sig.
Between Groups	4.863	5	0.973	1.786	0.142
Within Groups	18.512	34	0.544		
Total	23.375	39			

The table 4.31 shows that the significant level is 0.142 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, channels have no influence if the number of student increased because of IMC.

Pair 8 Contents– difference in number of student between academic year 2010 and 2011

H₀: Contents has no influence if the number of student increased because of IMC.

H_A: Contents has influence if the number of student increased because of IMC.

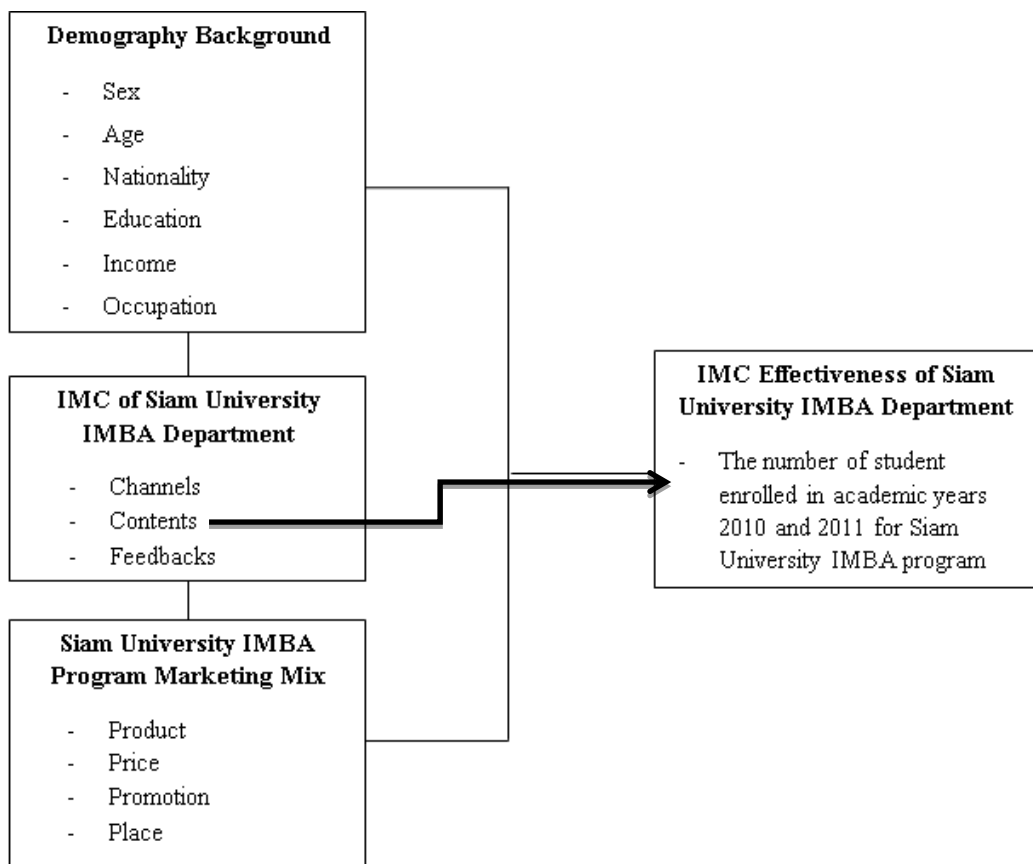


Table 4.32 Pair test between contents and difference in number of student between academic year 2010 and 2011

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Satisfaction-Differences	-0.500	0.877	0.139	-0.780	-0.220	-3.606	39	0.001

The table 4.32 shows that the significant level is 0.001 which is lower than 0.05.

Then, we have to accept H_A and reject H_0 . Therefore, contents have influence if the number of student increased because of IMC.

Pair 9 Feedbacks– difference in number of student between academic year 2010 and 2011

H_0 : Feedbacks has no influence if the number of student increased because of IMC.

H_A : Feedbacks has influence if the number of student increased because of IMC.

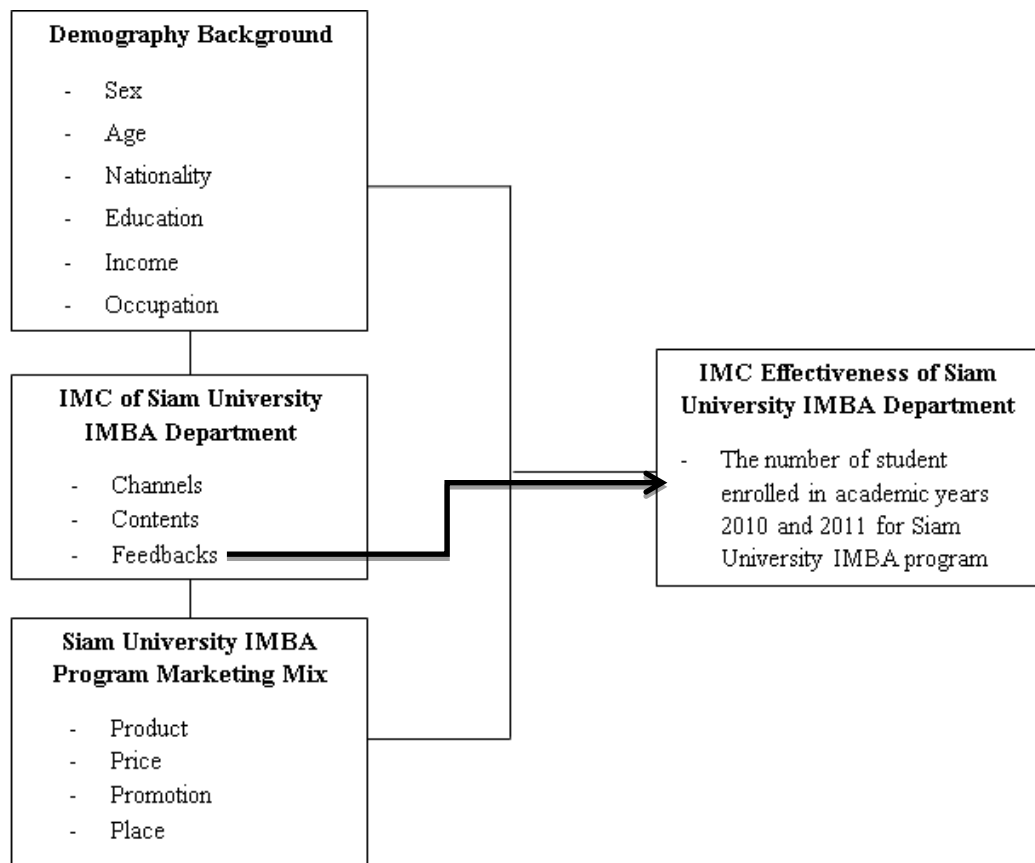


Table 4.33 F-test between feedbacks and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.113	3	0.038	0.058	0.981
Within Groups	23.262	36	0.646		
Total	23.375	39			

The table 4.33 shows that the significant level is 0.981 which is higher than 0.05

Then, we have to accept H_0 and reject H_A . Therefore, feedbacks have no influence if the number of student increased because of IMC.

Pair 10 Services– difference in number of student between academic year 2010 and 2011

H₀: Services has no influence if the number of student increased because of IMC.

H_A: Services has influence if the number of student increased because of IMC.

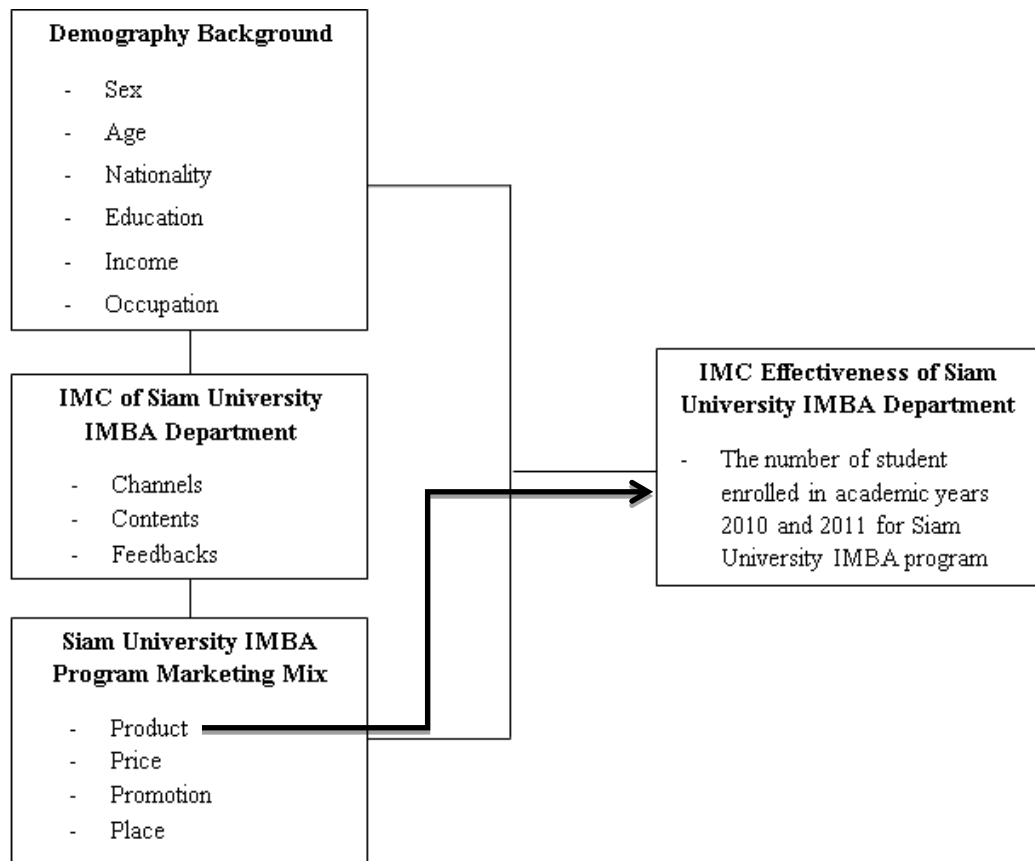


Table 4.34 F-test between services and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.280	4	0.820	1.428	0.245
Within Groups	20.095	35	0.574		
Total	23.375	39			

The table 4.34 shows that the significant level is 0.245 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, services have no influence if the number of student increased because of IMC.

Pair 11 Faculties– difference in number of student between academic year 2010 and 2011

H_0 : Faculties has no influence if the number of student increased because of IMC.

H_A : Faculties has influence if the number of student increased because of IMC.

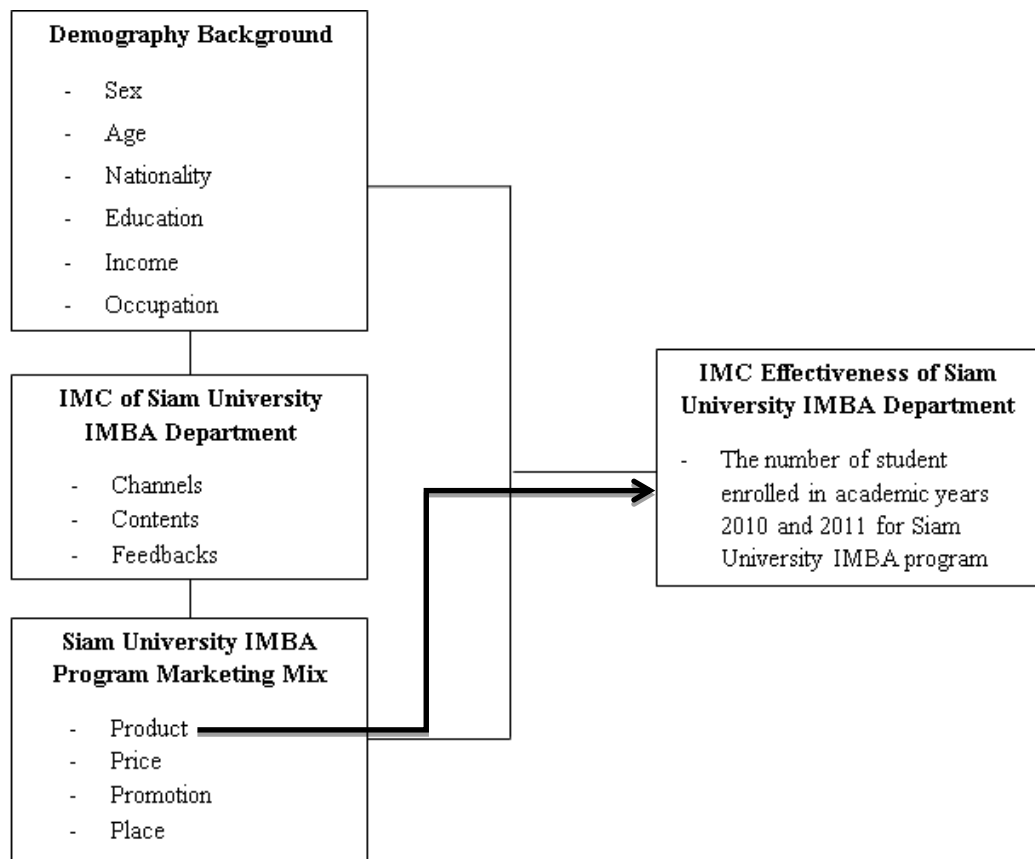


Table 4.35 F-test between faculties and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.580	2	0.290	0.471	0.628
Within Groups	22.795	37	0.616		
Total	23.375	39			

The table 4.35 shows that the significant level is 0.628 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, faculties have no influence if the number of student increased because of IMC.

Pair 12 Facilities– difference in number of student between academic year 2010 and 2011

H_0 : Facilities has no influence if the number of student increased because of IMC.

H_A : Facilities has influence if the number of student increased because of IMC.

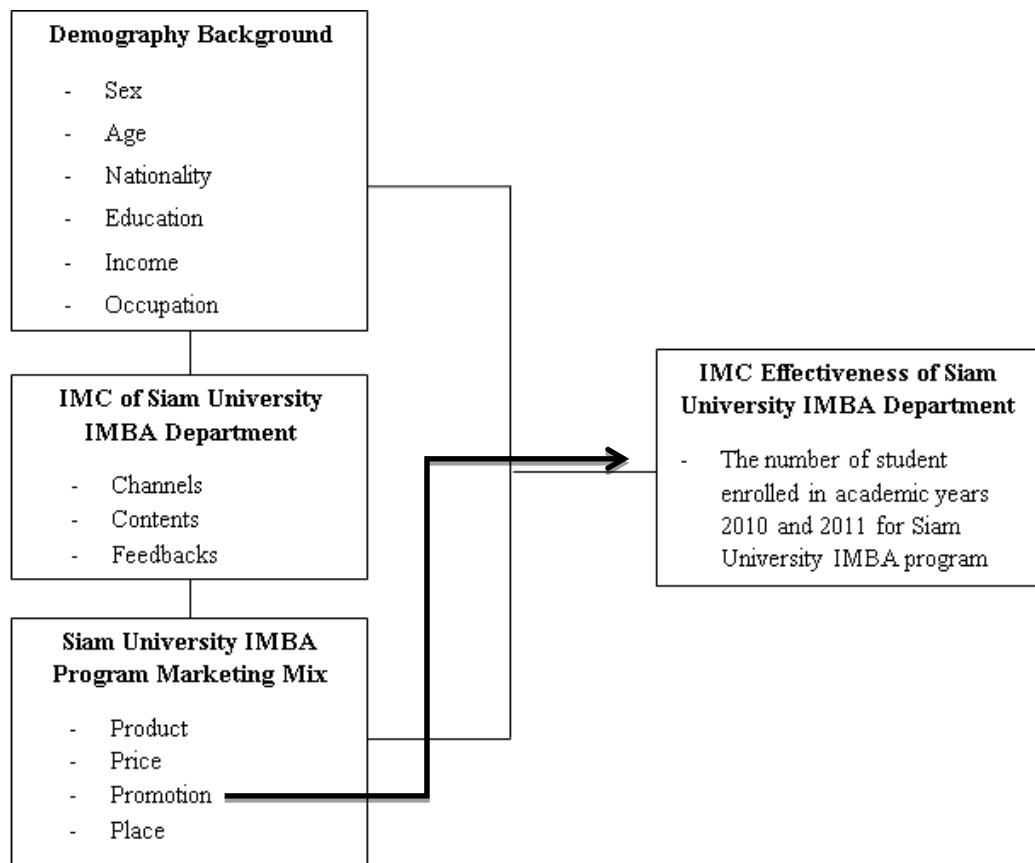


Table 4.36 F-test between facilities and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.044	4	0.511	0.839	0.510
Within Groups	21.331	35	0.609		
Total	23.375	39			

The table 4.36 shows that the significant level is 0.510 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, facilities have no influence if the number of student increased because of IMC.

Pair 13 Majors– difference in number of student between academic year 2010 and 2011

H₀: Majors has no influence if the number of student increased because of IMC.

H_A: Majors has influence if the number of student increased because of IMC.

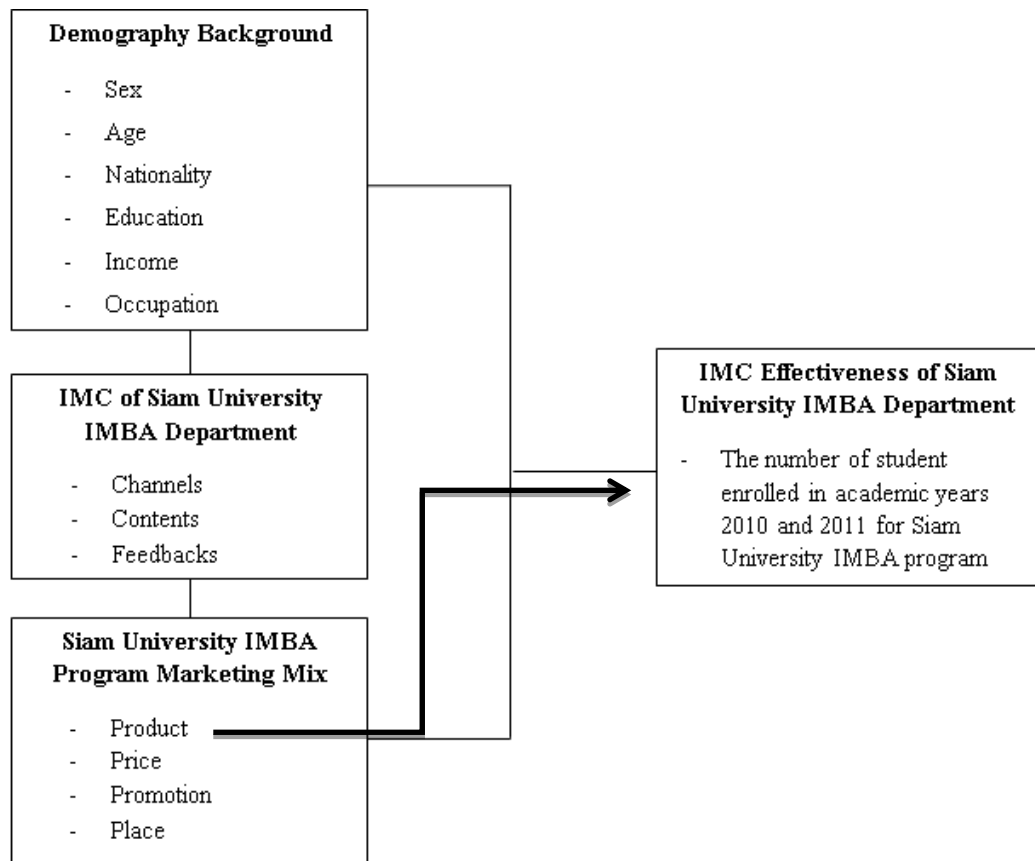


Table 4.37 F-test between majors and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.825	3	0.942	1.649	0.195
Within Groups	20.550	36	0.571		
Total	23.375	39			

The table 4.37 shows that the significant level is 0.195 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, majors have no influence if the number of student increased because of IMC.

Pair 14 Core courses– difference in number of student between academic year 2010 and 2011

H_0 : Core courses have no influence if the number of student increased because of IMC.

H_A : Core courses have influence if the number of student increased because of IMC.

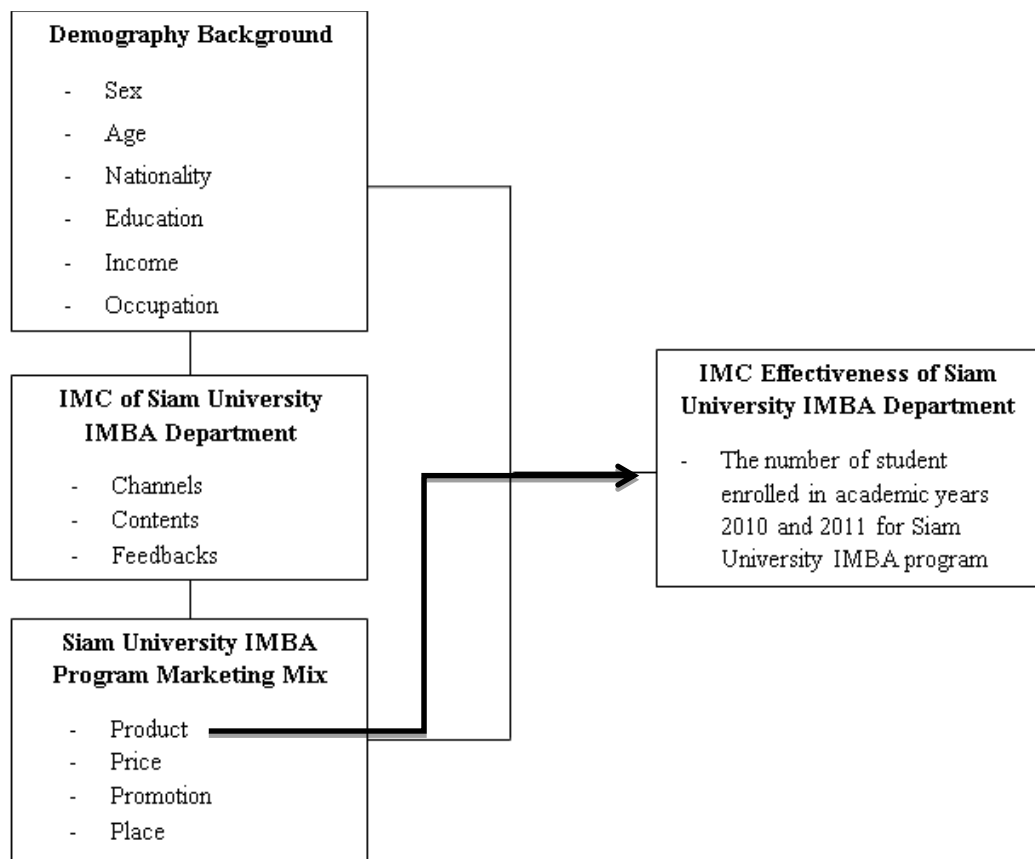


Table 4.38 F-test between core courses and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.739	3	0.913	1.593	0.208
Within Groups	20.636	36	0.573		
Total	23.375	39			

The table 4.38 shows that the significant level is 0.208 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, core courses have no influence if the number of student increased because of IMC.

Pair 15 Tuition fee– difference in number of student between academic year 2010 and 2011

H_0 : Tuition fee has no influence if the number of student increased because of IMC.

H_A : Tuition fee has influence if the number of student increased because of IMC.

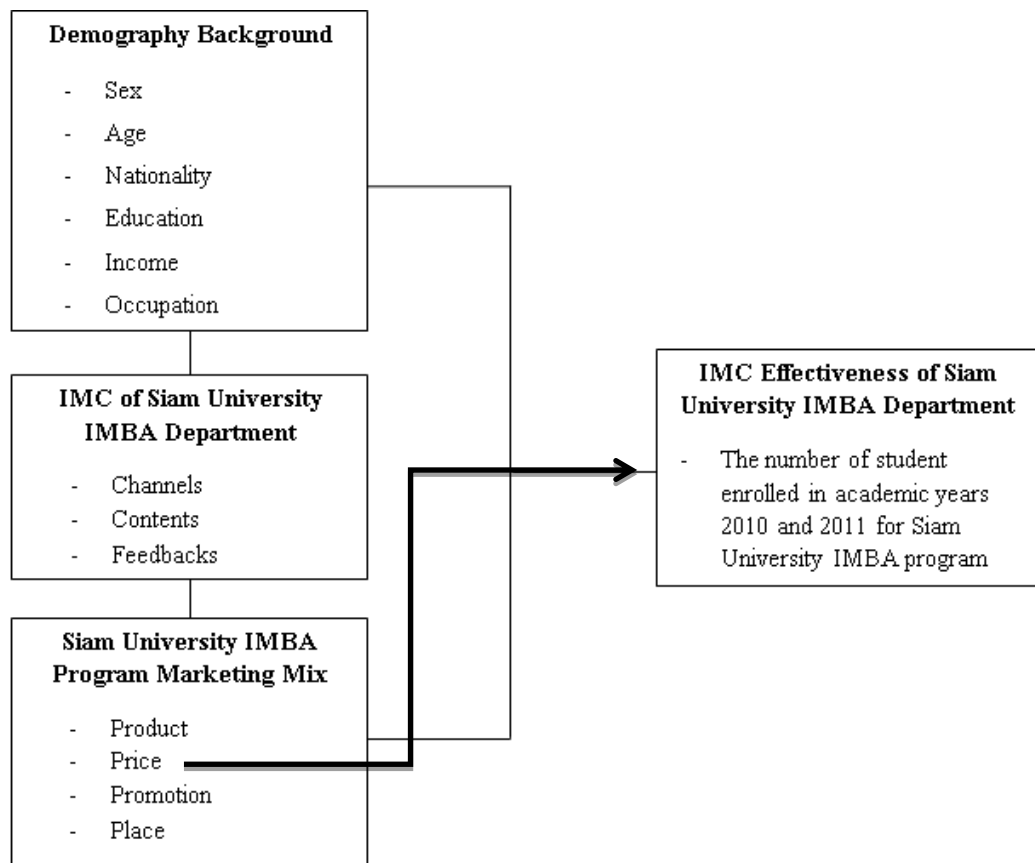


Table 4.39 F-test between tuition fee and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sumof Squares	df	Mean Square	F	Sig.
Between Groups	2.852	4	0.713	1.216	0.322
Within Groups	20.523	35	0.586		
Total	23.375	39			

The table 4.39 shows that the significant level is 0.322 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, tuition Fee has no influence if the number of student increased because of IMC.

Pair 16 IMC– difference in number of student between academic year 2010 and 2011

H₀: IMC has no influence if the number of student increased because of IMC.

H_A: IMC fee has influence if the number of student increased because of IMC.

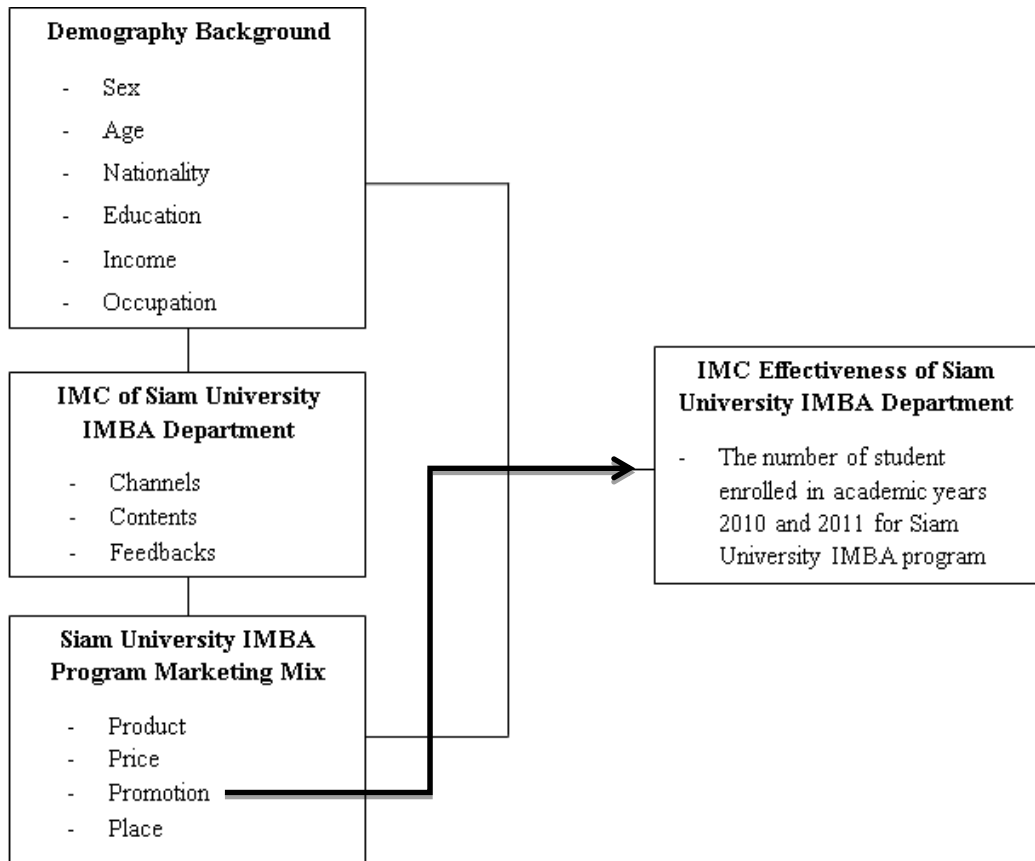


Table 4.40 F-test between IMC and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.098	4	0.525	0.863	0.496
Within Groups	21.277	35	0.608		
Total	23.375	39			

The table 4.40 shows the significant level is 0.496 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, IMC has no influence if the number of student increased because of IMC.

Pair 17 Scholarship – difference in number of student between academic year 2010 and 2011

H_0 : Scholarship has no influence if the number of student increased because of IMC.

H_A : Scholarship has influenced if the number of student increased because of IMC.

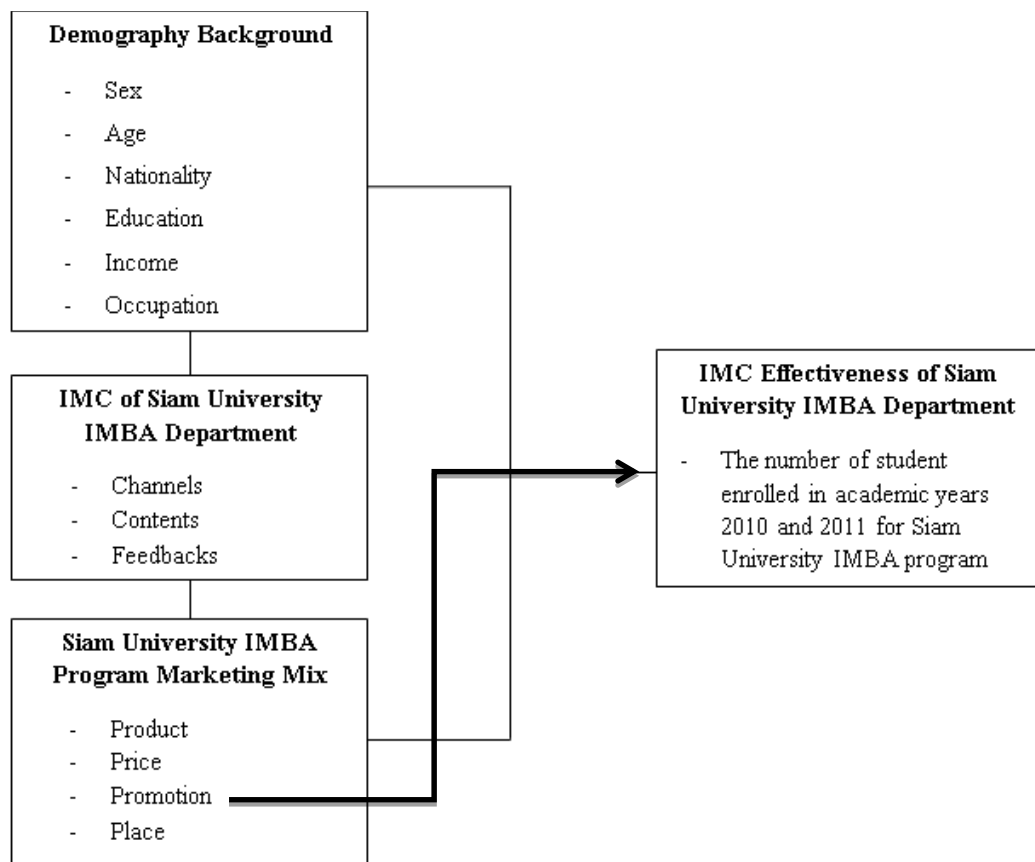


Table 4.41 F-test between scholarship and difference in number of student between academic year 2010 and 2011

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.045	3	2.015	4.186	0.012
Within Groups	17.330	36	0.481		
Total	23.375	39			

The table 4.41 shows that the significant level is 0.012 which is higher than 0.05.

Then, we have to accept H_A and reject H_0 . Therefore, scholarship has influence if the number of student increased because of IMC.

Pair 18 Location – difference in number of student between academic year 2010 and 2011

H_0 : Location has no influence if the number of student increased because of IMC.

H_A : Location has influence if the number of student increased because of IMC.

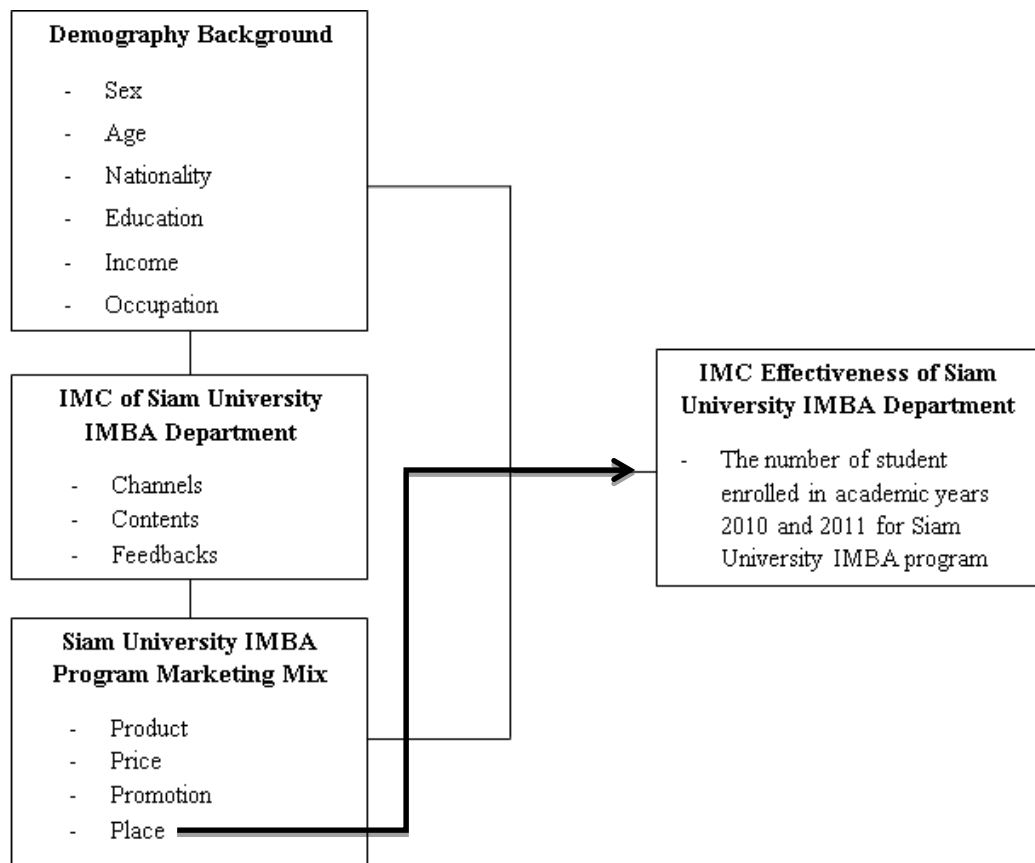


Table 4.42 F-test between location and difference in number of student between academic year 2010 and 2011

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.189	3	0.396	0.643	0.592
Within Groups	22.186	36	0.616		
Total	23.375	39			

The table 4.42 shows that the significant level is 0.592 which is higher than 0.05.

Then, we have to accept H_0 and reject H_A . Therefore, location has no influence if the number of student increased because of IMC.