

Students' Choice Management: Recipe for Improving Enrollment in Private Higher Education Institutions

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Abstract: Recent growth in higher education sector globally, and growing competition among higher educational institutions makes it important for education policy makers and managers to understand the latent factors motivating students' choice of selecting an institution. This study adopted an exploratory and descriptive survey research design to analyze students' choice factors to choose and enroll into private higher educational institutions. Adopting a combined model of choice, a questionnaire containing 40 choice items measured on a five- point Likert's scale was used to elicit information from 560 stratified randomly sampled first year students enrolled into private higher education institutions in Botswana. Principal component analysis extracted ten factors of students' choice as: extra-curricular activities, employment prospects, quality of programs, physical characteristics of campus, peers' advice, campus accessibility and facilities, advertisement through electronic media and personal contact, financial support and international links, publicity through print media, and cost of study. A ten factor combined model of students choice has been developed combined with the social, economic, cultural and environmental factors. The findings were discussed, concluded and appropriate recommendations were made. Findings can benefit the managers and policy makers to develop appropriate strategies for attracting students, and to improve enrolment into private higher educational institutions.

Keywords: Choice Factors, Improving Enrollment, Higher Education, Private Institutions, Students' Choice

1. Introduction

Higher education (HE) refers to education, which a student enters after postsecondary education (JICA, 2017). Higher education institutions (HEIs) are among the largest service industries of the 21st century (Aziz, & Abdolghader, 2018). Recently, a rapid expansion of higher education sector has been observed which is caused by the recognition of value of education (Panigrahi, 2019); and a growing demand for education, which extends beyond acquiring knowledge and skills to find jobs (Leicht, Heiss, & Byun, 2018). Consequently, the HEIs face several challenges such as lack of funds and sustainability, research and publication, quality assurance (Mkulu, & Paschal, 2020) and, most importantly, competitive enrolment and retention of students (Mogaji, 2019). Attracting potential students to improve enrollment has become not only challenging but also, more competitive (De Wit, 2020). Private Higher Education Institutions (PHEIs) have become important player in providing higher education worldwide during the past decade (Tamrat, 2017). Growth of PHEIs is one of the most remarkable changes in HE sector in the recent decades (Altbach et al., 2019).

Over the past ten years, PHEIs in sub-Saharan Africa have expanded (Akplu, 2016) and, grown significantly in Botswana as well (Chiguvi, Khumalo, Tadu, Dube, & Jazi, 2019). PHEIs in Botswana is expected to grow to 20% by 2020 (Government of Botswana, 2016). Currently, there are twenty-five PHEIs in Botswana which accommodate about 41% of students enrolled into higher education in Botswana. Growing number of the potential students as well as tremendous growth of PHEIs have initiated competitiveness in higher education market in the country (Tamrat & Teferra, 2020). In order to survive and to achieve a sustainable competitive situation, institutions can employ strategies to satisfy customers' expectations (Samani, Hashemi, Shahbazi, & Sarhadi, 2017). To do so, PHEIs have to understand and adapt to the competitive marketing strategies and, situate their institutions for attracting potential students (Chiguvi, et al., 2019). It is, therefore, desirable for institutions to improve and update knowledge on the aspirations and preferences of the prospective students. Although several studies on students' choice in selection of HEIs have been conducted (Mbawuni & Nimako, 2015), but most empirical research on students' choice factors is limited to developed countries (McManus Haddock-Fraser, & Rands, 2017; bin Khairani, & Razak, 2013). There has been a scarcity of such research in developing particularly in African countries. No study of this nature on the private higher educational institutional in Botswana has been reported. Therefore, this study attempted to determine the factors that influence students' choice of selecting private higher education institutions in Botswana.

2. Literature Review

There are several theoretical models guiding and providing researchers the insight into students' choice factors in the selection of a higher educational institution. These models generally fit into one of three categories: econometric models, sociological models and combined models. Student's choice of higher education institutions (HEIs) is influenced by several factors which are developed due to social, economic and political atmosphere (Altbach & De Wit, 2017). This study adopted combined models as they incorporate important indicators from the economic and sociological models (Perna, 2006) and, thus accommodate most of the factors influencing the students' decision-making process (Ikaba & Enyindah, 2020).

Following the combined models adopted in this study, the literature review includes a wide range of choice factors that have been identified by several researchers in the past. Facilities and services, programs offered, cost of studying offline information, online information, communication channels, and advertising (Proboyo and Soedarsono, 2015; Dao and Thorpe, 2015); sources of communication (Kashyap, 2016); cost of living, cost of education and education, institutional scholarship, reputation, rigor of the program (Mathew, 2016); quality of education, image/prestige of institution and, reputation of institution (Whatley, 2017; Paulino & Castino, 2019); campus safety and security (Zhu & Reeves, 2019; Alhusban & Alhusban, & Al- Betawi, 2019); university website, direct communication from the institution and, educational facilities (James-MacEachern, & Yun, 2017); course reputation and, availability of work placement opportunities (Walsh and Cullinan, 2017); living expenses, quality of teaching, financial support and, city offering (Perez-Encinas & Rodriguez-Pomeda, 2018); friends, relatives and teachers as the choice influencing factor (Badur et al. 2018); course reputation and work placement (Walsh, Flannery, & Cullinan, 2018); price, people, location, reputation and, culture (Lee, Lee, Chua & Han, 2018); learning environment, staff quality, availability of scholarship and, cost of living (Ahmad & Shah, 2018); teaching quality, quality of academic staff and, physical infrastructure (Ammigan, 2019); accreditation status, athletic opportunities, availability of scholarship, cost of living, qualified professors, reputation of institution and, tuition fees (Bueno, 2019); academic and financial benefits and, quality and reputation of the university (Echchabi, Al-Hajri, & Tanas, 2019); university image (Masserini, Bini, & Pratesi 2019); parents (Thompson, 2019); extracurricular activities and, cost of attendance/tuition fees (Meulemans Lim, Romsa, & Romsa, 2019); future job prospects, teaching quality and staff expertise (Le, Deblle & Robinson, 2020) and; expenses, city of institution, social life and quality of academic staff (Perez-Encinas & Rodriguez-Pomeda, 2020); scholarship opportunities, facilities in campus and accreditation of programs (Skvarciany, Shina, & bin Sajjad, 2020); location of institution, quality of education and advice of parents, infrastructure, reputation of university and proximity (Ikaba, & Enyindah, 2020); provision of sponsorship (Muhangi, 2020); reputational characteristics, employment opportunities and

the international position of institution (Mitić, & Mojić, 2020); geographical location of institution, opportunities of internship, courses offered and advice stakeholders like parents, siblings and friends (Adefulu, Farinloye, & Mogaji, 2020); advice of parents, reputation and ranking of the institution, and tuition fees (Adeyanju, Mogaji, Olusola, & Oyinlola, 2020); and, academic quality and programmes, financial aspects, student life, location and reputation of institution (Jooste, Cullen, & Calitz, 2020). The literature reviewed has reflected that there are diverse factors which influence students' choice of a higher education institution.

Reviewing literature on student's choice factors of private higher education institutions, Pokhrel, Tiwari, & Phuyal (2018) examined influence of different educational marketing activities in private colleges in Nepal. Most important influencing choice factor to enroll was recommendations made by friends, family and relatives' advice, colleges' website, newspapers' advertisements, extra-curricular activities, library and IT facilities, profile of lecturers and, future employment opportunities and placement services. Mustafa, Sellami, Elmaghraby & Al-Qassass (2018) investigated factors of students' choice of private education institutions in Qatar, and three important choice factors were determined: quality of education; cultural values; and tuition fees. Hossain, Hossain, & Chowdhury (2018) reported that quality of programs, quality of teaching staff and service delivery are positively related to the choice of students in selection of the institution to study. Kayombo, Mudenda, Mweemba, & Nduli (2019) determined the institution reputation, quality of teaching, cost of study and infrastructure facilities were the most important factors that attract students to the university. Further, the study also identified that friends, self, peers and family members had the greatest influence on student's choice; while institutional website, social media, print media and television were the most important information sources used by the students. Shamsudin, Ali, Wahid, & Nadzri, (2019) determined academic programs, tuition fees, location of institution, reputation, employment opportunities and, availability of financial aid as major factors influencing decision making for enrolling into private HEI among undergraduate students. Krishnaswamy, Hossain, Kavigha, & Nagaletchimee, (2019) identified excellent infrastructure facilities, socio-cultural activities, quality education, smart classroom, reputation of the institution as factors influencing students to pursue their studies in private universities in Malaysia.

Recently, Adlia and Jos (2021) used factor analysis in determining factors influencing choice of higher education institutions in Angola; and they extracted six- factor dimension issues related to scientific activities including: ranking of research, quality of lectures and location of institution. Qasim et al. (2021) determined reputation of institution, accreditation status, quality of teaching and, employability of graduates as the major student's choice of the PHEI in Kurdistan-Iraq. However, cost of study was not influential in student's choice. Lee, Robinson & Dobebe (2020) explored factors affecting the choice of a private university students in Vietnam and, identified five factors thus: prestige, geographical location, facilities, attractiveness of the field and media. Ho & Law (2020) examined students' choice of PHEI in Hong Kong and established infrastructure, prestige of institution, and culture of institution as factors that shaped students' decision to choose the institution. Le et al. (2020) analysed the important choice factors for Vietnamese' students, and job opportunities, quality of teaching and quality of academic staff were established as important choice factors. Stalinska (2020) reported factors that were found to be important for prospective students' decision to choose as course availability, accreditation, job prospective after graduation, extracurricular activities and safety; while location and size of campus were not important choice factors. Islam and Sharon (2020) identified the factors that influence students' decisions to select a private higher education institution in Bangladesh as: distance to university, university's location, tuition fees, availability of scholarship, mother, friend and visits to campus.

As the foregoing has sufficiently demonstrated that student's choice of higher education is influenced by various factors related to their personal, institutional and socio economic environment; hence, this study adopted a combined choice model to empirically identify factors that students considers in selection of private higher education institutions in Botswana.

3. Methods

3.1 Research Design

An exploratory and descriptive survey research design guided this quantitative study. Survey design are considered fast and cost effective for large amounts of data (Nardi, 2018). A quantitative exploratory survey has been used in gathering stakeholders' perceptions, including students in a university setup (Mainardes, Alves & Raposo, 2010; Saqib, Zhang, Ou, Saqib, Majeed and Razzaq, 2020). Further, it is used to investigate attitudes and perceptions of group of targeted population (Creswell, 2017).

3.2 Population and Sampling

First -year students enrolled in the private higher education institutions in Botswana were considered as the population in this study. It is important to seek the perceptions and views of students while making educational policies (Goldberg, Beemyn & Smith, 2019) and therefore, students should be given the opportunity to express themselves on the choice factors they perceive important in selection of higher education institution for their further study. Considering the status of the private higher education institutions as strata, two institution with university status and two institution with non-university status were selected. Thus, a total of four higher education institutions were selected to sample students. A stratified random sampling was found appropriate as it reduces the sampling error by ensuring that each stratum has adequate and appropriate representation in the sample (Etikan, & Bala, 2017). Thus, a stratified sampling method was used to sample 140 students from each of the four sampled institutions, giving a sample of 560 students (n=560).

3.3 Instrumentation for Data Collection

A questionnaire composed of 40 choice factors was constructed for data collection. The items on students' choice were measured on a five- point Likert's scale: 1=unimportant, 2=slightly important, 3=important, 4=very important and 5=extremely important. Validity of the questionnaire was established by a panel of experts in the field of higher education management and educational research. Further, 10% students of the sample size of this study (N=56) was used for a pilot survey to determine the reliability of the questionnaire. All the choice factors were retained as the Cronbach's alpha coefficient was higher than the minimum accepted value of .70 (Taber, 2018).

3.4 Procedure of Data Collection and Analysis

A survey was conducted whereby a validated and reliable questionnaire was distributed to the students in their classrooms. The completed questionnaires were collected by the researcher and, used for further analysis using SPSS ver. 23 software. An explorative principal component analysis with varimax rotation was used to identify the factors motivating the students' choice as there was no priori hypothesis about the number of factors (SPSS Inc., 2009). Prior to analysis, three tests were conducted: reliability test, sampling adequacy test and test of sphericity. The Cronbach's alpha reliability coefficient of the questionnaire was 0.903 which is above a minimum of 0.70 and, acceptable for further analysis (Creswell and Creswell, 2017), the Kaiser-Meyer-Olkin measure of sampling adequacy (0.882; $p < .001$) and Bartlett's test of sphericity ($\chi^2 = 7203.900$; $p < .001$) confirmed the suitability of data for factor analysis (Tabachnic and Fidel, 2013).

4. Findings

Principal Component Analysis was employed used to extract the structure of the components measured by the 40 choice items and, ten factors were extracted (Table 1). Factor loadings less than .40 were excluded to improve the clarity of the analysis (Leech, Barret & Morgan, 2015). Ten factors explained 57.39% of the common variance of choice components. For the purpose of interpreting the factor structure (Beavers, Lounsbury, Richards, Huck, Skolits, and Esquivel, 2013), the extracted

factors were assigned suitable names considering the factor loading $\geq .4$ (Leech, Barrett and Morgan, 2015). Further, Cronbach's alpha reliability coefficient for each extracted factor was calculated. Name and reliability coefficient of the extracted choice factors are presented in Table 2. Nine factors were reliable as the minimum Cronbach's Alpha coefficient of 0.7 (Taber, 2018), while the last factor (cost of attending institution) had low reliability (.636) but, it is acceptable (Griethuijsen et al., 2015).

Table 1. Rotated^a component loadings^b for choice items^c

Component	1	2	3	4	5	6	7	8	9	10
Quality of teaching			.610							
Diversity of programs and courses			.736							
Marketability of programs and courses			.641							
Quality of teaching staff			.515					.433		
Academic accreditation			.531							
Learning resources and facilities			.486							
Athletics facilities	.785									
Extracurricular activities	.790									
Social and religious activities	.622									
Sports activities	.764									
Alumni association	.404									
Size of the town of location				.709						
Attractiveness of campus				.710						
Cultural diversity				.630						
Size of institution				.461						
Accessible location				.455						
Provision of studies part-time						.629				
Admission procedure and policies						.627				
Campus housing facilities						.563				
Distance of campus from home						.630				
Availability of financial aid/ scholarship								.651		
Campus safety and								.536		

Component	1	2	3	4	5	6	7	8	9	10
security										
International links and recognition								.616		
Cost of attending institution										.537
Small size classes										.535
Job skill training		.642								
Job search and placement services		.774								
Graduation rate		.729								
Graduates employment rate		.740								
Advice of father					.826					
Advice of mother					.859					
Advice of high school teachers and counselors					.701					
Advice of friends who attended the institution					.417				.590	
Institution fair									.721	
Institutional publications									.615	
Availability of college website							.587			
Visits by admission officers to school							.755			
Advertisement on TV, radio etc.							.717			
Number of items (total >> 40)	5	4	6	5	4	4	3	4	3	2
% of Variance total >> 57.39)	7.37	7.20	6.76	6.70	5.6	5.77	5.21	4.97	4.41	3.08
Eigenvalues	8.61	3.15	1.91	1.70	1.64	1.43	1.26	1.12	1.10	1.03

a Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

b Rotation converged in 10 iterations

c Loadings = > .4

Table 2. Name and reliability of the extracted choice factors

Factors	Cronbach's Alpha
Extra-curricular activities	.801
Employment prospects	.758
Quality of Programs	.743
Physical characteristics of campus	.747
Peers advice	.736
Campus accessibility and facilities	.707
Advertisement through electronic media and personal contact	.739
Financial support and international links	.705
Publicity through print media	.699
Cost of study	.636

5. Discussion

Ten extracted factors influencing students' choice to decide and enroll at a private higher education institution are discussed. Extra-curricular activities was determined as the most important factor influencing students' choice of institutions and, composed of three important items: extra-curricular activities, athletics facilities and sports activities. This finding is supported by Meulemans Lim, Romsa, & Romsa (2019), who reported extra-curricular activities as the most important choice factor of students to choose higher education institution. It reflected that students are not only in their academic qualification but also, prefer engaging in extracurricular activities. Extra-curricular activities facilitate in creation of strong social ties and also, reduce stress, improve physical health, mental and social growth and thus, allow the students to contribute effectively in their studies and the community at large (Budur, Rashid, & Poturak, 2018). Higher education institutions face high completion in attracting potential students as students prefer to participate in extra-curricular activities (Buckley & Lee, 2021). Therefore, institutions should have provision of number of extra-curricular activities in the institutions. Employment prospects was the found to be the second important choice factor and, composed of three most important components thus: job search and placement service, graduate's employment rate and graduation rate. This finding is supported by Pokhreal et al. (2020) and, Lee et. al. (2020). Students are always keen in the possible employment opportunities upon their graduation Wu, Zhou, Huang, & Chen, 2020; Stalinka, 2020). Institutions should have provision for job placement services, which have significant impacts on reducing unemployment among graduates (McGuinness, Whelan & Bergin, 2017). Higher education institutions have an important role in combating unemployment by assisting graduates' placements with the potential employers. Botswana job market is saturated and lacks suitable job opportunities, consequently, students are confronted with greater challenge of finding a suitable job opportunity after graduation. Therefore, it becomes crucial for the institutions not to only focus on graduation rate but also to improve on employment rate of graduates, which can be accomplished through effective job search and placement services.

Quality of programs was determined the third important factor composed of three important variables: diversity of programs, marketability of the programs and, quality of teaching. The finding was supported by Adlia & Jos (2021), Hanssen and Mathisen (2016), Hussain, Hussain & Chaudhary (2018) and Susilawatti, Amanda, Mustaquim and Ramadhani (2019), who reported that diverse and flexible programs are considered important to choose higher education institutions. The diversity of programs equips graduates with all the knowledge and capabilities which boost their employability. Accredited programs ensure the quality of the program which are usually match with the requirement of the employers, and, thus improves rankings of institution helping institutions in attracting potential students (Kumar, Shukla & Passey, 2020). Quality of teachings is a key element which enhances quality of the programs (Ammigan, 2019). Therefore, institutions need to offer job oriented diverse and accredited programs delivered by quality teaching staff. Physical characteristic of campus as a choice factor composed of three important variables: attractiveness of campus, size of town where institutions is located and cultural diversity. Students prefer conveniently accessible attractive campus (Chard & Potwarka, 2017), located in a large size of the town (Susilawati et al., 2019). Institutions

should also promote cultural diversity particularly in the faculty staff as it improves the graduation rate of the institution (Stout, Archie, Cross, & Carman, 2018). However, it may not be feasible to open new campuses in all large towns but rather, improve attractiveness of the existing campus to attract potential students to the institution.

Peers advice was the fifth factor affecting students' choice of an institution. Advice from mother, advice from father and advice from teachers and counselors are the three most influencing variables in this factor. This finding indicate that students tend to consult their parents, teachers and counselors in decision making to select higher education institution. Proboyo & Soedarsono (2015); Adeyanju, Mogaji, Olusola & Oyinlola (2020) and Thompson (2020) determined parents' advice a significant factors that influence students in choosing their higher education institution. Students would consult their teachers and counselors while deciding the selection of the institution for their higher studies (Badur et al., 2018). Accessibility to campus and facilities as a choice factor composed of variable of distance to campus and campus housing facilities. Distance to campus and campus housing facilities were also reported important factors of students by Islam and Sharon (2020) and Santos, Rita & Guerreiro (2018), respectively. Proximity of an institution is an important factor, as it affects the cost of commuting and transport (Hourigan, 2011). The institution should consider providing on campus housing facilities to minimize the problem of distance to institution as distance to university has a negative association with enrollment (White & Lee, 2020).

Advertisement through electronic media and personal contact is composed of choice variables of visit by admission official to School, advertised on TV and radio, and availability of institutional website, which indicate the importance of electronic media in reaching out to the potential students. Similar findings were reported by Ishlam and Sharon (2020) that visit by admin officials, advertised on TV and radio (Shamsuddin, Ali, Wahid and Ndzari, 2019), and availability of college website (Pokhreal, 2020) are important choice factors for students to choose and, decide to enroll in an institution. The institutional web site and advertisement on TV and radio can be effective advertising means (Ali, 2021), which are used for providing information and showcasing success stories of the institutions. Personal visit by official to the feeder schools is a strategy that institutions may employ in approaching the potential students, and institutions, which can promote their programs to students by visualizing their future careers at the institutions (Ho, & Law, 2020). Financial support and international links composed of choice variables availability of financial support and international links. Samshuddin, Wahid and Ali (2019) reported availability of financial support as one of the choice factors. Hossain, Hossain & Choudhary (2018) identified international links as a choice factor. International links of an institution can help in attracting revenue through scholarships for the students (Altback et al., 2019). Though, sponsorship provided by Botswana government has been supporting deserving students but private institutions can also play a significant role by offering sponsorship to deserving students.

Publicity through print media as a choice factor imbedded with choice items such as institutional fair and publications. Koyambo, Mudenda, Mweemba and Nduli (2019) and Bueno (2019) have reported that print media is an influencing choice factors as they are the important source of information. Patrick, Myong & Lea (2019) found career fairs as influencing choice factor as it conveys institutional information through personal contact. Printed materials such as brochure and pamphlet are effective advertising strategy and can be easily distributed to potential students through a well-organized institutional fair. As the study has identified institutional fairs and institutional publications as important factors students consider in making their decisions, institutions may explore institutional fairs in wooing students, parents and teachers to their institution. The cost of study was 10th and, the last choice factor which students consider to select an institution. Findings reported by Samsuddin, Wahid and Ali (2019) found cost and tuition fee as the second important choice factor while Quasim (2020) reported that cost was not an influencing factor for students' choice of an institution. These contradicting finding may be argued that cost of attending may be influenced by other factors. Despite the fact that institutions would want to increase their revenue by increasing the tuition fees and, contrarily, students prefer low cost institutions. Therefore, institutions should always try to keep the fees as minimum as possible if good number of students must be attracted for enrollment.

Further, the findings of this study are imbedded in, and supported by the combined theoretical model of making choice as the ten extracted choice factors comply with the social, economic, cultural

and environmental factors. It is important to study and develop a model for the decision process of students (Branco Oliveira, & Soares, 2016), the finding of this study has developed a ten factor combined model of students' choice decision of a private higher education institution (Fig.1). The most important three extracted choice factors: extra-curricular activities, employment prospects and quality of programs indicate that students are interested in quality education which can equip them with the skill and ability to grab a suitable employment. Extra-curricular activities as a choice factor highlight the fact that students do not only want to enroll for academic qualifications and employment but also, want their overall development by engaging in extracurricular activities. Peer advice as a choice factor highlight that students also have a social angel as they seek advice from their peers in decision making process to select a higher education institution. Cost of study in the developed model of student's choice indicates that students also take into account the economic aspect of their study (Fig. 1).

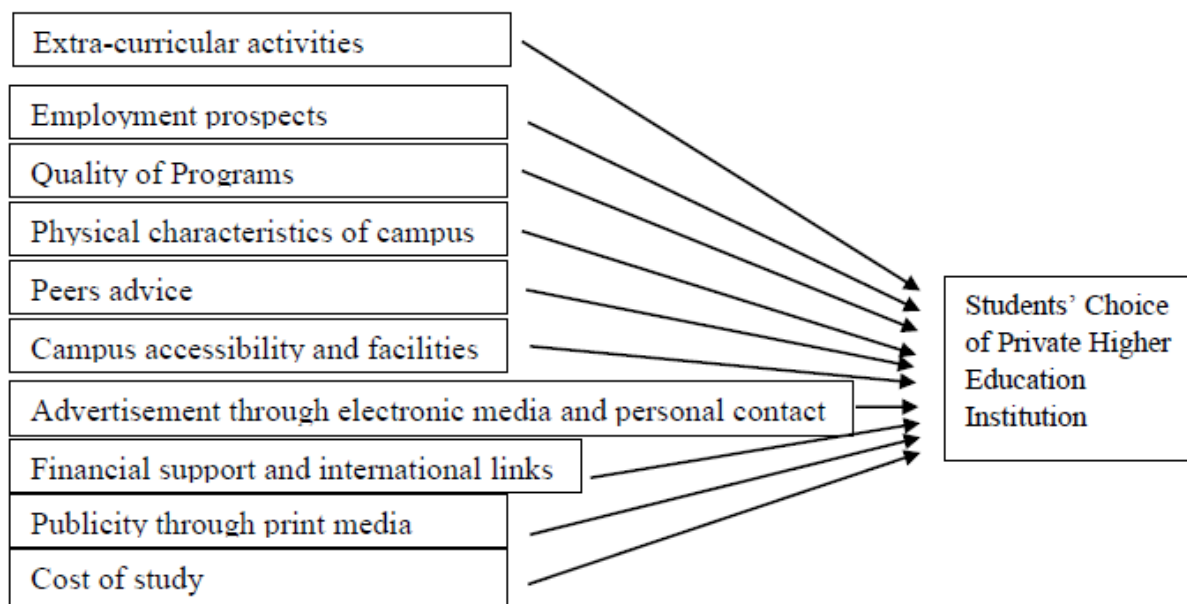


Fig. 1 Developed Model for Students' Choice of Private Higher Education Institutions

6. Conclusion and Recommendations

This study determined choice factors that students consider choice in selecting and, enrolling in private higher education institutions in Botswana. The study adopted a combined model to study students' choice whereby forty choice items were considered. Principal component analysis determined ten factors and, were assigned appropriate names: extra-curricular activities, employment prospects, quality of programs, physical characteristics of campus, peers' advice, campus accessibility and facilities, advertisement through electronic media and personal contact, financial support and international links, publicity through print media and, cost of attending institution. Extra-curricular activities, the most important choice factor, indicated that students consider extracurricular activities crucial in their overall development. Therefore, institutions should provide students with a range of curricular activities for their physical, mental and social development. Employment opportunities was determined as the second important choice factor. Institutions should assist students in securing appropriate job through a well-established job search and placement services. Diversity of programs offered by institution can equip graduates with skills and thus, improve their marketability. Institutions should review their programs offered to make needs of the students. Institutions therefore, should offer diverse and market-oriented programs. Physical characteristics of campus was determined the fourth important choice factor. Institutions may have constraints in establishing new campuses in better accessible location and, in a larger town but, students can be attracted by improving attractiveness of existing campus. Since the findings have revealed that parents and teachers' influence play an important role in students' choice, it is therefore crucial for the institutions

to consult parents and teachers in formulating their policies which can easily be achieved through activating the Parent Teacher Association (PTA). Since the potential students are scattered in various and remote locations of the country, institutions are therefore advised to advertise their programs and services not only through print media such as pamphlets and brochure but also, use electronic media such as institutional web site, TV and radio. Institutions can boost their personal contacts with the potential students by organizing institutional fair and campus visits to the feeder schools. Printed material such as pamphlets and brochure can be effectively distributed to the students by personal contacts. All these strategies should improve awareness about the institution among the potential students, and in turn, attract more potential students to enroll.

Considering extra-curricular activities as the most important choice factor, a further study is recommended to explore students' perception on a variety of extra-curricular activities the students would wish to be provided by the institution. Based on the students concern about for their future employment, students' occupational aspirations can also be explored. The findings of these two further studies may provide the policy makers with valuable information in forming effective strategies to attract potential students to private higher education institutions.

7. Co-Author Contribution

Both the authors affirmed that there is no conflict of interest in this article. Author 1 carried out the field work, prepared the literature review, analysed the data and wrote a draft article. Author 2 wrote the discussion, conclusion and references. Both the authors overlooked write up of the article to finalize it.

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