

A Review Paper on Factors Affecting Students' Choice of Private University

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ABSTRACT

The rapid growth of Higher Education Institutions (HEIs) in India promoted the various HEIs to give their best features of courses which align the national aspiration. The positive and tough competition between public university and private university in the admission process of students create the great impact of survival and sustainability of the HEIs in the country. Thus, this paper concentrated to throw light on an overview of the factors that encourage students to choose certain further study programmes in University. The major selection determinants const of Career Planning, Parental Influence, friends and peer influence, passion, Image and reputation of the institution, courses or programmes offered, proximity of the institute etc. In concluding remarks, this study can help the HEIs to cater some fruitful strategies to attract more students' enrolment and also improve the quality of education and administration of the institutions.

1. Introduction

Higher Education Institutions are facing severe problems in attracting students. With College level institutional choices increasing in conjunction with the emergence of newly developing nations, the emergence of new institutions viewed as possible options has increased along with a better student interest in foreign education; many educational institutions are facing cut-throat competition for students' enrolment.

For Private or public universities to be successful in attracting students enrolment, educational enrolment management needs to more clearly understand the various determinants which impact student choice and recruitment of students and other educational marketing procedures to increase the chances of students selecting their university as the school of choice. The outcomes likewise serve students since they have to consider all the applicable elements as they settle on educated decisions for their post-secondary career.

A wide scope of studies over the worldwide range of countries has uncovered much with respect to factors which impact students' selection of universities. There are common factors which span national territory and specific factors emerge when reviewing specific nations. It was evident that there were a few gaps in understanding determinant factors particularly with respect to private or self-financed institutions just as universities which focus on foreign education. Alongside these areas, it was likewise clear that investigations of this nature were restricted in the country of India. Utilizing the rules of private universities or colleges in the country of India, the investigation sought to serve information for bridging this gap in the available research. While restricted in scope, the information and results give an educational picture and uncovers factors which assist students' choice with choosing in this particular context.

While there were some covering factors predictable with different studies, the significance of varying components of decision and the rise of need of the elements give knowledge

into the specific milieu caught within the scope of the investigations.

As indicated by Nadzri Mohammad and Abu Osman Md Tap (2002) in Nurzatil et al (2015), the way toward choosing place and courses of study has additionally got more troublesome as there are numerous institutions offering an assortment of value and competitive programs pointed toward attracting students.

Strasser, Ozgur, and Schroeder (2002) have classified these factors into three groups: career opportunities, interest of study, and influence of others. Soutar and Turner (2002) assorted these factors into two categories; the first is university related factors and the second is personal factors. Type of course, academic reputation of the institution, campus, quality of the teaching staff and type of university are academic factors; personal factors are proximity of the place, family's recommendation, and their friends' influence over university choice. Mazzarol and Soutar (2002) identify seven broader factors such as institution characteristics, knowledge and awareness of the host country, friends' and relatives influence, campus environment, cost, social link and location proximity.

Consequently, the purpose of this article is to give review of literatures on determinant of programmes in HEIs in India viewed as significant in shaping the future of students and also give few bits of knowledge to the HEIs in developing strategies to meet the demand of students.

2. Conceptual Framework of students' Choice Factors:

Review of the relevant literature has shed light on the concept of Students' Choice factors and also the conceptual definitions revealed the factors affecting the students' choice of University. In this section a conceptual framework depicting these factors of students' choice is proposed. Figure-1 exhibits the proposed conceptual framework. The validity of the depicted framework can be tested by the researchers in future.

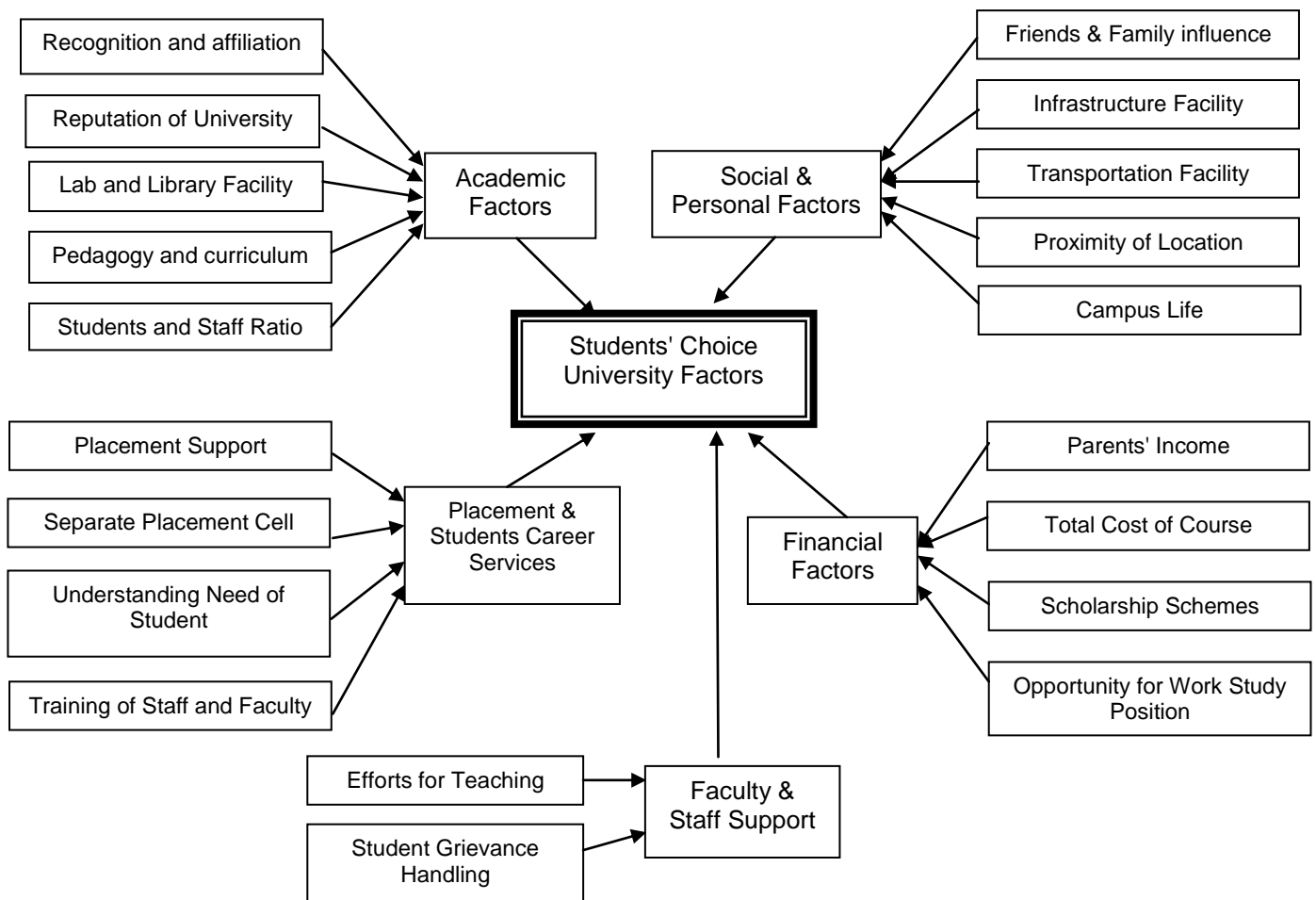


Figure1. Conceptual Model: Factors Influencing students' choice of University or College for further study.

Source: Author's Study

3. Objectives of the Study:

The main purpose of this paper is to study the factors which are contributing towards the students' choice of University.

4. Methodology:

Literature review is an important apparatus in research methodology. The aim of having a review of literature in a qualitative study is to gain valuable insight to the phenomenon under study. This article is based on review of related literatures in the field of management, business and marketing consists parameters or attributes that can have an impact on student while choosing their interested programmes and colleges for further study. This study is mainly based on secondary data and literature which is already published. In order to conduct this study, various relevant research papers or articles reviewed. The research approach followed for the present study is qualitative in nature as it reviews from the existing literature on the factors affecting students' decision while selecting University.

5. Factors Affecting Students' Choice of University:

With a view to regulate the recruitment strategies, universities must understand the factors that determine the decision to choose a higher education institute. In this area many researchers conducted the study and suggested the

different criterion. Webb (1993) suggests proximity, costs, accreditations, academic reputations, and potential of the degree are significant factors. Chapman (1993) claims that quality of teaching faculty and academic degrees, overall academic reputation of the institutions are important, as well. Whereas Coccari and Javalgi (1995) mentioned quality of faculty and degree programs, classroom lectures, costs and variety of offerings.

Kallio (1995) emphasizes that residency at institute, academic environment, reputation and institution quality, course diversity, size of the institution, and financial-aid are those elements that are of profound significant importance. Donnellan (2002), contrary, studies the influence of personal factors, parents, location, and social life.

Shanka, Quintal and Taylor (2005) found that proximity of location, the quality and diversity of education, cost of living and tuition fee, family recommendation, and safety greatly influence the university choice process. According to Holdsworth and Nind (2006), the importance of quality Education and flexibility degree/ course combinations, accommodation facility, costs of education and close proximity to home. Kaynama and Smith (1996) examine the influence of others is important for pre-business or management students and they mention to the job availability that determine student's university choice. A survey research conducted in England involved 20000 people (Connor, Burton, Pearson, Pollard, and Regan, 1999; Connor, Pearson, Court, and Jagger, 1996)

show that the availability of the subject of interest is the significant determinant while choosing university, followed by tuition and other costs.

Strasser, Ozgur, and Schroeder (2002) have classified these factors into three groups: career opportunities, interest of study, and influence of others. Soutar and Turner (2002) assorted these factors into two categories; the first is university related factors and the second is personal factors. Type of course, academic reputation of the institution, campus, quality of the teaching staff and type of university are academic factors; personal factors are proximity of the place, family's recommendation, and their friends' influence over university choice. Mazzarol and Soutar (2002) identify seven broader factors such as institution characteristics, knowledge and awareness of the host country, friends' and relatives influence, campus environment, cost, social link and location proximity.

Belanger, Mount, and Wilson (2002) examine that institute staff, students, and other networking are the significant factors that influence students' choice of university. Hoyt and Brown (2003) have listed the most important university choice factors as academic reputation of the institution, quality of faculty and academic, location of institute, cost, scholarship offers, financial aid, and employment opportunities to the students. Moreover, Other important factors found from their studies are size of institution, surrounding community, friendly service, availability of graduate program, diversity of courses offered, extracurricular activities, admission requirements, admission to graduate school, institution affiliation, attractiveness of campus facilities, class size, and quality of social life.

Price, Matzdorf, Smith, and Agahi (2003) conducted personal interviews with 87 students from four different universities in England. They studied that the quality of education, academic prestige, availability of major, library, and information technology facilities as determinants for university choice. Another research by Sidin, Hussin, and Soon (2003) in their study examined five factors as personal, campus attractiveness, socialization, academic quality and facilities, and financial aids. According to the study by Donaldson and McNicholas (2004), the reputation of institute, type of the courses, location of the university and address, financial considerations, facilities, social climate of the department, program/ course structure and university accreditation factors are defined as significant factors influencing students' choice. Veloutsou, Lewis, and Paton (2004) surveyed high school students in England, Scotland, and Northern Ireland. In their study they found that the programs/ courses, academic prestige of the university, academic prestige of departments, residency and campus facilities, and job placement or employment opportunity of graduates are the major choice factors.

Maringe (2006) states the factors related with job or career opportunities are defined as the most significant criteria in university choice process. Briggs (2006) examines majorly ten determinants that influence student choice of higher education. The factors included are academic reputation, nearness of the institute location, own perception, employment opportunities, social life nearby, entry requirements (test/ exams), teaching

quality, quality of the staff/ faculty, and information supplied by university and research reputation.

A survey study conducted by Alves and Raposo (2007) involved 1024 freshmen in Portugal. They listed academic excellence, job market opportunities and location of the institute matter as the most important factors that determine their academic choices. Strayhorn, Blakewood, and DeVita (2008) identify three categories of factors that influence university choice decisions as academic, financial, and individual characteristics or experiences. Foskett, Roberts, and Maringe (2006) found major factors as flexibility of fee payment, availability of financial aid or scholarship, and reasonable accommodation facilities exert an important influence on students' choice of a higher education institution. Ho and Hung (2008) find fourteen important factors. They these classified into five categories. These factors include learning environment (faculty, curriculum, and research), living conditions (location, convenience, and campus), economy (tuition fee, subsidies, and employability), reputation (academic reputation and alumni reputation) and strategy (exam subjects, exam pass rate, and graduation requirements). Placement, curriculum, academic reputation, faculty, and research environment are the most important factors found in this study.

Navin (2009) in his study found that parental love and affection is positively correlated with career exploration and Jungen (2008) who found that there is great impact of parents on career selection process of their children even though they seemingly are unaware of all the ways they do this. Pampaloni (2010) found that institutional characteristics were more influential than interpersonal or informational resources used by students. More specific results revealed that size, housing, and knowing someone who attended a school predicted students' views of the institute's environment. Asnul & Siti Azizah (2011) conducted a study that consisted of 43 people fourth grade students who take the Design and Sewing course in two school in Muar district, Johor. Questionnaire set used as to identify the factors influence the selection of course Design and Sewing courses based on four factors namely passion, workshop facilities, careers and student attitudes.

Kitsawad (2013) stated in the study that majority of students in Thailand choose the university that provide conducive environment with adequate and quality library and IT resources. Ruswahida et.al. (2014) have studied the determinant factors in university selection show that four variables namely institution, academic quality, financial and external factors influence the choice of higher education institution among students in Malaysia.

Zanariah et al (2017) showed a different perspective from respondents regarding course selection determinants. According to their research, the main factor that students choose for their program is that the program offered itself has added value which does not depend solely on the physical aspects of the program. Abeygunawardena (2018) shows that infrastructure facilities, marketing strategy, cost, university characteristics, programme evaluation, messenger (sources of information) and peers have been identified as the most influential factors which affect in selecting the courses.

6. Student Choice Factors identified from previous study:

Studies	Factors identified
Webb (1993)	Proximity, costs, accreditations, academic reputations, and potential of the degree
Chapman (1993)	Quality of teaching faculty and academic degrees, overall academic reputation
Coccari and Javalgi (1995)	Quality of faculty and degree programs, classroom lectures, costs and variety of offerings
Kallio (1995)	Residency at institute, academic environment, reputation and institution quality, course diversity, size of the institution, and financial-aid
Kaynama and Smith (1996)	job availability
Donnellan (2002)	personal factors, parents, location, and social life
Mazzarol and Soutar (2002)	institution characteristics, knowledge and awareness of the host country, friends' and relatives influence, campus environment, cost, social link and location proximity.
Strasser, Ozgur, and Schroeder (2002)	career opportunities, interest of study, and influence of others
Hoyt and Brown (2003)	academic reputation of the institution, quality of faculty and academic, location of institute, cost, scholarship offers, financial aid, and employment opportunities
Sidin, Hussin, and Soon (2003)	personal, campus attractiveness, socialization, academic quality and facilities, and financial aids
Shanka, Quintal and Taylor (2005)	Proximity of location, the quality and diversity of education, cost of living and tuition fee, family recommendation, and safety
Holdsworth and Nind (2006)	Quality Education and flexibility degree/ course combinations, accommodation facility, costs of education and close proximity to home
Briggs (2006)	academic reputation, nearness of the institute location, own perception, employment opportunities, social life nearby, entry requirements (test/ exams), teaching quality, quality of the staff/ faculty, and information supplied by university and research reputation
Alves and Raposo (2007)	academic excellence, job market opportunities and location of the institute
Strayhorn, Blakewood, and DeVita (2008)	academic, financial, and individual characteristics or experiences
Navin (2009)	Parental influence and career prospects
Joseph (2010)	Location, academic programme, college reputation, educational facilities, cost, availability of financial aid, employment opportunities, advertising and campus visit
Asnul & Siti Azizah (2011)	passion, workshop facilities, careers and student attitudes
Kitsawad (2013)	Provide conducive environment with adequate and quality library and IT resources
Ruswahida et.al. (2014)	institution, academic quality, financial and external factors
Nurdzifazura & Emyzatul (2015)	Good job opportunity, parental influence
Rebecca (2016)	Courses Offered
Zanariah et al (2017)	Research Facilities
Abeygunawardena (2018)	infrastructure facilities, marketing strategy, cost, university characteristics, programme evaluation, messenger (sources of information) and peers

7. Discussion:

Though a number researchers have identified the various factors that influence students' selections of courses and university. But there is a gap in all studied that none of the studies that cover all the perspectives includes society,

technology and individual itself. Otherwise, there are a lot factors that can contribute to students' selection where the institution itself should be aware the demand of youth nowadays who can change from time to time. Thus, the researchers hope this focus of study can be continued in future

due to the changes of education landscape which can shift the demand of education.

8. Conclusion:

Higher education in India is has changed dramatically which to fulfill the aspirations of national development makes the knowledge-based services sector and to compete in an increasingly viable international market, various strategies have been developed. Therefore, the right choice of courses and

university play significant role for the purpose of furthering education because it will give long term impact towards students due they will spend very long time periods of study time. It includes the adaptation of university environment and the cost of study. Select the right program of study based on current needs, interests and place of study is very important for learning and creating success in it areas of expertise.

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