

**AN INVESTIGATION INTO FACTORS INFLUENCING STUDENTS' CHOICE TO
ENROL AT PRIVATE HIGHER EDUCATION INSTITUTIONS IN BOTSWANA**

by

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DECLARATION

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I, Som Pal Baliyan declare that:

An investigation into factors influencing students' choice to enrol at private higher education institutions in Botswana is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

DEDICATION

With a grateful heart that is full of love and devotion, this dissertation is dedicated to my parents, to my wife and, to my children.

First of all, I dedicate my doctorate thesis to my parents Shri Randhir Singh and Smt. Chatar Kali, who always supported me, and never denied me what I needed. I am forever indebted to both of you for your constant wisdom, love, sacrifice and moreover, for taking care of yourselves for the many years of my stay away from you abroad for work and study. I fully recognise the sacrifices you have made for me and my family over the many last years and yet you never complained, but instead have offered support, sacrifice, and provided more than any one. Without your wisdom, support and sacrifice, I would never have achieved so much in my life. This achievement of having a doctorate is as much yours as it is mine.

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My children; Pragya Baliyan, Somika Baliyan and Dev Pratap Baliyan have been constant sources of energy and motivation for achieving this target of my academic life. I appreciate

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SUMMARY

The aim of this quantitative, descriptive and co-relational study was to analyze the factors affecting students' choice to enrol at private higher education institutions in Botswana. The three specific objectives of the study included, to identify the factors influencing students' choice to enrol at private higher education institutions, to predict students' intention to enrol at private higher education institutions and, to determine the differences in factors influencing students' choice among private higher education institutions.

Data was collected using a valid and reliable questionnaire through a survey of 560 stratified randomly sampled first year students from four of the higher education institutions in Botswana. Data collection was done through survey using a valid and reliable questionnaire constructed based on the information gathered from the literature review. A five point Likert's scale was adopted to measure the students' choice of institution and, intention to enrol at private higher education institution. Data was analysed using descriptive statistics, principal component analysis, multiple regression analysis and analysis of variance.

Principal component analysis revealed thirteen factors affecting students' choice to enrol at private higher education institutions. Multiple regression analysis revealed that out of the thirteen factors, only seven factors were found to be significant predictors of students' intention to enrol at private higher education institutions. These seven factors were characteristics of programs and course offered, campus life, criteria, procedure and policies for admission, quality of teaching and learning resources, physical characteristics of campus, person based outreach and, electronic based outreach. Analysis of variance and Post Hoc Test determined that only seven factors were significantly different among the four institutions in the study. These seven factors included advice seeking, employment prospects, campus life, quality of teaching and learning resources, person based institutional outreach, electronic based institutional outreach and, policies and procedures for admission. Based on the findings, implications for policy and practice were discussed and appropriate recommendations were made.

KEYWORDS: *Botswana; College choice factors; Determinants of choice; Enrolment, Private Higher Education; Intention to enrol; Students' choice; University education.*

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AAS	African American Students
ANOVA	Analysis of Variance
AUQF	Australian Universities Quality Forum
BCA	Botswana College of Agriculture
BQA	Botswana Qualification Authority
BUAN	Botswana University of Agriculture and Natural Resources
CEPHEI	Choice to Enrol in Private Higher Education Institution
CSI	College Selection Inventory
EFA	Exploratory Factor Analysis
FI	Financial Issues
HBI	Historically Black Institutions
HEI	Higher Education Institution
HERDSA	Higher Education Research and Development Society
HRDC	Human Resource Development Council
IEPHEI	Intention to Enrol in Private Higher Education Institution
KMO	Kaiser-Meyer-Olkin
LSD	Least Significant Difference
MoESD	Ministry of Education, Science and Development
MSA	Measure of Sampling Adequacy
NDP	National Development Plan
NEPC	National Postsecondary Education Cooperative
PCA	Principal Component Analysis
PHEI	Private Higher Education Institution

PWI	Predominantly White Institutions
SDI	Students Demographic Information
SES	Socioeconomic Status
SI	Social Issues
SPSS	Statistical Package for Social Sciences
SUCS	State Colleges and Universities
TEC	Tertiary Education Council
UB	University of Botswana
UP	University of the Philippines

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CHAPTER ONE

OVERVIEW AND RATIONALE OF THE STUDY

1.1 Introduction

Higher education has become less of a luxury and more of a necessity (Zuekle, 2008) as the twenty first century economy reduces or even eliminates many previously secure job markets. Higher or tertiary education was classified as an education beyond the secondary school level, which contained the courses leading to degrees, higher degrees and post-graduate diplomas (Gupta, 2008; Middlehurst and Woodfield, 2004). The institutions which provide higher education are known as higher education institutions. In terms of ownership, there are two types of higher education institutions across the world, namely public higher education institutions and private higher education institutions. Private higher education institutions are the universities and colleges owned and operated by the public (non-government), and which do not receive government funding for their operational costs. These institutions offer higher education qualifications at certificate, diploma and degree levels. The public higher education institutions by contrast are owned and operated by the government and are therefore, funded by the government.

Private higher education institutions are more adaptable to the changing needs of the market and, therefore, to provide a wider choice of job-related skills to students and employers. According to Levy (2007:17), these institutions are generally more “secular”, “culturally diverse”, “less politicized” and “learner-friendly”. The distinctive features of private higher education include vocational orientated learning with opportunity for students to undertake work experience while studying; high quality of teachers; small class size; personalized academic support services; and high student satisfaction when compared to the public and traditional universities (Shah and Brown, 2009; Shah and Nair, 2011).

The changes in current economy and the job-market situation across the world have also changed the mind of education service consumers (students) as well as the education service providers (institutions). Therefore, there is a shift in preference of higher education from traditional/public institutions to private institutions. Consequently, public or traditional universities and colleges across the world which dominated in the provision of higher education for long periods are losing their monopoly as large numbers of private higher education institutions are entering the higher education sector. The growth of private higher education institutions has given a wide scope to prospective students to make a choice of their preferred institution. The growth of institutions and the students' choice of institutions for their study have led to competition among the institutions, as each institution wants to attract more students so as to get more revenue for its survival as well as growth.

1.2 Overview of higher education in Botswana

For the reader to gain an understanding of the context of the study, it is important that the education system, particularly the higher education system of Botswana, is understood. Therefore, an overview of higher education in Botswana, highlighting its structure, the growth and development is presented. In this study, higher education and tertiary education are used interchangeably.

1.2.1 Structure of higher education in Botswana

Higher education in Botswana refers to the type of education that requires the minimum entry level of senior secondary education. This includes certificate, diploma, degree and other advanced courses offered by various institutions (TEC, 2005). Higher education is provided by the higher education institutions and is composed of institutes, colleges and universities. Tertiary education in Botswana is provided by both public tertiary institutions and private

tertiary institutions. There are currently eleven public tertiary education institutions including three universities. The main provider of tertiary education in the country has been the University of Botswana (UB), which was established in 1982. A second government-funded university named Botswana International University of Science and Technology has recently been established and still under development. This institution is to be funded under a public private partnership, but with a larger proportion of the capital invested by the government. Recently, in February 2016, the Botswana College of Agriculture (BCA) which used to be an associate institution of University of Botswana was launched as a separate university named as the Botswana University of Agriculture and Natural Resources (BUAN).

Beside the three public universities, other major role players among the public higher education in Botswana are the six colleges of education, five institutes of health sciences and the Botswana Accountancy College. The University of Botswana and the colleges of education report to the Ministry of Education, while the institutes of health sciences report to the Ministry of Health, while the Botswana University of Agriculture and Natural Resources falls under the Ministry of Agriculture.

Currently, there are more than twenty five private higher education institutions in Botswana. Among the major private higher education institutions in the country are the Limkokwing University of Arts and Technology, Botho University, Ba Isago University, ABM College, Academy of Business Management, New Era College and Gaborone Institute of Professional Studies. All these institutions provide qualifications which include certificates, diploma, and degrees in wide range of disciplines such as Office Procedures, Education, Accounting, Management, Business Studies, Tourism, Hospitality, Information Technology. Most of these programmes are affiliated to foreign educational organizations such as the University of Cambridge.

1.2.2 Growth and development of higher education in Botswana

The development of tertiary education in Botswana has had three clear phases. The first phase was a period prior to 2001, when most students were sponsored to study at the only public university - University of Botswana,- and the colleges of education and national health institutes. A few students were sponsored to study at universities abroad, especially in fields that were not offered by the local public university. These fields of specialization include medicine, engineering and other applied sciences. In 2001, the government of Botswana abolished the youth service (Tirelo Sechaba). It was therefore faced with two streams of students, one coming from the youth service and one just having completed secondary education. To deal with the double intake, the government had to find more places for students, especially in the South African universities. At that time there were no private universities operating in the country on a major scale.

The second phase was the period between 2001 and 2007. As the national capacity of accommodating students locally was limited the government of Botswana sought to increase participation through funding of students in institutions outside the country. But the government realised that funding students for studying abroad was extremely costly and did not bear the fruit expected. The cost of studying in the United Kingdom, for example, was about 20 to 30 times as much as studying at a private tertiary education institution in Botswana. Therefore, the government shifted its emphasis from external funding to funding students for study at private local institutions, a policy which helped the tremendous growth of private higher institutions in Botswana.

The current period is the third phase of tertiary education development which started in 2007. A major feature of this period is the government's decision to extend scholarships to students admitted to private local institutions. The scholarship takes the form of tuition paid by

government directly to the institution as a study fee for the sponsored student. Government policies, namely sponsoring students, providing educational loans to students and loans to develop new private institutions enhanced the growth of private higher institutions after 2007. At present, there are more than 25 private higher education institutions in the country which accommodate around 16000 students who include government sponsored and self-sponsored students. The growth of private higher education institutions and their enrolment is increasing constantly and is expected to grow in the future as the newly established Tertiary Education Council proposes to increase access to tertiary education to 17% by 2016 and to 20% by 2020 (National Development Plan 11).

1.3 Background of the study

The Government of Botswana aims to increase the number of citizens with tertiary education to enhance the local human capital development to drive the economic development goals in the country. Increasing access to tertiary education is a major government objective (HRDC and MoESD, 2009). To support this overall aim the government has put in place a number of incentives and funding initiatives which are available to students who want to access higher education, especially private higher education. Examples include the government funding such as subsidized student loans, loans to private education providers and sponsorship of students to private higher education institutions (HRDC and MoESD, 2008). In 2007, as a consequence of government sponsorship of students at private tertiary education institutions in Botswana, local enrolment increased by more than three times year-on-year from 5500 in 2006 to 15450 in 2007 (HRDC and MoESD, 2008).

Apart from government policies and initiatives, some external factors have played a key role in the on-going growth of private higher education institutions. These include the recognition and growth of student population during the last decade, limited enrolment capacity at

University of Botswana (the first public university), huge investments made by private educational services providers in terms of expansion, and improvement made by private higher education institutions in marketing and advertising their education programmes (Shah and Lewis, 2010). Apart from government policies and external factors, student choice has also played a key role in the on-going growth of private higher education institutions. The easy entry to private universities and colleges provides students with an alternative choice to access and participate in higher education, which was not traditionally provided by public universities (Shah and Nair, 2013).

Higher education in Botswana was traditionally offered by the only public university, the University of Botswana established in 1982. Recently, the second public university has been established as the Botswana University of Science and Technology. In recent years, there has been a rise of private higher education providers in Botswana which include universities and colleges offering courses in various specialised areas. The increasing numbers of private higher education institutions, the growth of students as well as their choice of institution have increased consumer interest in quality, standards and value for money for higher education (Shah and Nair, 2011). The students, who include the mature aged and those who may not be able to get entry into the public university in Botswana, have a chance to pursue higher studies in these private institutions. At present, Botswana private higher education sector comprises of the three private universities; Limkokwing University, Botho University and Ba Isago University, and over 25 institutions and colleges that offer and confer qualifications in vocational and technical fields at all levels as per the Botswana National Qualifications Framework (TEC, 2012). At present, the University of Botswana accommodates only 31% of the tertiary education students, whereas 45% of the tertiary education students are enrolled in private institutions in the country (Siphambe, 2008). Thus, the growth of private higher

education institutions has given the opportunity to prospective students to choose the private institution which they prefer.

The increasing numbers of both the prospective students and higher education institutions have created a competitive market for higher education in terms of the intake of more students because every institution wants to collect higher revenue through tuition fee. The tuition fee is the primary revenue source for most private higher education institutions. Private colleges and universities depend on enrolment as a significant portion of their budget, and this portion is comprised of tuition fee (Dezhbakhsh and Karikari, 2010). As competition for students intensifies, private universities and institutes of higher education have been aggressive and creative in the use of the marketing approach and techniques to recruit and attract students. It is important to note that colleges and universities exist for students. So, a better understanding of what students need and seek is the best strategy not only to increase enrolment, but also to improve the reputation and quality of the education institution. The atmosphere of higher education has increasingly become competitive, and institutions have to compete with each other to attract more students for enrolment (Maringe, 2006). Therefore, the higher education institutions are confronted with the question of how to deal with the challenge and competition for student enrolment so as to get higher revenue. The management of these institutions has to understand what criteria the prospective students consider when selecting a higher education institution for their enrolment.

Understanding how students choose an institution is critical for administrators of the colleges and universities. Students “are the lifeblood of colleges and universities, and student characteristics often define the distinctiveness of individual campuses” (Kinzie, Palmer and Hayek, 2004:31). Competition for students is continually increasing, with the majority of prospective students applying for colleges (Kinzie et al., 2004:34). Additionally, “students of

high academic ability are more likely to attend selective institutions” (Kinzie et al., 2004:37). While the private higher education sector has experienced tremendous growth in the last few years in many parts of the world including Botswana, with predictions of future growth, there is limited research on factors influencing student choice to study in private higher education institutions. Most studies on factors influencing students’ choice of institution of higher education are conducted on public universities. No study of such nature, particularly on private higher education institutions, has been conducted in Botswana. Therefore, this study intends to bridge that gap in the literature by investigating the factors affecting student’s choice to enrol at private higher education institutions in Botswana. Based on the students’ choice factors, the study also predicts intention of students’ to enroll at private higher education institutions in the country.

1.4 Statement of the problem

Private higher education is perhaps the fastest growing segment of post-secondary education worldwide. Yet it is little understood (Altbach, 1999). This certainly is the case in Botswana, particularly during the current decade when Botswana higher education experienced a great expansion. Apart from government policies and external factors, student choice has also played a key role in the ongoing growth of private higher education institutions. The growth of private higher education institutions provides students with an alternative choice to access and participate in higher education (Shah and Nair, 2013). As Crossman (2010) reminds us, people tend to consider opportunities and appraise the possible costs and benefits of future engagement before making their decision on what to do. The alternative choices of institution for students have created a high level of competition among the tertiary education institutions. There is a crisis of the survival of higher education institutions. As a result every institution wants to attract more students so as to get higher revenue through the tuition fee.

Consequently, students' enrolment decisions directly affect the institution's revenue streams and, obviously, their survival.

Due to increasing competition among higher education institutions, they need to be aware of underlying factors which are considered by prospective students when selecting a higher education institution. In order to attract more prospective students, private higher education institutions need to know why students choose one institution over the other, what is important to them and their parents, and how they perceive the institution relative to their competitors on certain choice factors. Students entering institutions of higher education today are different from those of previous generations (Abrahamson, 2010). When making decisions about attending an institution, and ultimately which institution to attend, they consider factors differently from previous generations. Therefore, from time to time, higher education institution administrators need to understand the underlying factors that influence students to choose higher education institution.

A number of studies have been conducted on factors influencing student choice of higher education institutions worldwide, but no research has been conducted in the context of private higher education in Botswana. It is desirable for institutions of higher education in Botswana to improve their understanding of college enrolment decisions as they decide on their policies regarding such activities as financial aid, tuition, recruitment, programme planning and expansion. Therefore, this study investigates the factors that influence students' decision to enrol at the private higher education institutions in Botswana.

1.5 Purpose and objectives of the study

Recruiting new and more students is one of the most important responsibilities of the recruiters for the sustainability of their higher education institution. It is also crucial for

private higher education institutions because of the significant reliance on tuition revenue that is collected from the students. Private higher education institutions are financially dependent on revenue from tuition from the students. Because the institutions tend to charge considerably more for tuition, prospective students and parents may feel the need to weigh and compare the financial cost against the expected quality and value of the education from the institution. It is crucial for those responsible for recruiting new students to attract more students, it is also important for the students and their parents who have to decide which institution they want to choose. This study seeks to provide private higher education institutions with a better understanding of the factors which prospective students consider important when choose their institution for their higher studies. It will also allow recruiters to align their plan with what students consider important in the selection of institution for their higher study. As a result of this study, private higher education institutions may realize why students choose one particular private institution over another and then make appropriate adjustments to enhance enrolment.

The purpose of this study was to investigate the factors that influence students' choice to enrol in private higher education institutions in Botswana. The specific objectives of the study were:

- i) To identify the factors influencing students choice to enrol at private higher education institutions.
- ii) To predict the relationship between the factors influencing students' choice and their intention to enrol at private higher education institution.
- iii) To determine the differences in factors influencing students choice among the private higher education institutions.

1.5.1 Research questions

The objectives of the study were achieved by answering three questions:

- i) What are the factors that influence students' choice to enrol at private higher education institutions?
- ii) To what extent do these factors predict the students' intention to enrol at private higher education institutions?
- iii) Are there significant differences in the factors influencing student's choice among the private higher education institutions?

1.5.2 Research hypotheses

The research questions of the study were answered by testing three research hypotheses:

- i) There are factors that influence students' choice to enrol at private higher education institutions.
- ii) The underlying factors do significantly predict the students' intention to enrol at private higher education institution.
- iii) There are significant differences in the factors influencing student's choice among the private higher education institutions.

1.6 Research design and methods

This quantitative study utilized a descriptive survey design to answer the research questions. Quantitative research involves obtaining data from a large group of respondents and is used

in descriptive studies to quantify data and generalize the results from the sample to the target population (Hollensen, 2003). Cooper and Schindler (2006) indicate that the broad area of survey research encompasses any measurement procedures that involve asking questions or perceptions from respondents. Gerber-Nel, Nel and Kotze (2005) point out that surveys could be divided into four major types: personal interviews, telephone surveys, mail surveys and self-administered surveys. A self-administered survey was conducted for data collection through self-administered questionnaires. Self-administered questionnaires are research questionnaires personally delivered to the respondent by the researcher, but completed by a respondent with no interviewer involvement.

1.6.1 Population and sampling

The population for this study consisted of those first year students who were admitted into the private higher education institutions in Botswana. First year students were used in this study in an effort to capture their thoughts regarding their choice decisions while they still remain fresh in their minds. They, therefore, provided valid and reliable information.

Four private higher education institutions in Botswana, two universities and two non-university institutions; were randomly sampled. Therefore, 140 first year students from each sampled institution were selected through stratified random sampling method. Gender of students and type of institution were considered as two strata for sampling. Thus, a sample of 560 first year students ($n=560$) were selected randomly from the four sampled private higher education institutions in Botswana. A stratified random sampling procedure reduces the sampling error, since the characteristics of the population on which stratification is based are known. In addition, stratification can ensure that each sub-division of the population is adequately represented in the sample.

1.6.2 Data collection

1.6.2.1 Construction of data collection instrument

For data collection, a survey was conducted using a validated and reliable self-administered questionnaire. The questionnaire was used as a data collection instrument. The questionnaire was developed through an extensive literature review, and pilot tested. It was divided into three sections. The first section consisted of thirteen (13) questions pertaining to demographic information of the respondents. The second part of the questionnaire included forty nine (49) items on college selection criteria; while the third part included twelve (12) items on the intention of students to enrol at higher education institutions. The second and third part of the questionnaire asked the respondents to indicate the importance of their choice items using a five-point Likert's scale ranging from 1 = unimportant, 2 = slightly important, 3 = important, 4 = very important and 5 = extremely important.

1.6.2.2 Reliability and validity of data collection instrument

In this study, measurement reliability and measurement validity was assessed. To ensure the validity of the instrument, an expert review panel composed of the researcher's adviser and two education experts from the Faculty of Education at the University of Botswana, was requested to validate the instrument. The comments from the review panel were incorporated for finalizing the instrument. As to reliability, this study required an instrument that is consistent among the items. That is, the instrument measured a single concept, or construct. Therefore, the internal consistency reliability measure, Cronbach's alpha was calculated (Gliner and Morgan, 2000).

1.6.2.3 Data collection procedures

Prior to data collection, approval was sought from the Institutional Review Board for Research Using Human Subjects at the University of South Africa, the institution with which researcher was affiliated. The management of each of the selected four institutions was requested to designate a survey administrator responsible for administering the questionnaire so as to collect data from the sampled students. On the agreed date and time, the researcher visited the selected institution and handed over the questionnaire to the survey administrator. The survey administrator in each classroom distributed the survey questionnaire to the students. The students were given sufficient time to respond to questionnaire. After each student had completed the survey, the administrator collected the completed questionnaire and handed them to the researcher immediately.

1.6.3 Data Analysis

Statistical Package for Social Sciences (SPSS) software ver. 23 was used for analysis of data. Prior to any statistical analysis, data was checked for missing values. Descriptive statistics and inferential statistical methods were employed for data analysis. The descriptive statistics used included frequencies, means and percentages in order to analyse demographic information of the sampled students. The factor analysis, regression analysis and analysis of variance were employed as inferential statistics. Before employing inferential statistical analysis, the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity were also conducted. An exploratory factor analysis was conducted to identify the factors influencing the students' choice to enrol at private higher education institution. Regression analysis was used to predict students' intention to enrol at private higher education institutions. The analysis of variance (ANOVA) was employed to determine the

difference among the institutions over the factors influencing students' choice to enrol at private higher education institutions in Botswana.

1.6.4 Ethical considerations

Ethical issues taken into considerations include confidentiality, deception, plagiarism, right to privacy, informed consent and dissemination of the findings. Most of the basic ethical issues were taken care of in conducting this study. Before data collection, permission was sought from the responsible authorities involved in the study. The letter of informed consent forms was completed and the respondents were promised that the information gathered would be kept confidential. An informed consent form was included with the survey instrument and the respondents were requested to return to the researcher. The consent forms were used to explain and clarify several items and questions that the students might have before they participated in the study. The consent form provided the name of the researcher, the topic, and a brief summary of the study. The data collection procedures, along with the risks and the benefits of the study were also explained in the form. The information collected was to be used for research purposes only and the participants were promised confidentiality. The respondents were not asked to reveal their identity, names and their affiliated institutions as a measure of protecting their privacy of the respondents and the institution under study. It is hoped that research papers would be published in reputable research journals as a way of disseminating the findings of the study.

1.7 Motivation for the study

This study was motivated by the fact that there has been tremendous growth in private higher education in Botswana which has led to competition among the institutions to attract more students. On the one hand, the private higher education managers are facing problems of

survival as these institutions depend on tuition fee as the source of revenue, and they, therefore want to attract big numbers of students. On the other hand, the managers do not understand the criteria the prospective students use in selecting private education institution for higher studies. Therefore, factors affecting the choice of students selecting an institution need to be identified. Moreover, the curiosity about the results of the study and the significant contribution to the field motivated the researcher to investigate the factors influencing students' choice of private higher education institution.

1.7.1 Significance of study

This study was set to investigate the factors that influence students' choice to enrol in private higher education institutions in Botswana. The investigation of factors influencing student choice to study in a private higher education institution is important for a number of reasons.

First, the findings of this study should be of practical value to administrators of private higher education institutions. Faced with the need to increase their student enrolment, administrators must gain a comprehensive understanding of the relevant factors affecting a student decision to choose a private higher education institution. A clear understanding of the factors influencing college choice is needed if student recruitment efforts are to yield better results in terms of increasing enrolment. The knowledge on student choice of a higher education institution could also help institutions to understand student expectations and strategies that could be implemented to improve the student experience. Considering the fact that no such study has been conducted in Botswana so far, this study may enable administrators of private higher institutions to develop a better understanding of the process of students' college choice to improve their marketing and recruitment strategies so that they could target the potential students and enhance enrolment and revenue.

Second, an understanding of the college choice process is beneficial to parents, high school teachers and guidance counselors, who play a critical role in the students' choice of a college. Although choosing a college is an important decision for students, having a lasting impact on their lives, parents, high school teachers and guidance counselors often have little knowledge of the process. Findings from this study would help them to understand the college decision-making process so that they may be in a better position to assist and advise their students.

1.7.2 Contribution of the study

It is hoped that the study would reveal valuable information about factors that affect and influence students' choice to enrol in private higher education institutions in Botswana. It would also predict the students choice based on the factors including the information if the choice factors are different among the private higher education institutions. The administrators and policy makers could use the findings to alter their policies so as to attract more prospective students and thus increase enrolment.

The study contributes to the current body of research in the area of student choice of college. Due to an absence of college choice literature in Botswana, little is known about the college choice process of students attending higher education institutions, particularly private institutions. This is the first empirical study on factors affecting students' choice of private higher institutions in Botswana. Thus it may serve as a literature reference for future research in the field. The findings may have relevance to other countries with similar cultural backgrounds, especially Sub-Saharan African countries.

1.7.3 Expected results

The expectation is that results would identify the factors which students consider in selecting a private higher institution for studies. The study would also inform which of the identified

choice factors predict the students' choice in the selection of private higher education institutions. Thus, the results would help the managers and policy makers to make adjustments in their institutions as per the criteria of student's choice of selecting an institution.

1.8 Theoretical and Conceptual framework

A number of theoretical frameworks and models have been developed and used by researchers to provide details and insights on the college choice process, the process through which students make decisions about whether and where to go to college (Bergerson, 2009) and the factors that influence their decision. These frameworks have been used to develop three theoretical, conceptual approaches to modeling college choice: (a) economical models, (b) sociological models, and (c) combined models. The economic models focus on the econometric assumptions that prospective college students rationalize about and make careful cost-benefit analyses when choosing a college (Hossler, Schmit, and Vesper, 1999). The sociological or status-attainment models assume a utilitarian decision-making process that students go through in choosing a college, specifying a variety of social and individual factors leading to occupational and educational aspirations (Jackson, 1982). The combined models incorporate the rational assumptions in the economic models and components of the sociological models. Most combined models divide the student decision-making process into three phases: aspirations development and alternative evaluation, options consideration, and evaluation of the remaining options and final decision (Jackson, 1982). The choice of prospective candidates for higher education is influenced by many factors including social economic and other factors. Therefore, this study used the Perna model as the guiding framework for investigating the factors influencing the student's decision to enrol in private higher education institutions in Botswana.

1.9 Limitations and Delimitations of the study

Limitations are restrictions that arise based on the researchers choice of methodology (Bryant, 2004). Limitations refer to “limiting conditions or restrictive weaknesses” (Locke, Spiruduso and Silverman, 2007: 16). All research studies have limitations, possibly related to the difficulty of controlling variables within the research design or related to the limited types of data that can be gathered due to ethics or feasibility. There were a few limitations to this study. Limitations arose in trying to contact gatekeepers, as they are always busy doing their work and did not want to take part in the study because it was not related to work. The study drew samples from first year students’ enrolled in the institution and did not include the aspiring students to be admitted for higher education. Lastly, the honesty of the respondents in responding to the questions during the survey may be a constraint and may have influenced the results of the study.

Delimitations are factors that may prevent the researcher from asserting that the research findings are true for all people in all situations (Bryant, 2004). This study applied a quantitative approach and the instrument (questionnaire) was rigorously developed based on the literature reviewed. Although the process of validating and measurement of the reliability of the instrument was completed before the final survey, evaluation made by the respondents may not be accurate due to misunderstanding of the concepts measured by the items provided in the questionnaire.

1.10 Definitions of terms

For the purpose of better understanding of this study, the researcher identified and defined the following terms in an effort to assist the readers to comprehend the contents of this study and to avoid or eliminate any misinterpretation.

1.10.1 Higher education or tertiary education

Higher education refers to all formal education programmes that require a minimum entry requirement of senior secondary education. These refers to certificate or diploma, degree and other advanced courses offered by the various institutions. The terms ‘higher education’ and ‘tertiary education’ are used interchangeably in this study.

1.10.2 Institution or College or University

Institution or College or University refers only to institutions of higher learning in Botswana where a certificate, diploma or bachelor’s degree programs are offered.

1.10.3 Public higher institution or Public College or Public University

Public higher institution or Public College or Public University refers to a state-funded institution of higher learning where the minimum degree offerings will include certificate, diploma or bachelor’s degree.

1.10.4 Private higher institution or Private College or Private University

Private higher institution or Private College or Private University refers to a privately funded institution of higher learning where the minimum degree offerings include a certificate, diploma or bachelor’s degree.

1.10.5 Prospective or Potential College Student

Prospective or Potential College Student refers to any undergraduate student who could potentially attend a college institution or university in Botswana in the future regardless of age, gender or education level.

1.10.6 Choice

Choice is a stage in which students assess their list of colleges, select a college or colleges to apply to, and make a decision to enrol (Hossler, Braxton and Cooppersmith, 1989).

1.10.7 Student choice

Students 'choice refers to the decision on preference of a higher institution for possible further education. This decision is assumed to be made in relation to the need satisfaction (Glasser, 1998) and the consideration of opportunity and appraisal the possible costs and benefits for their future life (Crossman, 2010).

1.10.8 College Choice

College Choice deals with a prospective college student's choice to attend one particular type of college over another.

1.10.9 College choice process

College choice process is "A complex, multistage process, during which an individual develops aspirations to continue formal education beyond high school, followed later by a decision to attend a specific college, university or institution of advanced training" (Hossler, Braxton and Coopersmith, 1996:234). The terms "college choice" and "college choice process" are used interchangeably in this study.

1.10.10 College characteristics

College characteristics are the attributes presumed to be significant during the college choice process including academic reputation, academic programs, educational facilities, location, and social atmosphere.

1.10.11 Gatekeeper

It is an individual who allows access to a group of people (Gatekeeper, 2013).

1.11 Organisation of the study

This thesis is divided into five chapters and is as follows.

Chapter One provides information on the background and overview of study. Additionally, the chapter also explains the research problem and purpose, state the objectives, highlights

the research questions, discusses the significance of the study, discusses the limitations of the study, and defines the key terms used in the study.

Chapter Two provides a review of literature related with this study which will be presented in three sub sections. The first section focuses on literature related to the college choice theories and models. It also reflects on the theoretical framework of this study. The second section reviews literature on factors affecting student's choice in selection of higher education institution. The third and last section of this chapter provides an overview of three international studies identified and the factors that influence student's choice to study at their institution of higher learning are discussed.

Chapter Three presents the research methodology and procedures that were used in conducting this study. It includes research design, research population and sample, data collection instrument, data collection procedures, data analysis methods and ethical consideration.

Chapter Four presents the results of the study and interpretation into sections consistent with the research questions of the study.

Chapter Five highlights the discussion, conclusions, implications of study and, recommendations for future research.

1.12 Summary of the chapter

This chapter focused on the introduction and overview of study. The chapter covered the introduction, an overview of higher education and background of the problem, the problem statement, research questions and research hypothesis of the study. Methodological procedures including research design, population and sample, data collection and analysis

were briefly presented. The motivation for study and limitations of the study were also mentioned. The relevant terms used were defined. Finally, the organization of the study was laid out and the chapter concluded with a summary.

The review of literature regarding this study is presented in chapter 2.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

The purpose of this study is to investigate the factors that influence students' college choice to enrol at private higher education institutions in Botswana. In order to have a better understanding of the factors that influence the college selection by students, it was necessary to know the college choice process and the theories behind the choice process. A thorough review of three international studies was also conducted and presented. Therefore, the literature review in this study is presented in four sections; college choice process, choice models, factors affecting students' choice and, a review of three international studies. The literature review was conducted by searching through peer reviewed journals, dissertations, and books about college choice theories and factors affecting choice decision. The educational research complete database was utilized including ERIC, EBSCOHOST, ProQuest, and Google Scholar.

2.2 The College Choice Process

Student college choice is a basic and integral part of theory and research on higher education. Unlike elementary, primary and secondary schools, post-secondary students have the freedom to choose (John, 1990a). They must decide whether to go to college, which college to enrol in, what to major in, which courses to take, and so on. The college choice process refers to the stages and factors that influence applicants when deciding which colleges to apply to and what factors to consider when deciding which of the colleges or universities they have been admitted to they wish to attend (Ranero, 1999). In order to gain a better understanding of college choice process, it was important to know the stages through which a student passes

during the college selection process. Hossler and Gallagher (1987) have indicated three stage model of college choice process namely predisposition, search and choice. At each stage of the model, an individual student and other factors interact to produce an outcome that influences the student college choice process.

The first stage of the college selection process is predisposition. This stage is also known as the college aspiration formation stage (Paulsen, 1990). This stage is characterized by students determining whether they would like to continue their education beyond the secondary school or not. Thus, at this stage a student decides to attend or not to attend a college. During this stage, background characteristics influence students in making the decision (Hossler and Gallagher, 1987; Martin and Dixon, 1991). These influences include socioeconomic status, race, gender, ability, achievement, attitudes, and educational background of parents and peers school characteristics (Hossler and Gallagher, 1987; Stage and Hossler, 1989; Nora and Cabera, 1992; Somers et al., 1999; Litten, 1982; Paulsen, 1990).

The second stage of the college selection process is the search stage. Once students have decided that they are going to pursue higher education, they begin to seek for information and formulate choice about colleges and universities that they might be interested in attending (Hossler and Gallagher, 1987; Litten, 1982; Martin and Dixon, 1991; Paulsen, 1990). At this stage, students create a list of potential colleges and universities, which researchers refer to as a choice set. Using this choice set, students begin to examine certain attributes of these colleges and obtain information that will assist them in making their decision to apply to particular institutions for their study (Hossler and Gallagher, 1987; Chapman, 1981, Litten, 1982; Martin and Dixon, 1991).

The second stage of college choice process ends when the students have decided on the colleges or universities they will apply to and have completed the applications for those preferred institutions. The students send in applications to their institutions of choice and wait to learn which colleges have accepted them (Paulsen, 1990).

The third and the final stage of college selection process is the choice stage. At this stage, students make a decision to attend one of those colleges or universities which have notified of their acceptance. The Educational and occupational aspirations cost and financial aid and, college activities influence the decision making. At this stage, students will have different approaches to making their ultimate decision (Matthay, 1989; McDonough and Antonio, 1996; Paulsen, 1990), but the institutional characteristics and their own personal characteristics are the most important in final decision to attend an institution (Paulsen, 1990). This last stage of college selection process ends with the enrolment at the chosen college.

2.3 College Choice Models

College choice has been defined as “the process through which students decide whether and where to go to college” (Bergerson, 2009: 2). Choice models helps in better understanding of the choices that are made when a person is confronted with multiple alternatives (Rose and Scarpa, 2008). A variety of models have been developed to provide rationale for students’ college choice. These models generally fit into one of three categories, as identified by Hossler, Braxton, and Coopersmith (1989): econometric, sociological and combined models. Since no study has been conducted on student college choice in Botswana, it will be worthy for educational administrators and other stakeholders to have an idea of all the college choice models. However, the focus of the study will be on combined models.

2.3.1 Econometric Models

The econometric models are also called economic models. The fundamental basis of econometric models is that “students maximize a utility (e.g., high quality, low cost), often using cost-benefit analysis” (Hossler et al., 1999:142). These models make the assumption that, “as students consider colleges, they can detail the advantages and disadvantages of each, associate a utility or a value with the attributes of each, make reasonable assumptions about the outcomes of one decision over another, and then choose more or less rationally in order to maximize benefits and reduce costs” (Hossler et al., 1999:142). Econometric models (Kotler and Fox, 1985; McDonough, 1997) view college attendance as an economic benefit, where students who choose to attend college do so because the perceived benefits outweigh the benefits of any alternatives. McDonough (1997:3) proposed that “students maximize perceived cost-benefits in their college choices; have perfect information; and are engaged in a process of rational choice”. Thus, an econometric model focuses on expected costs, expected future earnings, student background characteristics, and college characteristics as factors important to the study of college choice (Hossler and Stage, 1992).

Econometric models assume that students possess perfect (or near-perfect) information and make rational decisions in order to maximize utilities; however, this is not always the reality (Hossler et al., 1999:144). However, econometric models fail to address how the college choice process is influenced by institutions (Espinoza, 2001:23). Therefore, some researchers have questioned the applicability of econometric models to studies of college choice, arguing that students often lack the ability to adequately and rationally process information affecting matriculation due to socioeconomic constraints and limited information (Jackson, 1982).

2.3.2 Sociological Models

Sociological models are also called status-attainment models. The sociological models of college choice emphasize “how socialization processes, family conditions, interactions with peers, and school environments help shape students’ college choices” (Hossler et al., 1999:144). These models assume that behavioral variables, such as students’ academic performance or how their families spend their leisure time, interact with background variables, like the occupational and educational status of parents, to determine students’ educational aspirations (Sewell and Shah, 1978). Unlike econometric models, which treat student choice as a rational decision, sociological models assume that student choices are narrowed down through the socialization process. This process includes the interactive effects of family, school and society (Hossler, Braxton and Coopersmith, 1989; McDonough, 1997). Factors presumed to influence student choice are as follows: family socioeconomic background, student academic ability, and parental encouragement, influence of significant others, high school academic performance, motivation and high school academic standards (McDonough, 1997). Sociological theories as described by Paulsen (1990) and McDonough (1997) focus on the characteristics that influence both social and cultural capital, including socioeconomic status and academic ability. A sociological model considers the role of certain factors in the attainment of positions or occupations of prestige or status which influence the college choice.

2.3.3 Combined Models

Combined models, as the name indicates, integrate factors of both the econometric and the sociological models. The econometric models assume that students make rational decisions, but the sociological models have more interaction between variables that measure the traits of individual students and variables that assess broad social constructs (Hossler et al.,

1999:144). Combined models, which incorporate facets of the economic and sociological models, may provide more explanatory power than any single prospective (Hossler et al., 1999:144). Combined models have the distinct advantage in that “the researcher can choose variables from either domain or concentrate on the sociological aspect of college choice as a process while maintaining the decision-making prospective of economics” (Hossler et al., 1999:144-145).

Employing combined models to study college choice is better than employing either econometric or sociological models alone because combined models include a broad range of influential factors (Hossler, Braxton and Coopersmith, 1989:234) which enable researchers to examine a developmental, multi-stage process, during which "an individual develops aspirations to continue formal education beyond high school, followed later by a decision to attend a specific college". Hossler, Braxton, and Coopersmith (1989:247) describe the advantages of the combined models as follows:

The combined models are the most inclusive of the three approaches, as a wide range of variables is predicted to influence the college choice process. Moreover, the combined models incorporate more than a single stage of the choice process. The econometric models also include a number of variables of presumed influence, and focus on one of two stages of the choice process: college-going and choice behavior. The sociological models, however, include a limited number of variables and focus on only the aspiration stage of the choice process.

Thus, the combined models could provide more information on the factors influencing the student’s choice of college selection. This study therefore conceptualizes the combined models of choice for investigating factors influencing the student’s choice of students to enrol in private higher institutions. The combined models of Jackson (1982), Litten (1982), Chapman (1984), Hossler and Gallagher (1987) and Perna (2006) are the main combined models. All the combined models are briefly discussed as follows:

2.3.3.1 *The Chapman Model*

Chapman's model was developed by Chapman in 1981. His model suggested that students go through a sequence of five interrelated stages in university selection. The first stage is pre-search behaviour which begins when a student first recognizes the possible need and desirability of a university-level education with demographic factors playing a major influencing role. The second stage is the search behaviour and this stage is characterized by extensive and active acquisition of information about possible university alternatives (Chapman, 1984). The third stage is the application stage, in which students apply to universities that they are interested in and to which they are likely to be admitted. Chapman (1981) points out that the fourth stage is the choice decision phase and the last stage is the matriculation stage which relates to the student not turning up at the university they would have been admitted. Changed family or personal circumstances such as significant changes in financial situation and unexpected events may alter the original choice decision (Chapman, 1986). Figure 2.1 is adapted from the Chapman model.

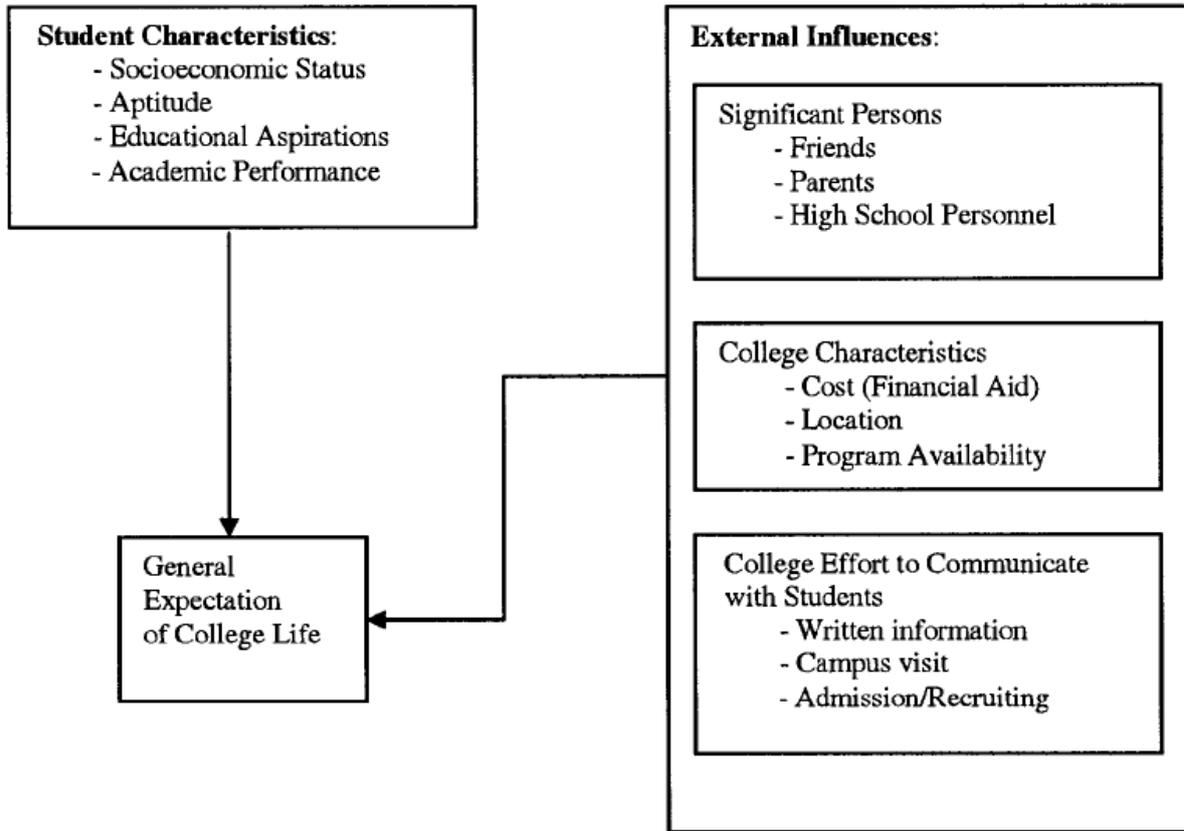


Figure 2.1: The Chapman Model.

The Chapman model includes both the individual prospective and the institutional prospective whereby the student's characteristics and the external influences interact to form students' choice of a college to enrol (Figure 2.1). Chapman (1981) noted that the external influences were (a) significant persons (friends, parents, and high school personnel), (b) fixed college characteristics (cost, location, and availability of program), and (c) college efforts to communicate with students. He also stated that the result related to college choice comprises of a combination of both internal and external influences. According to his model, he listed the student's socioeconomic status (SES) and the student's aptitude as the internal influences. The author showed three specific ways in which significant persons can influence a student's college choice: (a) personal comments, (b) direct advice, and (c) where a close friend or family member may have actually attended college themselves.

The Chapman model does not include all possible variables presumed to be influential on college choice (Chapman, 1981). However, the model does consider the interrelationship of the major factors that shape college choice, and lays a foundation for subsequent development of college choice models.

2.3.3.2 The Jackson Model

The Jackson's model (1982) reduces the number of stages in Chapman's model and consists of three stages: preference, exclusion, and evaluation. It proposes that a student goes through these three stages prior to making a choice. The first stage is the preference stage where it is suggested that academic achievement has the strongest correlation with students' educational aspirations. At this stage, Jackson (1982:239-240) suggests that students' aspirations develop in line with sociological findings, with the three strongest correlates of high school students' aspirations being (in decreasing order of strength): academic achievement, context, and family background.

The second stage is the exclusion stage whereby the student goes through a process of eliminating some institutions from the prospective list. In the exclusion phase, Jackson utilizes economic theory to maintain that college decision-making is a process of excluding institutions (Hossler et al., 1999:146). He asserts that "students' choice sets depend on their exclusion criteria, which in turn depend on their anticipated financial resources and their academic experience" (Jackson, 1982:240).

The last stage is the evaluation stage where student is faced with the choice set of institutions from which they make their final choice using a rating scheme. During the evaluation phase, student assesses the remaining options in his or her choice set, perhaps implicitly "translating his or her preferences into a rating scheme, rating each option in the choice set, and selecting

according to these ratings” (Jackson, 1982:241). This last stage exists in the presumption that students do not always behave rationally hence the rating scheme leads students to a final choice of an institution. The strength of this model is that it incorporates both econometric and sociological perspective. Yet, this model fails to address the process of college choice (Hossler, Braxton and Coppersmith, 1989). Figure 2.2 is adapted from the Jackson model.

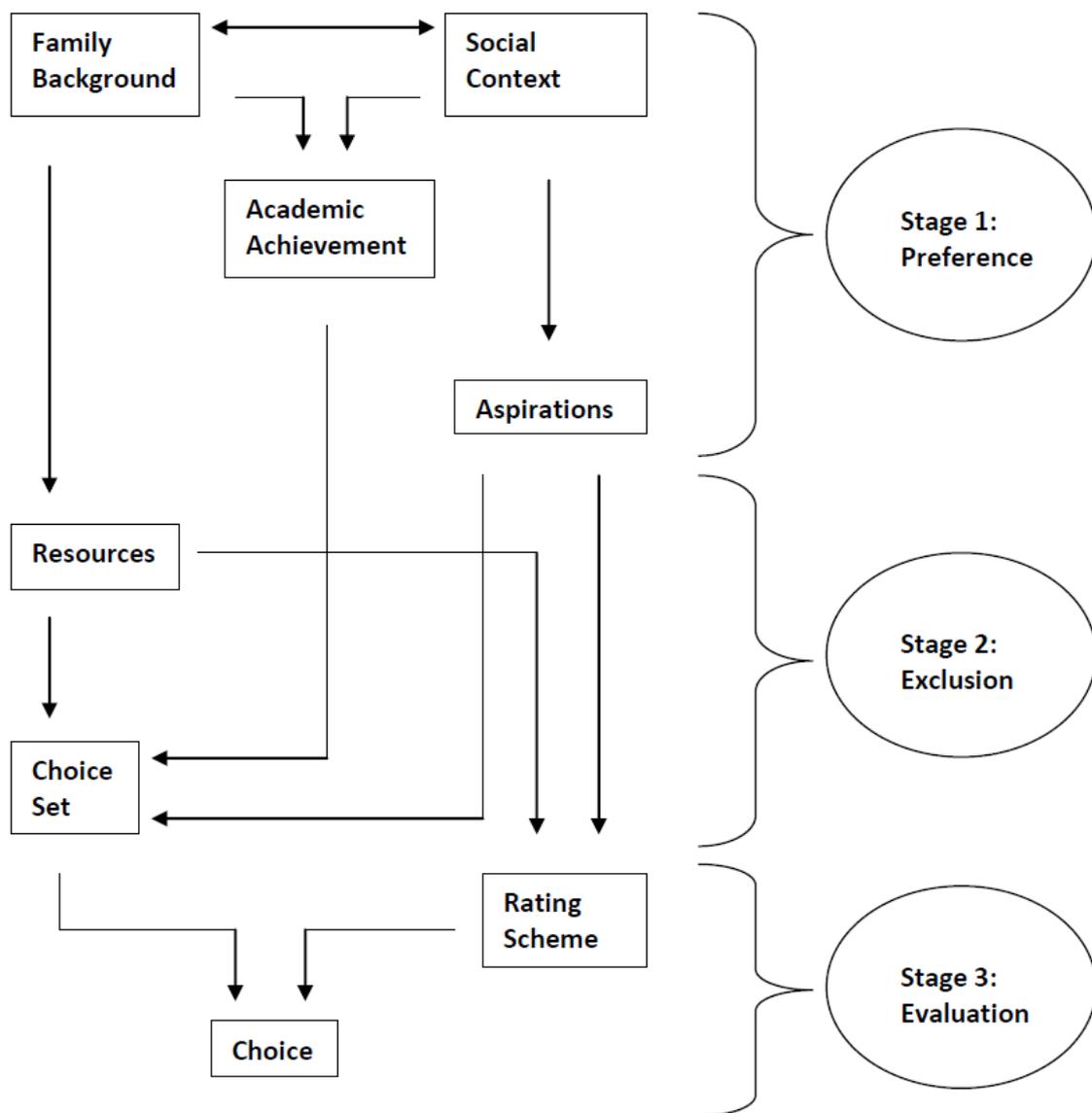


Figure 2.2: The Jackson Model

2.3.3.3 The Hanson and Litten Model

The Hanson and Litten model (1982) is a cross between Jackson's student-based model and the more institutional-based Chapman model as this model incorporates students' characteristics and personal attributes as well as environmental variables and university characteristics and actions (Rashkov, 2010). Figure 2.3 is adapted from the Hanson and Litten model.

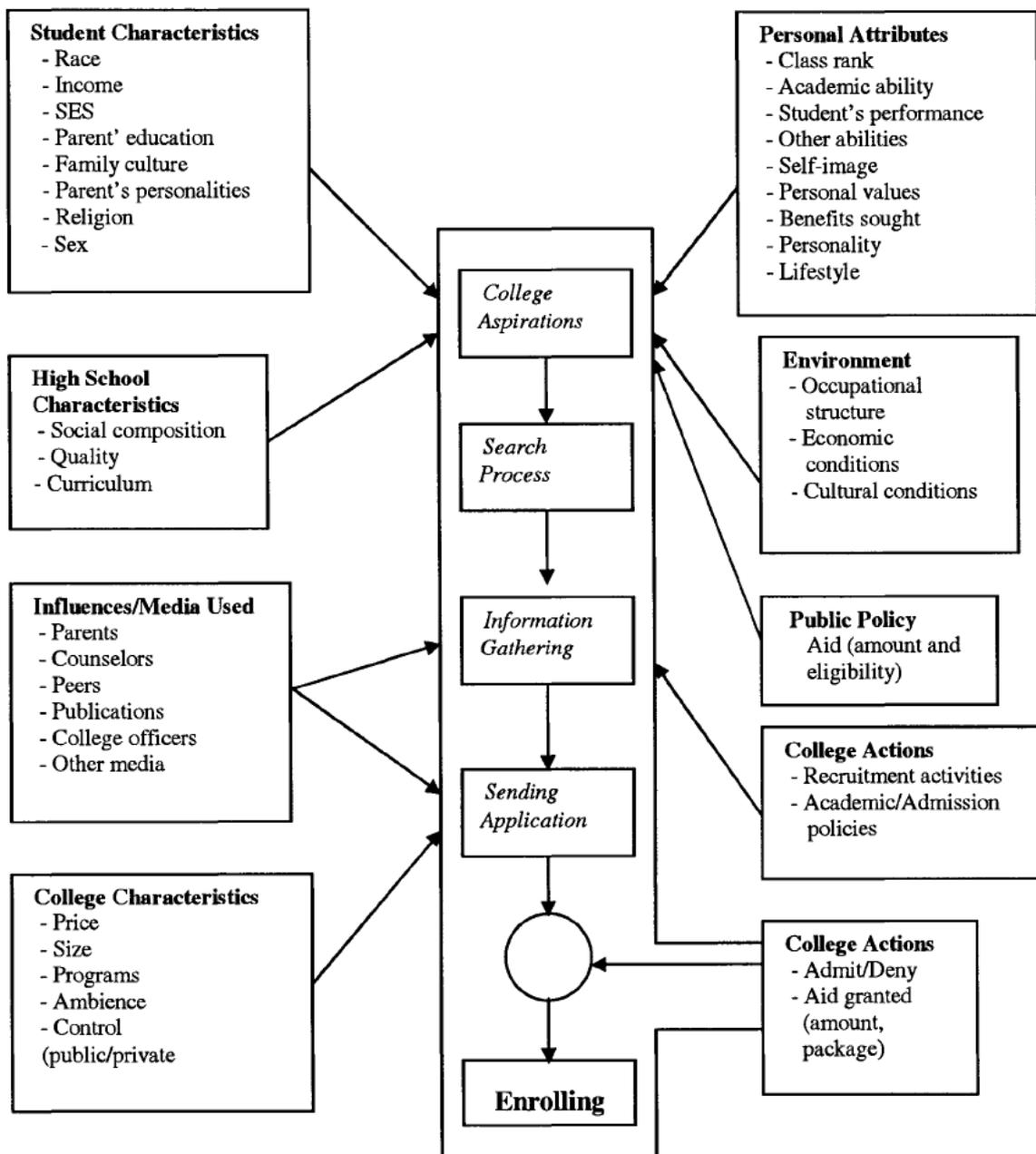


Figure 2.3: The Hanson and Litten Model

Hanson and Litten model describes college selection as a continuing process of five steps. Firstly, having university aspirations; secondly, starting the search process; the third stage, gathering information; fourth stage, sending applications; and finally, enrolling (Figure 2.3.). Hanson and Litten model recognized a diversity of variables influencing the college selection process of students. They indicated that primary influences affecting the college choice process were background characteristics, personal characteristics, high school characteristics, and college characteristics. They defined background or student characteristics as gender, race, parental education, socioeconomic status, parental personalities, family culture, religion, and parental income. Personal characteristics were shown to contain self-image, class rank, student performance, personal values, personality, lifestyle, benefits sought, and academic ability. High school characteristics listed social composition, programs, quality, and curriculum. Finally, the college characteristics incorporated size, ambiance, and timeliness in responding to student inquiries, price, control (public or private), and programs.

2.3.3.4 The Chapman and Jackson Model

Chapman and Jackson (1987:11) comprehensive model accounts for a wide spectrum of variables investigated within prior research studies, including "...student characteristics and background, student attitudes, student perceptions of colleges, college characteristics, money (parental income level, tuition, and financial aid), student self-reported preferences, and actual college choices of students". Viewing the college choice process as the formation of intermediate summary measures followed by the weight of intermediate constructs, Chapman and Jackson (1987) suggested that college choice is a result of the combination of the following three behaviors: perception formation, preference formation, and choice. The model proposes that students' perceptions about an institution are synthesized to form a comprehensive evaluation of the institution's value (preference formation), which leads

ultimately to observed college choices. According to Chapman and Jackson's (1987) model a student's overall impression of an institution is formed at the perception formation stage. Chapman and Jackson's (1987) supported the premise that early preferences for a particular institution are principally influenced by perceptions of academic quality, followed by perceptions of the school's social climate. Early perceptions of various colleges are formed by a combination of students' individual backgrounds of with students' previous exposure to the college and the brand that institutions have intentionally or non-intentionally promoted. Similar to perception formation, the formation of student preferences is believed to be dependent on the interactions between the student and the institution, and the influence of the particular college.

2.3.3.5 The Hossler and Gallagher Model

Hossler and Gallagher (1987:208), like Jackson (1982), and Litten (1982), posit that students move through phases, from the "initial step of establishing a predisposition toward higher education to the final step of selecting an institution to attend". Informed by The Hanson and Litten Model, Hossler and Gallagher's Model (1987) categorizes the selection process into three phases: predisposition, search, and choice (Bateman and Spruill, 1996; Bergerson, 2009; Shaw, Kobrin, and Packman, 2009). The predisposition phase entails students' decisions/aspirations to enrol in post-secondary education. The search phase is the process of considering types of institutions to which to apply. The choice phase is the selection of an institution to attend. In this model of college choice, the three processes typically do not occur concurrently, but rather simultaneously, often overlapping one another. The first stage of predisposition is defined as the phase in which students decide whether or not to pursue formal education after high school. Several factors that have been found to predispose students toward college include socio-economic status, students' academic achievement,

parents' education levels, ethnicity, gender, encouragement from high school counselors and teachers, support from peers, and parental expectations and encouragement (Hossler and Stage, 1992). During the search stage, students access information on specific colleges to further examine the opportunities and benefits. It is within this phase that students are most likely to consider external and institutional information sources. Factors that may be considered by students at this second phase include cost of attendance, availability and offers of financial assistance, and academic reputation. The third stage of college choice is the application of the predisposition factors combined with the information gathered during the search phase (Hossler and Gallagher, 1987). The Hossler and Gallagher Model is presented in Figure 2.4.

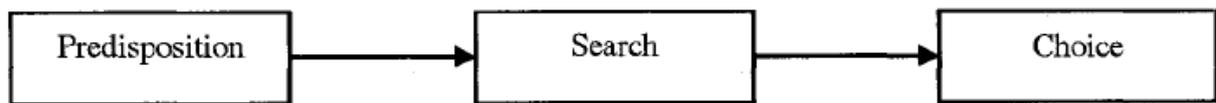


Figure 2.4: The Hossler and Gallagher Model

2.3.3.6 The Cabrera and La Nasa Model

Cabrera and La Nasa (2000) created a choice model that contains stages of college choice and includes multiple factors and outcomes at each stage. The stages in the model included secondary grade levels: (a) predisposition, (b) search, and (c) choice. Each stage presents factors consistent with the cognitive development for each age. This model uses a temporal approach for viewing the influences through the economic and sociological lens of school students and their decision making process with interactions between the stages (Cabrera and La Nasa, 2000).

2.3.3.7 The Perna Model

Perna (2006) developed the Conceptual Model of College Choice, which specified the social, economic, and habitus influence in the decision process. The Pernas' model is presented in Figure 2.5. This college choice model contains the four layers of: (a) social, (b) economic, and policy context, higher education context, (c) school and community context, and (d) habitus. In Perna's model, the outermost layer containing social, economic, and policy context of the decision, is influenced by "social forces" (e.g., demographic changes), economic conditions (e.g., unemployment rate), and public policies (e.g., establishment of a new need-based grant program)" (Perna, 2006:119). The second layer of this model includes higher education context and the role that higher education institutions play in college choice. In this layer of the model, higher education institutions influence college choice in three ways. The first way is through the information that the college provides prospective students and families. The second is the attributes and characteristics of each individual institution. The final influence is through the availability of enrolment slots at the institution (Perna, 2006).

The third layer of the model is the school and community context of college choice. This layer contains the social component of when a student is provided assistance in the process. Teachers and guidance counselors can provide information and assistance with college materials including providing the student with view books, catalogs, and other materials and information obtained by the college counseling or guidance office. The school context can be restrictive especially in low income high schools with fewer materials and the potential for counselors to concentrate on career counseling instead of college guidance (Perna, 2006).

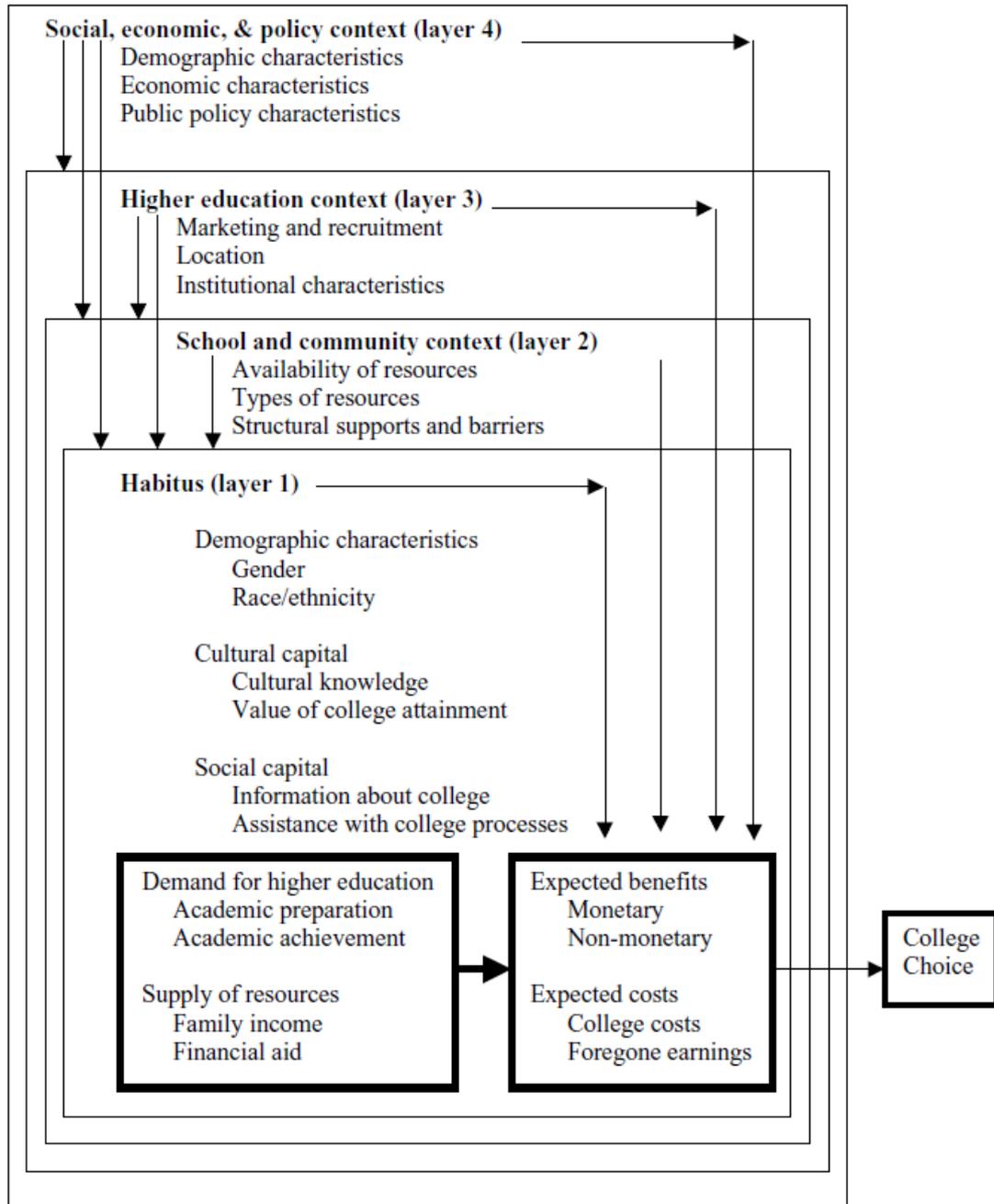


Figure 2.5: Perna's Model

The last of the four contextual layers in the model is individual's habitus which reveals "an individual's demographic characteristics, particularly gender, race/ethnicity, and SES, as well as cultural and social capital" (Perna, 2006:117). This layer is viewed as the most important layer in the decision process because it looks at the individual student and the characteristics that are specific to that one student. The multiple layers included in this model are based on

the assumption that influence on college decision making comes from multiple influential parts. The layers in this model hypothesize that “college choice is ultimately based on a comparison of the benefits and costs of enrolling, assessments of the benefits and costs are shaped not only by the demand for higher education and supply of resources to pay the costs, but also by an individual’s habitus and, directly and indirectly, by the family, school, and community context, higher education context, and social, economic, and policy context” (Perna, 2006:119).

The choice models reviewed in this study reveals an overlap and suggests that college choice may be conceived of as a sequential process. The choice process is influenced by both sociological and econometric factors. Although each model gives different names to the sequential stages, the concepts underlying the stages are the same and can be mentioned as predisposition stage, search stage and choice. The first stage is to decide whether or not they would like to pursue their formal education beyond school. The second stage is the search stage, in which students seek information and develop knowledge about different post-secondary institutions. Students gather information from different sources and then make a list of possible colleges they will consider for application. The third stage is the choice which ends with enrolment in college. At this stage of choice making, students choose a college or colleges from the list of colleges, apply to those colleges and then, from the list of colleges that have approved them for acceptance, decide on the institution in which they would like to enrol.

2.4 Factors influencing students’ college choice

The factors which impact choice of university involve significant decisions which set the foundation for success in life and career. The choice process has changed significantly during the past half-century as a result of changes in student demographics as well as the

development of institutional admissions and marketing practices (Kinzie, et al., 2004). Choice factors stand for those criteria the deciding student uses to rate the available options (Kim and Gasman, 2011; Kotler and Fox, 2002). In this review, the following choice factors, namely; demographic factors, institutional factors and other factors are discussed the next sections.

2.4.1 Demographic factors

The demographic information can have a strong influence on a student's college decision making process. While demographic information is an important factor, it cannot be influenced by a higher education institution (Kim, 2004). Understanding the importance of the demographic factors is imperative for the institution to find ways to counteract what could be deemed an unappealing issue for a specific demographic group (Horvat, 1996; Perun, 1982). The literature reviewed on the major components of demographic factors and their influence on college choice is presented as follows.

2.4.1.1 Student and family characteristics

The history of the literature demonstrates that students and family characteristics such as race, gender and social status have the strongest relationship with educational attainment (Kinzie, et al., 2004). According to McDonough (1997:5), "African-Americans, women, and low-SES students are especially likely to attend less selective institutions even if their ability and achievements are high". Not surprisingly, Brewer, Eide and Ehrenberg (1999) found that students from high socioeconomic backgrounds and students who are academically talented are more likely to attend elite institutions. Students are more sensitive than their peers to the costs of higher education, are more responsive to grants and scholarships (Johnson, Stewart and Eberly, 1999; Hoyt and Brown, 2003), and "African Americans are more sensitive than

other students to changes in tuition and financial aid, even after controlling for socioeconomic status and academic ability” (Kim, 2004:45). Lopez (2009) found that students with different demographic background showed different perceptions and considerations on the characteristics and the environmental setting of the institution. Kealy and Rockel (1987:685) suggested three “universal perceptions of quality: academic, social life atmosphere, and location” influence students choice. The degree of importance of these factors often depended on sociological features including parental education level, socioeconomic status, type of high school attended, and career aspirations (Niu and Tienda, 2008).

2.4.1.2 Socioeconomic status

Johanson (1999:23) describes how socioeconomic status affects college choice. Higher education enrolments are generally biased towards the upper class. Specifically, selectivity in public HEIs (higher education institutions) discriminates against poorer students. Because of low tuition most SUCs (state colleges and universities) have to ration admissions. The UP [University of the Philippines] rejects more than 95 percent of the applicants . . . and the USEP in Davao rejects 90 percent. The selection processes are based on entrance examinations developed by each institution. Equity criteria are typically not part of the admissions process. Quite naturally, students who have gone to the best secondary schools or who have additional years of preparation at the secondary level . . . are favored on the entrance examinations. Students from high income families are those who most often attend the best secondary schools. Consequently, students from public high schools are at a disadvantage in gaining entry into public higher education. Although the justification for public subsidies to the SUCs is ostensibly that they cater to poorer families, in fact, this is often not the case. It is widely accepted those students at the UP – the best public institution

in the country –come disproportionately from the upper classes. . . . UP does offer “socialized tuition,” in which students pay according to ability. But this does not compensate [for] the fact that poor students are not likely to be able to enter in the first place. Ironically, students of rich families attend public institutions at subsidized tuition while the poorest students have to pay much higher rates of tuition in private institutions.

A number of research studies demonstrated the disparity between low and middle income students and high income students, with high income students being more likely to attend institutions which are more costly and more selective (Brewer, et al., 1999; Hearn, 1987; Manski and Wise, 1983; Paulsen, 1990). Hossler and Stage (1992) suggested that socio-economic status has an indirect impact on a student’s predisposition to attend college, as there is a positive relationship between socio-economic status, students’ academic success, and students’ perceptions of the educational expectations that others have for them. High-income students in the lowest standardized test quartile enrol in college more frequently than low income students in the highest test quartile (Carnevale and Strohl, 2010).

2.4.1.3 Educational level of parents

The educational level of parents also influences the choice of higher education institution. Being raised by parents who lack awareness of the college experience may put students at a disadvantage when it comes to making decisions about where to go to college and how to be successful once enrolled. Further, students have been found to receive encouragement and support from their families when it comes to college choice and attendance (Arredondo, 1999). The students appear to have a higher likelihood of viewing college as realistic when their parents stress the importance of educational success (Ceja, 2004). Students with at least one college educated parent enrol in post-secondary education at nearly twice the rate of students whose parents do not possess a college degree (Aud et al., 2011).

2.4.2 Institutional Factors

The institutional factors can have either a positive or negative influence on a prospective student's decision to attend an institution. The relationship between students' preferences and institutional characteristics is a significant determinant of where students ultimately decide to attend a college (Weiler, 1994; Hossler 1998). Strayhorn, Blakewood and Devita (2008) suggest that three sets of factors influence university choice decisions: academic, financial, and individual traits or experiences. The university attributes, among others, include lecturers' quality, availability of desired programs, international recognition, quality of college facilities (library services, computing facilities and recreational facilities), class size and subject difficulty and availability of financial support (Ismail, 2008, Canale, et al., 1996).

Baharun (2004) identified five factors which included the value and reputation of education, program structure, conducive facilities and resources, choice influencers, and customer orientation. Although the study was conducted on Malaysia public universities, similar to students studying in Malaysian private universities, one of the key factors is the desire to have quality education. Sidin et al. (2003) identified factors affecting students choice of a college include (1) personal, (2) academic quality and facilities, (3) campus, (4) socialization, and (5) financial aids. These findings are supported by Angulo, Pergalova and Rialp (2010:2) who identified factors which included institutional attributes such as "academic excellence, career opportunities, and quality of education, cost, tuition fees, and reputation".

Dolinsky (2010) surveyed institution and found students placed the highest importance on factors regarding program of study, tuition cost, financial aid, and job placement when selecting a college. Nurlida, Faridah, Nooraini and Norzaidi (2010) concede that the more the attributes meet the expectations of students based on information gathered, the higher the

enrolment at the university. Students evaluate programmes based on: selection of courses, availability of courses and entry requirements; quality and variety of education (Shanka, Quintal and Taylor, 2005); and quality and flexibility of degree/course combinations (Holdsworth and Nind, 2006).

The most comprehensive and recent research study on the factors influencing students choice to study at higher education institution comes from Noel-Levitz (2012:3) whereby over 36,000 students from public and private institutions participated in the study. The factors of influence measured included “cost, financial aid, academic reputation, size of the institution, recommendations from family and friends, geographic setting, campus appearance, and personalized attention prior to enrolment”. This study revealed that “academic reputation is a strong factor, ranking as one of the top three enrolment factors across all institution types, with at least seventy percent of students indicating it is important or very important [in their enrolment decision]” (Noel-Levitz, 2012:4). Of students attending public institutions, cost was the number one factor, while academic reputation was the top factor for students attending private institutions. Academic reputation was the third most important factor for those attending public institutions, and cost was third for those attending private institutions. In addition, students attending public institutions were more concerned with geographical location, while campus appearance was more important to those attending private institutions.

2.4.2.1 Location/proximity to home

A concomitant factor with is distance from home to the selected institution. Choy and Ottinger (1998) found that location of an institution was provided as one of the top reasons for choosing an institution, with proximity to home as the main reason for the choice. Students are more likely to attend college outside of their local market area when they are male, belong to a higher socio-economic status, their parents have higher education levels,

and when they have high academic abilities and educational aspirations (Hoyt and Brown, 2003; Paulsen, 1990). Disadvantaged students often viewed institutions closer to their home as the only viable options for higher education including staying at home instead of paying the expense for room and board. Conversely, Hoxby (1997) found that the increase in transportation opportunities has increased the chance for students to feel more comfortable attending an institution that is not in close proximity to their home. Non-academic factors of the institution such as social experience and location, appeared to be factors considered by students when making their decision to attend a particular college (Capraro et al., 2004). According to a study conducted by Chute (2006), 56% of students attend a higher education institution within one hundred miles of their hometown. Drewes (2006) indicates that students prefer universities closer to home as the additional costs of living away make further afield institutions less attractive.

Turley (2009) found proximity to the home a strong influence on students applying to more institutions closer to their home and ultimately attending closer institutions. Gibbons and Vignoles (2009) assert that students from the lower socio-economic backgrounds have a lower attendance rate of high quality research institutions largely because these universities are usually farther from home which increases costs. Gibbons and Vignoles (2009) claim that commuting or re-location costs are important choice factors with lower income students and may deter some students from attending university at all. Although the same study indicates that locale usually does not have a negative impact on participation, but rather where the students will attend, with the nearer institutions receiving the higher rate of attendance. Hourigan (2011) uncovered that the role of location in the college choice process is essential and concluded that location of an institution was an important attribute in students decision making process.

2.4.2.2 Cost and availability of financial aid

The financial realities of a college education are likely to influence a student's choice of where to attend college; and the subject has drawn a great deal of attention from researchers (Braunstein, McGrath and Pescatrice, 1999; DesJardins, Ahlburg and McCall, 2006; Morelon-Quainoo et al. 2009; Ehrenberg and Sherman, 1984; Hossler and Gallagher, 1987; Hossler, et al., 1999; Kim, 2004; McPherson and Schapiro, 1991; Parker and Summers, 1993). Foskett, Maringe and Roberts (2006) found that flexibility of fee payment, availability of financial aid, and reasonable accommodation costs exert a significant influence on students' choice of a higher education institution. Much of the existing research supports the notion that, regarding students' interests in developing human capital, students consider the trade-offs between current costs and future expectations of financial and non-financial benefits of the education (Hill, 2008).

Steiner and Wrohlich (2008) found a small but significant positive effect of student financial aid on the enrolment decision. On the other hand, Soo and Elliot (2008) studied on the influence of financial cost of attending a university and showed a non-significant relationship between fees charged by an institution and the choice to enrol at the institution. On the other hand, Saichaie (2011) reported that the fees of studying influence the choice of higher education.

Schoenherr (2009) indicated that financial aid was the most crucial factor in predicting whether student would attend a university. Financial concerns due to an economic recession are driving students to pursue postsecondary education in order to become more marketable, and many of these students require financial aid (Lindell, 2009). Some students in more expensive institutions, whose families are concerned about educational expenses, are

transferring to less-costly universities or to community colleges in order to decrease the amount of debt they carry (Strauss, 2009). An increase in tuition fees results in a decrease in higher education participation and also, affect the choice of institution (Dwenger, Storck and Wrohlich, 2012; Dearden, Fitzsimons and Wyness, 2011).

A study conducted by Yusof (2008) found that financial assistance offered by university was one of the four very important attributes expected from a particular higher education institution of choice. Thus, students who receive financial aid awards are more likely to enter college. Ismail (2009) studied on mediating effect of information on college choice indicated that students are satisfied with college choice based on their information satisfaction with respect to financial factors (external influences) which include financial aids and affordable fees. The findings of Ismail were reviewed by Joseph and Joseph (2000) that cost-related issues seem to have more importance as years go by.

2.4.2.3 Campus infrastructure

Absher and Crawford (1996) stated that educational facilities and infrastructures such as classrooms, laboratories and libraries are important in a student's selection of a college or university. Therefore, construction on college campuses has become a common sight with many higher education institutions having several buildings on campus at a given time (Melwar and Akel, 2005). Adding new buildings and creating a campus which exudes a welcoming environment can be challenging, but research indicates that it is an important aspect of college choice. It is especially influential to attract visit for prospective students and especially their parents (Boyer, 1987).

The campus tour was indicated as the number one recruiting tool for having a strong influence on prospective students' choice of a college (Rosen, Curran, and Greenlee, 1998).

A campus visit provides the institution an opportunity to showcase their campus' beauty, residential options, and "technological infrastructure" (Capraro, Patrick, and Wilson, 2004:94). The tour of campus by a current student provides the prospective student and family with information about the social life of the campus, but not as much about the academic opportunities (Boyer, 1987). Visiting a college campus can influence the final decision of students and parents to attend a particular institution because the student and parents gained insight into the campus infrastructure. Henley and Rogers (1997) concluded that the campus visit and admissions representatives visiting high school were important in connecting the student with a specific institution. However, Lopez (2009) found that campus facilities play a small role in students' satisfaction, but Amster (2011) emphasized that campus facilities can affect students' selection of higher education institutions.

2.4.2.4 Reputation and prestige

Institutional image and reputation has a tremendous effect on college choice. It has a significant influence on potential student and college reputation is extremely persuasive in the college search and selection process. An institution's reputation is comprised of academic and non-academic factors that may or may not be considered important to a particular student. Academic quality and academic reputation are terms often used interchangeably in college choice research. However, the challenge is that academic quality, or academic reputation, is defined differently from person to person. Neither can be defined in specific terms because they encompass a variety of elements associated with the academic program that may or not be of importance to the individual. The most common elements associated with academic quality and reputation include program of study, faculty credentials, academic advising, facilities, career and graduate school placements, and classroom environment

(Sevier, 2001). However, the importance placed on these elements cannot be determined in conclusive terms.

Johnson, et al. (1991) indicated that academic reputation and quality of programs were the most important factors affecting the decision to attend an institution. Students value the reputation of a college and it rates as an influential factor by students in the college choice process (Lay and Maguire, 1981; Murphy, 1981; Sevier, 1986; Keling, 2006). Academic quality is repeatedly cited as the most important factor for deciding whether to attend a particular institution and, therefore, should be considered a significant element of an institution's reputation (Bradshaw et al., 2001; Capraro, Patrick, and Wilson, 2004; Roszkowski and Spreat, 2010).

Broekemier and Seshadri's (2000) studied 380 prospective students and their parents and found that academic quality was more important to parents than students. The students ranked academic quality ninth in terms of important elements to consider when selecting a college. Dolinsky (2010) supported this finding with his research, as he discovered that students failed to rank academic reputation as highly important when selecting a college. However, he identified academic elements, such as programs of study and job placement rates, as significant influences in the college choice decision. One of the top factors for college selection is academic quality and reputation (Bradshaw, Espinoza, and Hausman, 2001; Kinzie et al., 2004; Roszkowski and Spreat, 2010; Abrahamson, 2010; An, 2010; Noel-Levitz, 2012). The reputation of a particular institution is valued both by students and parents in the college decision making process (Broekhemier and Seshadri, 2000). Students want some level of assurance that the product (institution) in terms of reputation is of a high quality. For some, this will mean the ability to get a good job or obtain admission into a quality school (McClung and Werner, 2008; Nurnberg et al., 2012), while others will

compare the quality of an institution based on selectivity for admission, national rankings, and name recognition.

Keling (2007) stated that the most influential factor that students will evaluate in selecting their choice of institution was reputation of the institution. Hazelkorn (2009:81) stated that “Institutional reputation is a key driver of student choice”. Goenner and Snaith (2004) found that academic reputation was the most important factor in decision making for students to enrol for higher studies. Steele (2010), Weiler (1996), Hazelkorn (2009), and Nurnberg et al. (2012) found that students incorporate academic and non-academic elements into the institution’s reputation. The college choice for high-achieving students is that academic reputation is consistently the primary factor in the college choice decision (Geiger, 2002).

Ismail (2009) indicated that students are satisfied with college choice based on their information satisfaction with respect to academic recognition (external influence). Schoenherr (2009) found that costs and academic reputation were significant predictors of student’s choice for higher education institution. Ming (2010) concedes that the reputation of an institution is a powerful influence on potential students’ choice. The quality of teaching staff was identified as a key factor influencing student choice to study with private higher education institutions and lines up with an earlier quantitative study reporting the positive influence of teaching in private higher education (Shah and Brown, 2009). Brewer and Zhao (2010) found that quality of teaching in an institution is the key element to enhance the reputation of university as well as brand. Fehlen (2011) reported that good reputation was an important influencing factor for their choice of university as there are potential benefits in attending a well reputed university.

Other factors of considerable value to the prospective student are the likelihood of job placement and graduate school admission. It is assumed that these two factors are influenced by the characteristics of academic quality and reputation of the institution. As such, these factors were referenced in several studies as having influence on the college selection process (Abrahamson, 2010; Bradshaw et al., 2001; Nurnberg et al., 2012). For some students, the value they placed on these two factors was driven by their career aspirations (Abrahamson, 2010; Flint, 1992). For those who intended to pursue an advanced degree, greater influence was placed on the academic reputation and selectivity of the undergraduate institution (An, 2010).

Focusing specifically on reputation of an institution, Drewes et al. (2006) indicate that applicants with lower grades make significantly different choices than those with exemplary grades as the students in the former group would not apply to prestigious universities where there is little chance of admission. Ciriaci and Muscio (2011) agree with this last factor as they argue that “good” universities may act as a magnet for good brains. Kusumwati et al. (2010) suggests that the reputation of the institution was the most significant factor in a student’s decision for further study.

2.4.2.5 Promotional materials

One of the main goals of promotional materials is to portray student life at the institution (Hite and Yearwood, 2001). Promotional materials include: brochures, view books, catalogs, letters from current students and administrators, and the campus website (Cantebury, 1989; Pampaloni, 2010). Typically, larger institutions communicate to students about more educational and social opportunities available on campus while smaller schools will portray a family environment on campus (Hite and Yearwood, 2001). Researchers have found that students have been critical of college publications with regard to their helpfulness and

veracity (Boyer, 1987). Rosen and Greenlee (1995) concluded that unsolicited information was seen to clutter the already large amount of materials received from colleges and often created a negative impact on students. One study found that mailed brochures have been found to reaffirm a choice of institution and not have a direct effect on the choice itself (Hossler et al., 1999). While enrolment managers do utilize their institutional marketing departments, an outside vendor is often contracted to develop a brand and create the promotional materials (Maringe, 2006).

Since the Internet boom, higher education institutions have spent more of their budgets creating and refining their websites and social media forms of communication with prospective students (Adams and Eveland, 2007). Electronic and print mailings are seen as a mass marketing tool which often cannot be quantified in terms of a success rate, while websites often track those who enter the site and can provide instant feedback for the institution on the number of views they are receiving. While internet and mailings from an institution do have an influence in the college choice process, the visit to a college campus provides a deeper understanding of a campus' culture (Hegeman, Davies, and Banning, 2007). Data-driven decision making based on research on promotional materials is vital to an institution sending a positive message to influence students to attend the institution (Maringe, 2006).

2.4.2.6 Availability of academic programmes

Ford et al. (1999) found that program issues such as range of programs of study, flexibility of degree program, major change flexibility and range of degree options are the most important factors for students to choose higher education institutions. Yusof et al. (2008) in his study in Malaysia found that availability of the required programme as the very important attribute for first year university students to choose a particular higher education institution. Ismail (2009)

indicated that students found to be satisfied with college choice based on their information satisfaction with respect to availability of programmes of their choice and their academic recognition.

Hoyt and Brown (2003) reviewed twenty-two studies related to college choice in order to identify institutional factors that were most frequently cited as important to students. Among the institutional factors affecting college choice, nine factors were identified that took first place as far as level of importance to students. Those nine factors were (1) academic reputation, (2) location, (3) quality of instruction, (4) availability of programs, (5) quality of faculty, (6) costs, (7) reputable program, (8) financial aid, and (9) job outcomes. Other variables which were included in the studies include (10) variety of courses offered, (11) size of the institution, (12) surrounding community, (13) availability of graduate programs, (14) student employment opportunities, (15) quality of social life, (16) class size, (17) graduate school outcomes, (18) extracurricular programs, (19) friendly/personal service, (20) affiliation, (21) admission requirements, and (22) attractiveness of campus facilities.

2.4.3 Other influencing factors

For students considering a college career, guidance from trusted loved ones and respected role models is needed to think through all of the considerations including choice of a college for their higher education. Among those which influence students' choice of college selection include parents, other relatives, family members, friends, teachers, and counselors. (Bradshaw et al., 2001; Cabrera, and La Nasa, 2000; Chapman, 1981; Dixon and Martin, 1991; Hossler and Stage, 1992; Kealy and Rockel, 1987; Kellaris and Kellaris, 1988; Moogan et al., 1999). These are what Hossler (1984) called "significant others". Among these significant others, parents are frequently identified as the primary influencers of college

choice, followed by friends, high school counselors and teachers, and college admission representatives (Armstrong, 1997; Zivic, 1989; Broekemier, 1999; Rosen, 1998). Winkle-Wagner (2010) suggests social capital (networks, social obligations, and connections) may help one to locate places. Al Yousef (2009) reported that personal sources – such as friends, family, other relatives, career planning counselors, reference groups and public opinion leaders affects the choice of students. Wagner and Fard (2009) indicated that the other persons such as brother, sisters, friends, relatives, teachers and the other people influence a student's choice.

2.4.3.1 Family members

Family members include parents and siblings who influence the college choice decision process. Johnston (2010) reported parents to be the most important personal sources of information for choices decision making on university and it was also supported by Sukhawattanakumet. al. (2010) who indicated that students would also consult their parents about their university selection while they would make their decisions by themselves. Several scholars (Levine and Nidiffer, 1996; Cabrera and LaNasa, 2000; Tierney and Venegas, 2006) have found parental influence to be a significant predictor of student matriculation. Kinzie, et al., 2004 indicated that low-income and first-generation students are comparatively disadvantaged against their more affluent peers when it comes to the variety of colleges from which they are able to choose.

Cabrera and LaNasa (2000) found parental influence to have a direct and positive relationship with the formation and maintenance of college aspirations. According to a 2007 report by the National Postsecondary Education Cooperative (MacAllum, Glover, Queen and Riggs, 2007: iii), “Regardless of socio-economic status or ethnic and racial category, parents play the

strongest role in the college choice and decision-making processes for traditional-aged students”.

Abrahamson (2010:1) suggested students “trust and rely on advice from their parents at every step in the process”. He cited findings from a survey of 1264 high achieving seniors across the nation conducted by Lipman-Hearne, in which “seventy-five percent of students reported their parents being involved in identifying colleges to consider...and students’ conversations with parents ranked number two out of thirty sources considered important in making their final decisions” (Abrahamson, 2010:2).

Regardless of the decade, it appears that researchers have consistently found parents to have a significant influence on the search process (Abrahamson, 2010; An, 2010; Anctil, 2008; Broekemier and Seshardri, 2000; Chapman, 1981; Chapman and Jackson, 1987; Flint, 1992; Johnson and Stewart, 1991; Kealy and Rockel, 1987; Kinzie et al., 2004; MacAllum et al., 2007). However, the degree of influence varied based on parental education level and family income. Parents who held a college degree tended to advise their child based on the educational experience they had as a college student. They used their own college experiences as a frame of reference for gauging institutional quality and evaluating the associated costs and perceived benefits of attending a particular college.

Siblings are influential in the college search process relative to the economic decision of the family. If the family plans to provide a college education to multiple children, there will be limited resources to devote toward college attendance (An, 2010). An (2010:317) also found “the number of siblings to have little predictive power in determining where students apply”.

2.4.3.2 Friends

Fogg and Harrington (2010) reported that high school students are more likely to attend college if their classmates intend to pursue a college degree. Additionally, high school students considered friends currently enrolled in college as a major influence in the search process (Broekemier and Seshadri, 2000). Hemsley-Brown and Oplatla (2006) found that 27% of the students turned to their friends and neighbours for their higher education choice. This is because formal sources of interpersonal information such as agents, experts, university staff and counselors are not easily accessible by friends, family, neighbors and relatives. These findings were supported by Maringe (2006).

Hayden (2000) reported that friends and former students weigh heavily on the minds of prospective applicants when selecting college for their higher studies. The argument is that the knowledge that the more a prospective student interacts with other students, more likely they are to consider attending the college. Chapman (1986) discussed how students built a mental picture of what it would be like to attend a particular institution. Without a doubt, conversations with peers about particular elements of various institutions shaped the vision to which R. Chapman referred. D. Chapman (1981:495) also found that peers “shape expectations of what a particular college is like...and if it is a friend – where the friend [chooses to go to college] influences the choice”. The sociological models of college choice addressed this element of peer influence and also applied to the expectations placed on students by their peer group because of the students’ academic ability or personal characteristics.

2.4.3.3 School counselors and teachers

Despite the strong influence from parents and friends, many students consider high school counselors and teachers to be an important source of information (Bradshaw, et al., 2001; Gonzalez, et al., 2003). Rowe (2002:48) observed that “Research on the influence of school

counselors on the college choice process is not extensive and its conclusions are not unanimous on the strength of this influence”. Moreover, there is some evidence that points to the “declining influence of the high school counselor in the college choice process of seniors” (Rowe, 2002:50-51). Hossler and Foley (1995:25) noted that some evidence indicates that high school students depend heavily on “internal sources of information (parents and other family members) when they begin their college choice process (freshman and sophomore years), but then they turn increasingly to outside sources of information in their junior and senior years (teachers, and counselors)”.

The advice of high school counselors is more influential with students whose parents had little formal education and who came from lower socio-economic backgrounds (MacAllum, et al., 2007). Many college admission staff cultivates relationships with counselors as part of their recruitment efforts (Johnson and Stewart, 1991). However, Hutchinson and Bottorff (1986:84), as cited by Johnson and Stewart, 1991) found that, although “three quarters of high school students used their counselor as a source of information, only fifty-nine percent received the information they sought”.

In Litten’s 1991 research, high school counselors and teachers ranked third on the list of influencers after parents and peers, yet Murphy (1981, as cited by Kealy and Rockel, 1987) and Hossler and Stage (1992) reported counselors and teachers had little influence in the process. This influence may vary based on the academic ability of the student. Bradshaw et al. (2001:18) found that counselors and teachers tended to favor “prestigious, highly selective out of state public or Ivy league institutions” when counseling high achieving students. In addition, Kinzie et al. (2004) reported that counselors at private or affluent public high schools were significantly more influential with high ability students in seeking selective colleges. This suggests counselors play a role in the process, but the extent of their influence

may be more significant for students with strong academic abilities and those who attend a particular type of high school.

Summarizing the other factors influencing the students' choice of an institution, it can be concluded that when students make the decision concerning which college to attend, they tend to consult parents, siblings, relatives, friends, teachers and counselors. All these individuals have a certain degree of influence on the students' decision of a college (Stefanie, 2006).

2.5 Review of three international studies

The purpose of this study was to investigate the factors that influence students' choice to enrol in private higher education institutions in Botswana. It is worthy to review the similar studies conducted in other countries in order to have a better understanding of the topic at hand. The study conducted in other countries in the area of students' choice of higher education institution assisted in this study, and the stakeholders as well. They will be in a better position to compare and review some of the policy matters regarding the students' choice of higher education of learning.

The key words introduction, literature, methodology and findings in relation with the two constructs of the study, the choice to enrol in private higher education institution and intention to enrol at private higher education institution, were searched through ProQuest search engine. No related study conducted in Africa was found. However, a total of nine studies were examined by the researcher and three were selected for the purpose of this study as it those were relevant.

This section provides a brief account of three international studies and review the introduction, the literature including college choice models and factors affecting college choice, methodological aspects including research design, population and sample, data collection instrument, data collection procedures, and methods of data analysis as well as the findings. A brief review of the three studies is presented under the four key areas of research as follows.

- i. Introduction
- ii. Literature review
- iii. Methodology
- iv. Findings

2.5.1 Review of first international study

2.5.1.1 Introduction

Hayden (2000) conducted a study titled Factors that Influence the College Choice Process for African American Students. The purpose of this study was to examine the factors that influence the college selection process of African American students who attend predominantly White institutions (PWIs) and those who attend historically Black institutions (HBIs). In this study, the college selection process referred to those factors that students considered when deciding to attend the college at which they enrolled. The study examined the following two research questions and four hypotheses respectively.

1. What factors affect the college selection process of African Americans (AAs) who attend PWIs?

2. What factors affect the college selection process of African Americans (AAs) who attend HBIs?

3. There is no significant difference in the extent to which academic issues (AIs) affect the college selection process of AAs who attend PWIs and those who attend HBIs.

4. There is no significant difference in the extent to which social issues (SIs) affect the college selection process of AAs who attend PWIs and those who attend HBIs.

5. There is no significant difference in the extent to which personal issues (PIs) affect the college selection process of AAs who attend PWIs and those who attend HBIs.

6. There is no significant difference in the extent to which financial issues (FIs) affect the college selection process of AAs who attend PWIs and those who attend HBIs.

This study was presented in a five chapter format. The first chapter discussed the background related to the topic, the purpose of the study and the significance of the study. Chapter Two examined the literature with respect to the college selection process among African American college students. The data collection and analysis procedures were discussed in Chapter Three. Chapter Four provided the results of the study whereas the fifth chapter discussed the results in greater detail and examined their implications for future practice and research. The literature reviewed was organized around these two major categories regarding the college selection process and the four subtopics namely; academic issues, social issues, personal issues, and financial issues.

2.5.1.2 Literature review

The researcher thoroughly explored the college selection process of African American students as it was considered necessary to examine the college selection literature directly

related to African American students. Four main factors emerged that affect the college selection process for African Americans: academic issues, social issues, personal issues, and financial issues. In this study, the literature reviewed was organized around these two major categories regarding the college selection process and the four subtopics.

The college choice process refers to the factors that influence applicants when deciding which colleges to apply to and what factors to consider when deciding which of the colleges or universities they have been admitted to or they wish to attend. In order to gain a better understanding of this process, it was necessary to examine the stages that college applicants go through during the college selection process. The three main stages of these models are predisposition, search and choice. The first stage of the college selection process in most models is predisposition. This stage is characterized by students determining whether they would like to attend college. During this stage, certain background characteristics influence students. These influences include socio-economic status, race, gender, ability, achievement, attitudes, and educational background of parents and peers. The second stage of the college selection process has been identified as the search stage. Once students have decided that they are going to pursue post-secondary education, they begin to seek information about colleges and universities that they might be interested in attending. Students create a list of these colleges and universities, which researchers refer to as a choice set. Using this choice set, students begin to examine certain attributes of these colleges and obtain information that will assist them in making their decision to apply to particular institutions. The second stage ends when the students have decided on the colleges or universities they will apply to and have completed the applications for those respective institutions. At this point, the student enters the final stage of the college selection process. The final stage of this process is the choice stage where students have been notified of their acceptance into particular colleges and universities. They make a decision to attend one of those colleges or universities based

upon the institutional characteristics that are most important to them and their own personal characteristics. Therefore, students will have different approaches to making their ultimate decision for enrolment.

The study also described three basic approaches that are used to study the college selection process; social psychological studies, economic studies and sociological status attainment studies. All three approaches focus on decision-making influences. The first approach to the college selection process, social psychological studies, examines three main factors. The first factor incorporates the impact of the academic program that the student chooses, the social climate of the campus, the cost and location of the college, and the influence that other students have on the student's college choice. The second factor is the student's assessment of how they fit into the institution they have chosen. The third factor is the cognitive stage of college choice. The second approach includes economic studies that examine college choice. These studies view college choice as an investment decision for the student. Economic studies make three specific assumptions. The first assumption is that when deciding on college students will maximize the perceived cost-benefits of their decision. The second assumption is that the student has all of the information necessary to make a sound decision. The final assumption refers to the fact that the student makes a rational choice based on the information gathered during the search. The final approach focuses on sociological status attainment studies. This approach is not composed of several groups of factors nor does it include certain assumptions. Rather, a sociological status attainment study analyzes the impact of the student's social status on the development of aspirations for educational achievement.

Using these approaches, students select a college based upon their race, socioeconomic status, parents, the college's size, location, academic program reputation, prestige, selectivity

and alumni, the student's peers and guidance counselor, and financial aid. These items along with other personal factors eventually fit with important institutional characteristics to influence the student to attend a particular university. In order for this fit to occur, the characteristics students consider when deciding between one college and another must be examined.

2.5.1.3 Methodology

The data collection for the study was done through a survey that examined four groups of factors (academic, social, personal, and financial) students considered in the college selection process. There were two samples used for this study. The first sample related to selecting institutions. For purposes of this study, it was necessary to identify a PWI and an HBI. There were two criteria used to select the institutions. The first criterion was that the institutions had similar institutional missions. These similar missions were more likely to attract similar students to these campuses. The second criterion was geographic location. The PWI and HBI were in reasonable proximity to the researcher making it convenient for the researcher to collect data from students at these institutions. The PWI chosen for the study was a large, public, research, land-grant institution in the mid-Atlantic region of the U.S. The PWI enrolled approximately 21,416 undergraduate students in the fall of 1998. Of these 1,039 were African American and 197 of those African Americans were first year students. The HBI was a small, public, comprehensive land-grant institution in the mid-Atlantic region of the U.S.A.

The second sample consisted of students at the two sampled institutions. All the participants were expected to meet certain criteria. The first criterion for the students selected for this

study was that all participants must be first year students. The researcher wanted to capture the data shortly after these students went through the college selection process and it was assumed that first year students would be better able to recall those factors that influenced their decision to attend college than older students. The second criterion for the students selected for this study was that the participant must be a traditional aged student of African American descent. For purposes of this study, traditional aged referred to those students who were ages 18, 19, and 20 at the time the study was conducted. This group of students was chosen for the study because it assured the researcher that, at the time of the study, the participants had recently graduated from high school and gone through the college selection process. In order to select a like sample of African American students from the HBI, roughly 200 students were randomly selected from the list of possible respondents obtained from the Admissions Office of the HBI. These names were selected using a random numbers table. The researcher selected 200 participants in order to match the 197 potential participants at the PWI. For purposes of this study, then, the target sample was around 400 African American students, roughly 200 from each institution. It was assumed that if participants in both groups responded in like numbers, then results would be based on comparable sample sizes.

For data collection, an instrument, the College Selection Inventory (CSI), was designed based on the literature reviewed on the college selection process. The CSI identified the factors that African American students considered when deciding where to attend the college. The CSI was composed of 65 items grouped around five sections. The first section was created to gain demographic information about the respondents. The remaining sections of the CSI were designed to gather data about the extent to which various factors influenced participants when they were deciding on a college to attend. The second section of the instrument was entitled Academic Issues. The 15 items in this section elicited data about the extent to which participants considered various academic factors when choosing a college. For example,

respondents were asked how much the academic reputation of the school influenced their decision to enrol there. The third section was entitled Social Issues and included 15 items. This section gathered data about the extent to which participants considered various social factors when choosing a college. For example, respondents were asked how much the total number of students at the school influenced their decision to enrol there. Fourth section of the instrument was on Personal Issues that included 15 items. This section elicited information on the extent to which participants considered various personal factors important in the selection of a college. For example, respondents were asked how much their parents' or guardians' advice influenced their decision to enrol. The final section was entitled Financial Issues and it included 15 items. This section elicited data on the extent to which participants considered various financial factors important while choosing a college. For example, participants were asked how much the total cost of attending the institution influenced their decision to enrol there. For each section of the instrument, the respondents were asked to identify the extent to which a certain factor influenced the respondent's decision to enrol in that particular institution using a Likert-type scale. The points on this scale were 4 = Was a very positive influence, 3 = Was a somewhat positive influence, 2 = Was a somewhat negative influence, 1 = Was a very negative influence, and 0 = Factor I did not consider.

The researcher used a group of experts to review the instrument for examining the validity whether the items included in the instrument would yield data that were relevant to the research questions and hypotheses posed in the study. The group of experts provided feedback about the questions and content to enhance the validity of the CSI. The CSI was revised to reflect the suggestions that members of the panel made. The CSI was designed for purposes of this study and data was collected at a single point in time and from a single group of participants. As a result, no attempt to establish reliability was made.

2.5.1.4 Findings

The first section of results described the changes that were made to the data collection procedures. The second section provided a description of the sample. Finally, the chapter concluded with the data analysis, which was arranged around the research questions and hypotheses posed in the study. The results of this study revealed no significant differences in the extent to which Academic, Social, Personal and Financial Issues affected the college selection process of African American students who attend PWIs and HBIs. However, there were important differences in the order in which factors were rated between participants at the PWI and those at the HBI. These results and their implications for further practice and research are discussed.

Several limitations were listed for this study. The first limitation was related to the sample used in the study. The data for this study were collected from African American students at two different institutions. The PWI was a research I institution and the HBI was a Master's comprehensive institution. It is possible that African American students attracted to these two types of institutions differed in some aspects/ manner. If so, the results might have been skewed. Second, this was a quantitative study. The survey method of data collection technique limited the nature of the responses given by the participants. The survey created for this study may not have addressed all factors that matter to African American students in the college selection process. If so, this may have skewed the results. Third, the data were collected from a sample that only included African American students from two institutions in a single specific geographic region. It is possible that African American students who attend college in this region differ from African American students who attend PWIs and HBIs in other regions of the country. If so, the results might have been influenced.

Despite these limitations, the study was important because it examined the factors that influence African American students' college selection process at two specific different institutions which was beneficial to staff at colleges responsible for developing effective recruitment strategies for minority students, specifically African Americans. The results of the study provided some interesting insights in to the college selection process for African American students. The results suggested that academic and social factors are important to African American students who attend PWIs, while academic and personal factors seem to be more important to African American students who attend HBIs. Neither group seems to place a great deal of importance on financial factors. The findings suggested that staff at different types of institutions need to employ different strategies when recruiting African American students. If staff at PWIs and HBIs better understands what matters to prospective students, they might be more successful in recruiting them to attend their respective institutions.

2.5.2 Review of second international study

2.5.2.1 Introduction

Tan (2009) conducted a study titled College Choice in the Philippines. This descriptive and correlational study examined the applicability of major U.S. college choice factors to Philippine high school seniors. The purposes of this non experimental, quantitative study was (1) to describe the relative importance of major college choice factors (as identified in U.S. research) to Philippine high school seniors, and (2) to determine whether there were statistically significant differences in the importance ascribed to these factors, according to students' demographic attributes. There were two research questions of this study. First, how do high school seniors in the Philippines, in the search and choice phases of their college selection process, evaluate the relative importance of major college choice factors (as identified in United States research)? The second question was "Does the relative importance

ascribed to these major college choice factors (i.e. academic quality, college marketing, cost and financial aid, friends, guidance counselors, future job opportunities, location, parents, pastor/religious adviser, programs of study, religious emphasis, security, and social atmosphere) vary when the survey population was disaggregated by students' demographic attributes (academic ability, socio-economic status, gender, educational aspirations/expectations, race/ethnicity, father's educational level, mother's educational level, religion, and friends/peer influence)?" There were a number of sub research questions in this study which were answered by testing the appropriate hypothesis.

This study was limited by a number of factors. First, the demographics of sampled students did not mirror that of the nation (e.g. race/ethnicity, socioeconomic status) therefore, the results of the study cannot be applicable to the entire population of high school seniors in the country. Second, a survey or questionnaire by its nature cannot probe deeply into respondents' beliefs, attitudes, and inner experience. The researcher could not follow up on a response to get more information. Third, the survey was administered by various school representatives, including teachers, counselors, and administrators, which may affect the behavior and therefore responses of the participants.

This study was presented in a five chapter format. The first chapter discussed the introduction part of the study. Chapter Two examined the literature with respect to the college choice models and factors affecting students' choice for selection of institution. The literature reviewed was organized around these two major categories regarding the college selection process and the four subtopics namely; academic issues, social issues, personal issues, and financial issues. Chapter three focused on the research methodology which included theoretical framework, research design, sample and sampling, survey instrument, data collection and analysis procedures. Chapter Four provided the results of the study. The last

and fifth chapter provided the summary of findings, discussion, conclusion and recommendations.

2.5.2.2 Literature review

The literature reviewed in this study was divided into five major sections: (1) proposed models of college choice, (2) factors influencing college choice, (3) Philippine higher education and college choice research, (4) logic for applying United States college choice research to the Philippine situation, and (5) a summary. The models of college choice reviewed were classified into four categories of (1) econometric models, (2) status-attainment models, (3) information-processing models, and (4) combined models. The combined models of Jackson (1982), Litten (1982), and Hossler and Gallagher (1987) were briefly reviewed in this study. A review of existing research yielded several factors which influence the college choice process of high school seniors. These factors were divided and discussed into four categories, (1) Student Characteristics which included academic ability, socio-economic status, race/ethnicity, high school environment, educational aspirations/expectations, gender; (2) Institutional Characteristics which included academic quality, programs of study, cost and financial aid, location, social atmosphere, future job opportunities, religious emphasis; (3) Significant Others included parents, guidance counselors, friends; and (4) College/University Search Activities such as college marketing.

2.5.2.3 Methodology

The organizing framework for the research results referred into this study was the Hossler and Gallagher (1987) model- with its three phases of predisposition, search, and choice. This is considered by many to be the “prevailing [college choice] model” and therefore was considered for this study. This study employed a non-experimental, quantitative research

design. Specifically, both the descriptive and correlational research designs were used. The first research question of the study was answered by using a descriptive research design and the second research question was addressed by a correlational research design. A survey instrument was designed to obtain the relative importance of major college choice factors (as identified in United States research), as well as certain demographic data of the high school seniors. The College Choice Survey for High School Seniors was developed and administered by the researcher. The research instrument College Choice Survey for High School Seniors was developed by the researcher for this study, based on information from the literature review and her knowledge of the Philippines and of High School. The survey instrument was divided into six sections with a total of 47 questions. The first section of the instrument (Questions 1 to 22), entitled “College Traits Important to Me,” requested the student to rate the importance of specific college traits in his/her selection of a college. These college traits were further subdivided into “Academics” (Questions 1 to 8), “Financial Considerations” (Questions 9 to 13), “Extra-curricular/Social Aspects” (Questions 14 to 17), and “Miscellaneous” (Questions 18 to 22). The second section (Questions 23 to 28), entitled “Opinions Important to Me,” invited the student to rate the importance of the opinions of certain persons in his/her selection of a college. The third section (Questions 29 to 36), entitled “Information Sources Important to Me,” elicited the student’s assessment of the importance of certain information sources in his/her selection of a college.

A survey instrument was utilized for data collection. The population of the study was the high school seniors with an anticipated graduation and enrolling at higher institution. No sampling was done and the entire population was surveyed, since the population was easily accessible and available. The survey Questions 1 to 36 were constructed using a 5-point Likert-type scale and the students were asked to rate the importance of specific factors in their selection of a college, using the following scale: (5) most important, (4) very important, (3) somewhat

important, (2) little importance, and (1) not important. The fourth section included Question 37, which inquired concerning the student's level of academic aspirations. The fifth section (Questions 38 to 46), entitled "Demographics," asked the student to divulge certain demographic traits of themselves, including gender, race/ethnicity, religion, friends/peer influence, academic ability, parent's educational level, and socio-economic status. The final section included Question 47, which was qualitative. This question was open-ended, as it invited the student to describe additional factors important to his/her college selection process that were not already addressed.

In order to ensure the validity and clarity of the instrument, a select group of experts, were asked to evaluate the survey instrument. This group composed of two guidance counselors, two administrators, and two teachers – all associated with high school. Several modifications to the survey instrument were made upon their recommendation. The Reliability of the instrument was established through a pilot study for which a pilot survey was administered to 27 seniors of high school. These were from one class section of the senior class population which participated in the pilot study. Cronbach's alpha coefficient was calculated to assess the reliability of the scores produced by the pilot survey.

This study used both the descriptive and the correlation research designs in order to answer the research questions of the study. The first research question was answered using a descriptive research design. Descriptive statistics were calculated for each college choice factor addressed in the survey using SPSS software. These statistics included the mean (a measure of central tendency) and the standard deviation (a measure of variability). The second research question was addressed by a correlation research design and analyses of variance, Mann-Whitney *U* tests, and Kruskal-Wallis tests were run, in order to study the relationship between each of the major college choice factors and the students' demographic attributes. While the initial 44 survey questions were quantitative, the final open-ended

question 45th invited the student to describe additional factors important to his/her college selection process that were not already addressed. Answers to the 45th question were analyzed manually as it was a qualitative question, as these were classified by common concepts.

2.5.2.4 Findings

Among the major findings of the study, the pertinent demographic attributes of students (i.e. independent variables) were academic ability, socio-economic status, gender, educational aspirations/expectations, race/ethnicity, father's educational level, mother's educational level, religion, and friends/peer influence. The major college choice factors (i.e. dependent variables) were academic quality, college marketing, cost and financial aid, friends, guidance counselors, future job opportunities, location, parents, pastor/religious adviser, programs of study, religious emphasis, security, and social atmosphere.

A number of conclusions were drawn from the study. The major college choice factors in United States research appear to be important to private high school students in the Philippines. Two demographic college choice attributes- academic ability and gender- appear to apply to private high school students in the Philippines, while the attributes of father's and mother's education levels do not appear to apply. Assessing how two demographic college choice attributes- socio-economic status and friends/peer influence- account for college choice is difficult in private high schools in the Philippines. Among high school students in private high schools in the Philippines, academic ability may account for differences in assessment of the importance of college choice factors. Using a survey method alone to study college choice in private high schools in the Philippines is limiting. Supplementing this with personal and group interviews- of parents as well as of students- may yield more insights in this area.

2.5.3 Review of third international study

2.5.3.1 Introduction

O'Neil (2013) conducted a study titled College Choice: Factors Influencing High School Seniors' Decision to Enrol at Private Colleges in South Carolina. The purpose of this study was to provide information on the influences on the decision by high school seniors enrolling at private colleges and universities. The study answered the two research questions. First, what factors influence a high school senior's decision to attend private, co-educational, non-HBCU higher education institutions in South Carolina? And second, do the factors of influence differ among these institutions?

The study had its limitations. Firstly, the study contained responses from four institutions and the results may not be generalized to other institutions. Secondly, the sample included only first-time freshmen applicants and the results only pertain to this specific group. Thirdly, the participants in this study chose to complete the survey instrument and provide their demographic information and beliefs. The fact that respondents and non-respondents could differ greatly and thus the results would be changed if non-respondents had responded is called response bias. Thus, the results in this study only contained some of the beliefs of the population studied and cannot be generalized for the entire population. Fourth, the number of participants in this study (n=202) was low and thus the ANOVA which was run had a limited scope in comparing the institutions that participated in this study.

The study was presented in five chapters. Chapter I includes the background of the study, the statement of the problem, purpose of the study, significance of the study, research design, limitations, delimitations, definitions of terms, and the theoretical and conceptual frameworks. Chapter II presents the review of literature, which includes history of admissions in higher education in the U.S., private colleges, choice models, demographic influences,

social influences, and institutional influences. Chapter III describes the methodology of the study and includes research design, selection of participants, instrumentation, data collection procedures, data coding, and data analysis. Chapter IV includes the results of the study, participant demographic information, and analysis of the research questions. Chapter V includes a summary of the study, discussion of the findings, implications for practice, recommendations for future research, and the conclusion.

2.5.3.2 Literature review

The literature review was organized by first viewing the history of admissions and higher education in the United States. Secondly, the literature examined private higher education. The literature review then explains choice models and decision making strategies. The demographics section identified the major literature sources regarding gender, race, and socio-economic status including financial need. Lastly, the literature review examined the significant influences on high school senior's college decision making. The literature about social influences provided influential factors of family, secondary level influences, collegiate athletics, and prestige. Institutional influences literature included promotional materials, proximity, and campus infrastructure. The research presented identified the impact of demographics, social, and institutional influences on a high school student's college choice. These factors provided a sound framework for the research and showed a gap in the literature. This study exploring the influential factors of high school seniors' decision to enrol at private college and universities filled the research gap:

2.5.3.3 Methodology

The primary focus of this study was to determine what factors influence high school seniors' college choice decisions who have plan to enrol at a private coeducational non HBCU college

or universities. All private coeducational non HBCU non-profit four year colleges and universities in South Carolina were invited to participate in the study and administer the survey to their incoming freshmen. The methodology for the study was presented divided into five sections: (a) research design, (b) selection of participants, (c) instrumentation, (d) data collection, (e) data analysis, and (f) summary. The researcher utilized a quantitative survey research methodology. The researcher implemented a survey with a demographic section and a five point Likert scale section of potential influential factors. The population of this study was high school seniors who were becoming first time full-time freshman at private co-educational non-profit four year college and universities in South Carolina. The sample was based on the email addresses utilized by the institutions that have been classified as private co-educational non HBCU institutions in South Carolina. The instrument used in this study was adapted from Rebel Smith's 2006 dissertation (Smith, 2006). The survey instrument contained two main sections consisting of demographics items and a Likert scale of influential factors. The demographics section included: (a) gender, (b) race, (c) high school GPA, (d) highest SAT score, (e) high school class rank, (f) highest level of education obtained by biological or step father, (g) highest level of education obtained by biological or step mother, (h) first generation status, (i) miles from hometown, (j) number of applications submitted, (k) number of acceptance received, and (l) university attended overall choice. The second section of the survey instrument contained 33 Likert scale items. The factors included: (a) major/program of study, (b) admissions criteria, (c) student/faculty ratio, (d) reputation of college, (e) academic quality of university, (f) university facilities/housing, (g) summer program/camp held at university, (h) choice of activities (campus life), (i) size of college, (j) size of community surrounding college, (k) distance from hometown, (l) size of hometown, (m) mother (and not father), (n) father (and not mother), (o) both mother and father, (p) siblings, (q) other family members, (r) alumni, (s) friends, (t) boyfriend/girlfriend, (u) high

school counselor, (v) teacher(s), (w) athletic program-observer, (x) athletic program-participant, (y) campus visit, (z) open house/on campus event, (aa) college recruiter's visit to high school, (bb) college fair, (cc), university publications/advertisements, (dd) mail received from college, (ee) internet/website, (ff) cost of attendance, and (gg) financial aid offered.

The survey was emailed to each research site using the Website Survey Monkey (Survey Monkey Website, 2012). Throughout the survey collection process, the researcher maintained contact with the institutional gatekeeper via email and telephone correspondence. Each institution's gatekeeper sent the email containing the survey instrument to all new first-time full-time high school seniors who planned to enrol at their institution for the coming semester. A total of 202 participants completed the survey instrument. The completed surveys were coded by the researcher and downloaded into SPSS. The data were analyzed through SPSS including descriptive statistics, factor analysis, and ANOVA. The researcher executed basic descriptive analyses of the data on questions 2 through 16 including frequencies and percentages. The survey instrument contained 33 items of potential influence with a Likert's scale for the participants to rank their answers. Factor analysis was chosen as the method for analyzing the data from the Likert's scale. An ANOVA was employed to compare the four institutions in the study to determine if a significant difference between the institutions occurred over the factors that were created in the Factor Analysis. In order to compare each institution, Fishers Least Significant Difference (LSD) was chosen as the method of analysis to view individual differences among the four institutions across the factors created in the factor analysis.

2.5.3.4 Findings

The results presented included descriptive statistics on demographic data and analysis of the two research questions. The first section contains descriptive statistics for the demographic

information collected from the participants who completed the 33 Likert's items survey in the study. The demographic information included frequency distributions and descriptive statistics. The factor analysis discovered three factor clusters that contained four or more individual variables with factor scores of above .04 and below -.04. The three factor clusters have been named: (a) family influence, (b) institutional outreach, and (c) campus/community characteristics. The factor of family influence includes: (a) mother (and not father), (b) father (and not mother), (c) both parents, and (d) other family members. The factor of institutional outreach includes: (a) college recruiter's visit to high school, (b) college fair, (c) university publications/advertisements, (d) mail received from college, and (e) internet/website. The factor of campus/community characteristics includes: (a) choice of activities (campus life), (b) size of institution, (c) size of community surrounding college, (d) distance from hometown, and (e) size of hometown. An ANOVA test was conducted to discover if any variables created in the Factor Analysis were significantly different among the four institutions in the study. The ANOVA test found that the factors of institutional outreach and campus/community characteristics were significantly different among institutions while the family influence factor was not. This study found significant differences among institutions in 2 of the 3 factors created in the factor analysis. While the analysis of this study created only three factors, each of the factors is important for enrolment managers to have a better understanding of their incoming students. Institutions need to conduct their own analysis, particularly of their incoming freshman, to determine which factors affect their students' decision to enrol at their institution. Conducting such research could ultimately save time and money in the long run for an institution so that they can attract and be more productive in their enrolment management strategies. Only three factors were created using the factor analysis, but the potential for more was present in the study's findings. Adding additional variables into the survey instrument could enhance the current survey instrument. In this

study, four factor clusters did not meet the criteria of four factors, but contained two strong loading factors. Those potential factor clusters included: (a) Athletics (both participant and observer), (b) Reputation of College and Academic Quality of University, (c) High School counselor and teacher, and (d) Cost of Attendance and Financial Aid offered. Each of these potential factor clusters has corresponding literature with evidence that each have a strong influence in the college choice decision making process of high school seniors.

2.5.4 Summary of the review of three international studies

The review of three research yielded several factors which were found to influence the college choice process of high school seniors. Although this list is not exhaustive, the author contends that it includes the most outstanding and relevant college choice factors, revealed by previous studies. These factors affecting students choice of an institution, divided into four categories, were (1) Student characteristics: academic ability, socio-economic status, race/ethnicity, high school environment, educational aspirations/expectations, gender (2) Institutional characteristics: academic quality, programs of study, cost and financial aid, location, social atmosphere, future job opportunities, religious emphasis; (3) Significant others: parents, guidance counselors, friends; (4) College/University search activities: college marketing.

Since the three research reviewed focused on the college choice of students in the different countries, no evidence of research on college choice in Botswana were found. However, a number of private higher education institution are on the rise in this country which has created a competition for higher enrolment, this study will unveil the factors affecting the students choice of their institution which will also enhance the enrolment management practices to attract high number of students into their institutions. This study could provide

valuable information to educational administrators in Botswana, where investigation into this subject had never been conducted in the past.

2.6 Proposed conceptual framework of the study

Many studies on college student decision-making use economic and sociologic theoretical frameworks to examine factors of college choice (Hearn, 1984; Jackson, 1978; Tierney, 1983; Somers, et al. 1999). This study will focus on the combined models because they include the most important indicators from economic and sociological models thereby allowing a considerable amount of analytical power in the decision-making process (Fernandez, 2010). Most of the existing literature utilizes different versions of combined models in investigating the factors affecting student college choice. Some frameworks and models have examined students' choice of which college to attend (Chapman, 1981; Litten, 1982), others have explained the decision of whether to go to college (Kotler and Fox, 1985), and still others have described the entire college choice process (Hossler and Gallagher, 1987; Perna, 2006). Hossler et al. (1999) suggested that Jackson's model was geared more towards the student and that Chapman's model was catered to institutions. Hanson and Litten's (1982) model was observed to be a hybrid between the Chapman model and the Jackson model. Hanson and Litten's model seems to be the most complex and exhaustive of all the models considered to be landmark college choice models. Each economic model has strengths and weaknesses in understanding the complex process of choosing a college.

Considering the strengths and weaknesses of these theoretical perspectives and incorporating knowledge from the literature on what is known, this study proposes a conceptual model that integrates constructs from both economic and sociological perspectives. Perna's (2006) work served as the theoretical framework for this study because this model contains layers that include many factors of influence similar to the current study. Perna (2006) focuses on the

final decision of a student when determining which college to attend when faced with multiple options. This college choice conceptual model contains the four layers of: (a) social, (b) economic, and policy context, higher education context, (c) school and community context, and (d) habitus. The multiple layers included in this model are based on the assumption that influence on college decision making comes from multiple influential parts.

One of the strengths of the proposed conceptual model is the explicit recognition of the influence on decisions of various levels of context, including aspects of schools and communities, higher education institutions, and the social, economic, and policy context. A key strength of an integrated conceptual model is the assumption that the pattern of educational attainment is not universal, but may vary across racial/ethnic, socioeconomic, and other groups (Paulsen and St. John, 2002; St. John and Asker, 2001). A conceptual model that draws on both economic and sociological perspectives assumes that students' educational decisions are determined by their habitus, or the system of values and beliefs that shapes an individual's views and interpretations (Paulsen, 2001a; Paulsen and St. John, 2002; Perna, 2000; St. John and Asker, 2001; St. John, Paulsen, and Carter, 2005). This study adopted the combined model given by Perna (2006) as the basis of theoretical framework. The Perna's model focuses on the final decision of a student while selecting an institution out of many options. Figure 2.6 presents the proposed conceptual framework of students' choice to enrol at private higher education institutions. Figure 2.6 shows how each of the clusters of influential factors will combine to create the choice.

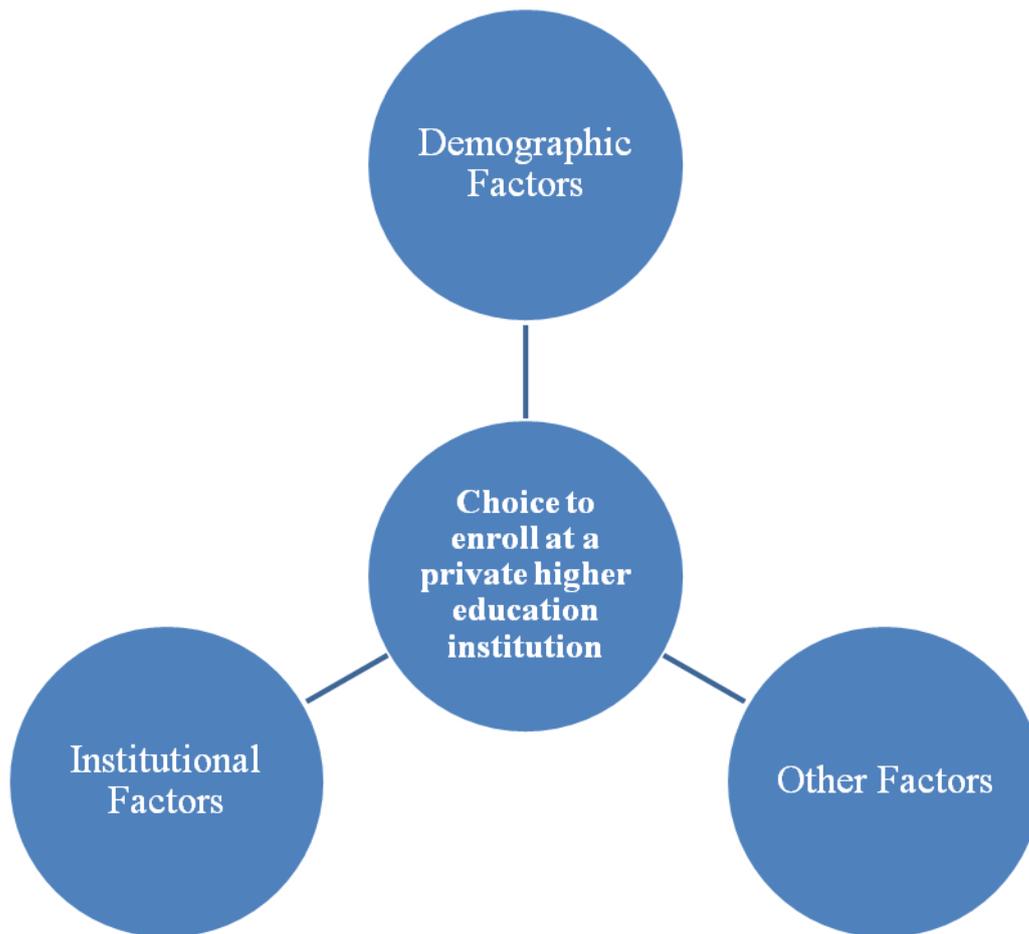


Figure 2.6 Conceptual framework of students' choice to enrol at Private Higher Education Institutions

This study will investigate the factors influencing the student's decision to enrol private higher education institution in Botswana. The prospective students are influenced by many factors which are covered in this choice model. This study views the familiar variables of college decision making, but it also views other variables and looks specifically at small and big private higher education institutions. The conclusions drawn from this study in college choice could provide valuable information to both professionals at the college admissions level and those at the secondary school college counseling level. The Perna (1987) model is considered as basis of the theoretical framework for this study as this model focus on the final decision of a student when determining which college to attend when student faced with

multiple alternatives. The prospective candidates of higher education are influenced by many factors; therefore, this study will use the Perna model as guiding framework for investigating the factors influencing the student's decision to enrol private higher education institutions in Botswana.

It was worthy to review the similar studies conducted in other countries in order to have better understanding and formulating this study. The three international studies reviewed and the proposed model are linked and therefore, relevant in analyzing the factors affecting students' choice to enrol at private higher education institution. All the three studies have analyzed and discussed the students' choice factors in different social and economic environment using the combined choice models which yield to a number of factors of choice. The study conducted in other countries in the area of students' choice of higher education institution assisted in the conduction of this study, not only in formulation of methodology but also in identification of the factors of choice helping in construction of the data instrument.

2.7 Summary of the chapter

This chapter provided literature of previous research on choice process, college choice models and factors influencing college choice of higher education institutions. The underlying rationale of college choice theory and major college choice models are presented. Review of the related literature shows that college choice is a complex decision-making process. The major college choice models examined in this chapter are economic models, sociological models and combined models.

Economic models emphasize the effect of cost and benefit on attending a college. Sociological models focus on status attainment, which is determined by personal and family

characteristics, and their interaction with social and academic environment. Combined models are mix of two or more single models which are believed to have more explanatory power. Four combined models are reviewed in this chapter and was adopted as the theoretical framework of this study: the Jackson Model (preference, exclusion, and evaluation); the Chapman Model (research, search, application, choice, and enrolment); the Hanson and Litten Model (aspiration, search, information gathering, application, and enrolment); Hossler and Gallagher Model (predisposition, search, and choice), Cabrera and La Nasa Model (predisposition, search, and choice) and, Perna model (social, economic, policy context, school and community context, and, habitus).

Factors that influence students' college choice are also reviewed in this chapter. The factors are classified into three categories: demographic factors, institutional factors and other influencing factors. The demographic factors include variables such as gender, socio-economic status, educational level of parents and income level of parents. Institutional factors include a number of variables such as location, facilities and infrastructure, reputation and prestige, availability of program, and cost of attending the institution. All these variables may have a strong or moderate effect on students' decision to attend a particular college. The other influencing factors which may influence college choice are parents, other relatives, friends, school counselors and teachers were also reviewed.

A review of studies of university choice factors has shown that students do not make life-changing decision such as selection of higher education institution in isolation and their decision are affected by a number of factors. The literature indicates that there are common elements across nations including parental preference, influence of peers, location, cost and characteristics of the institutions are significant, with the top factors being cost of education, facilities, and location in descending order (Baharun, et al., 2011).

In the process of literature review, there has been a large body of research to explore how and why potential college students choose and attend a particular institution. The literature has found that studies on students' college choice in Africa are almost non-existence. Moreover, no research on students' choice of higher education in Botswana has been found. Therefore, the present study would be the first of its kind, unique, and valuable study on investigation of student's choice of private higher education in Botswana.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the factors that influence students' choice to enrol in private higher education institutions in Botswana. This chapter provides a brief account of the methodology employed as well as the procedures involved in the study. It included the sections: research design, population and sample, data collection instrument, data collection procedures, and methods of data analysis.

3.2 Research design

The study was designed to investigate and describe the factors that influence students' choice to enrol in private higher education institutions in Botswana, thus making the study research design a non-experimental, exploratory, descriptive and co-relational in its nature. The first and third objective of the study were; to identify the factors influencing students' choice to enrol at private higher education institutions and; to determine the differences in factors influencing students' choice among the private higher education institutions. These two objectives make the study as exploratory and descriptive as the students' choice factor were identified first and then, differences in the identified factors among the institutions were determined and described. The second objective of the study was to predict the relationship between the factors influencing students choice and their intention to enrol at private higher education institution, this objective made the study a relational as a relationship between the dependent variable (intention to enrol in private higher education institution) and the independent variable (factors affecting students choice) was determined.

Thus, this study employed a non-experimental, quantitative survey research design. Specifically, both the descriptive and correlational research designs were used to obtain a complete and accurate description of a situation with direct cause and effect relationship (Boyd, Westfall and Stasch, 1981). Survey research provides efficiency in collecting large amounts of data with minimal cost and in a non-intrusive manner (Bernhardt, 2004; Creswell, 2008). Education research has emphasized the use of quantitative approach, especially in the field of college choice (McDonough, 1997). A quantitative survey research investigates “trends, attitudes, or opinions of a population by studying a sample of that population”, which in turn will be used to explore factors of influence on the population of interest (Creswell, 2008:146). The first year students enrolled in private higher education institutions in Botswana were the population of this study and their opinion were captured to identify the factors affecting their choice in selection of higher education institutions.

Borg and Gall (1989) noted that the descriptive research method is used to describe, “What is.” “Descriptive research studies are designed to obtain information concerning the current status of phenomena which direct the researchers toward determining the nature of the situation as it exists at the time of the study” (Ary, Jacobs and Razavich, 1990:286). Descriptive research “asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating the variables” (Ary, Jacobs and Sorensen, 2010: 640). McMillan and Wergin (2010:14) define descriptive research that analyses survey results in the following manner: “Descriptive non-experimental research uses frequencies, percentages, averages, and other simple statistics to provide a description of the data collected.” When descriptive research is used, the “nature of the sample and instrumentation are the key to understand the results.

The descriptive investigations are particularly valuable when something is first researched. However, most non-experimental studies go beyond mere description to examine comparisons and relationships among variables. This study went beyond the identification and description of the choice factors as the identified choice factors were used to predict the students' intention to enrol at private higher education institution. A specific type of correlational design used in this study was prediction correlational research. Prediction research design was used to “identify variables that will predict an outcome or criterion” (Creswell, 2008, p.359). This study examined whether a set of variable (the students' choice factors) could predict the intention of students to enrol at private higher education institutions.

3.3 Population and sample

A research population denotes all those who fall into the category of concern, or objects or events that conform to specific criteria and to which we intend to generalize the results of the research (Oppenheim 1996:38; McMillan and Schumacher 1997:164). The population for this study thus, consisted of first year students admitted into the private higher education institutions in Botswana.

When making choices for their higher studies, students decide for their lives and profession and also make an immense impact on the university planning and direction (James et al, 1999) therefore, it is important for students to have a voice and be provided with the opportunity to express their personal ideas, opinions and values in relation to life choice such as selection of higher education institution for their further study. Many researchers have outlined the importance of seeking opinion and gathering data from respondents at high school age (Dave and Galloway, 1996; Fielding, 2004; Cook-Sather, 2006; Brooking et al, 2009; Smyth, 2012). The importance of the students' opinion and voice cannot be

underestimated and, therefore students were used as respondents in this study. First year students were used in this study to capture their thoughts regarding their choice decision of an institution while they still remain fresh in their minds.

A sample is a representative subgroup of the population that is chosen for direct observation (Leedy, 1997:205-206). The research sample consists of individuals that are selected from a larger group of persons, known as the research population (Ary, Jacobs, Razavieh and Sorensen, 2009:272). Meadows (2003:398-400) and Borland (2003:8) posit that quantitative descriptive research results are drawn from a sample, and generalized to the population of interest. This study used sampling to reduce costs and the labour of doing the research (Keller, Warrack and Bartel, 1994:218; Lucey 2002:82). There were two categories of private higher education institution in Botswana; university and non-university. First of all, four higher education institutions in Botswana; two university and two non-university institutions; were randomly sampled. Secondly, a representative sample of students was taken from the four sampled institutions.

There is seldom a definitive answer about how large a sample should be for any given study (Fowler, 1993). However, it is well accepted that a larger sample size may increase the reliability of the survey estimates. On the other hand, choice of sample size is often as much a budgetary consideration (time, space, energy and money) as a statistical one (Roscoe, 1975; Alreck and Settle, 1995). Although researchers agree that greater samples yield better results for factor analysis, there is no consensus as to which sample size would be sufficient (Harrington, 2009). The evidence on the number of subjects recommended for conducting factor analysis varies from five to ten observations per item (Gorsuch, 1974; Nunnally, 1978; and Arrindell and van der Ende, 1985). Kelloway (1998) suggests that pre-applications with 200 observations usually constitute a suitable threshold for sample size. Kline (1998), on the

other hand, refers to sample sizes lower than 100 as small, those between 100 and 200 as medium and those higher than 300 as large samples. Furthermore, Kline (1998) argues that the statistical invariance of the results could be precarious if the respondent/variable ratio is lower than 5/1. The respondent/ variable ratio should not be lower than 3/1 according to Harvey et al. (2005).

Consequently, given the literature in question and the studies conducted, a stratified sample of 560 (n=560) students was considered to be at a sufficient level. Gender of students and type of institution was considered the basis for stratification. Equal number of 280 students; 140 female and 140 male; were sampled from university and non-university type institutions. Thus, 140 male and 140 female students from each of the selected institution will be selected through stratified random sampling method. The sampling procedure, in this way, reduces the random sampling error, since the characteristics of the population on which stratification is based are known. In addition, stratification can ensure that each sub-division of the population is adequately represented in the sample (Stopher and Meyburg, 1979). The sampling of the study is presented in Table 3.1.

Table 3.1: Sampling of the Students

Gender	Type of institution		
	University	Non University	Total
Male	140	140	280
Female	140	140	280
Total	280	280	560

3.4 Instrument for data collection

Based on the literature review, a research instrument (questionnaire) Choice to Enrol in Private Higher Education Choice Survey (PHECS) was developed by the researcher. A new research instrument was developed so as to incorporate most of the students' choice factors influencing enrolment and thus, making the instrument more valid and reliable. The instrument composed of three parts. The first part of the instrument was designed to obtain Students Demographic Information (SDI). The second part was on the Choice to Enrol in Private Higher Education Institution (CEPHEI) and contained various potential item/variables/factors influencing students' choice to enrol at private higher education institution. The third part was named as Intention to Enrol in Private Higher Education Institution (IEPHEI) and will contain items to measure the students' intention to enrol at private higher education institution. The items in the second and third part were measured by five ordinal Likert's scale categories (Likert, R., 1932). A 5-point Likert-type Scale requires participants to select one of five choices: (UI) unimportant, (SI) slightly important, (I) important, (VI) very important and (EI) extremely important to each item in the second and third part of the instrument. These five points were correlated with the following values namely 1 = unimportant, 2 = slightly important, 3 = important, 4 = very important and 5 = extremely important. The data collection instrument is presented in ANNEXURE A.

This study used a survey method for data collection. Cooper and Schindler (2006) indicated that the broad area of survey research encompasses any measurement procedures that involve asking questions from the respondents. Gerber-Nel, Nel and Kotze (2005) pointed out that surveys can be divided into four major types: personal interviews, telephone surveys, mail surveys and self-administered surveys. Data for the research study was gathered through self-administered questionnaires. Self-administered questionnaires are research questionnaires

personally delivered to the respondent by the interviewer but completed by a respondent with no interviewer involvement. In this study, a survey questionnaire was used as the instrument for several reasons. First, “Research in college choice has nearly exclusively been in the domain of quantitative analysts” (McDonough, 1997:4). Second, this method allowed the researcher to study a large sample in a relatively small amount of time (Gall et al., 2003:222; Babbie, 1995:273). Indeed, survey research “has yielded much valuable knowledge about opinions, attitudes, and practices” (Gall et al., 2003:290). Gall, Gall and Borg (2003:222) argued that “Questionnaires have two advantages over interviews for collecting research data: The cost of sampling respondents over a wide geographic area is lower, and the time required to collect the data typically is much less”. Considering the advantages indicated above, a questionnaire was used as an instrument for data collection in this research project.

3.4.1 Validity and reliability of data collection instrument

It is vital that a researcher put a purposeful and conscious effort to minimize measurement error. Measurement error is inevitable and can never be completely removed; however, there are methods to reduce it. The steps should be taken to minimize measurement error by addressing issues of validity and reliability. Therefore, reliability and validity of the data collection instrument were determined.

3.4.1.1 Validity of data collection instrument

Validity refers to whether an instrument measures what it is supposed to measure given the context in which it is applied. Validity is the “extent to which an instrument measured what it claimed to measure” Ary, et al. (2006:243). Babbie and Monton, (2002) point out that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. Babbie and Monton, (2002) identify four

major types of validity. These are face (content) validity, criterion related validity, content validity and construct validity. Face validity is used to determine if the test looks valid to participants of the study (Anastasi, 1988). Content validity is based on "the extent to which the sample of items or questions in the instrument is representative of some appropriate universe or domain of content or tasks" (McMillan and Schumacher, 2001:240-241). Face and content validity of the instrument in this study were established by a panel of experts. The researcher sought help from the researcher's dissertation advisor as well as a selected group of two professionals in the higher education institutions in Botswana and, they were asked to evaluate the College Choice Survey Instrument for content validity and appropriateness of the instrument. Suggestions and comments offered by the panel were incorporated into the final version of the instrument.

3.4.1.2 Reliability of data collection instrument

Reliability is "the extent to which a measure yields consistent results; the extent to which scores are free of random error" Ary, Jacobs and Sorensen (2010:649). Although it is markedly difficult to create, design, and efficiently utilize a method of research that is perfectly reliable, a researcher should put forth efforts in ensuring that the questionnaire is reliable. For an instrument to be reliable, it must have the ability to repeat a measurement, stabilize the measurement over time and provide similar measurements within a given time period (Kirk and Miller, 1986). Because the variables will be used for subsequent predictive analyses, it is imperative that they be reliable (Santos, 1999).

A pilot test was used to determine the reliability of the Instrument. The pilot group ($N = 56$) was purposefully-selected students in private higher institutions. The instrument was tested on a group similar to that of the sample that was tested in the research through final survey. The instrument cannot be tested on the same group of students that are involved in the study

as that would cause pre-test error in the study and add bias to the results because the students would have already been exposed to the instrument prior to the research being conducted for the study.

Cronbach's alpha coefficient was calculated to assess the reliability of the scores produced by the survey instrument. Coefficient alpha developed by Cronbach (1951) was used as a general measure of the internal consistency of the multi-item scale because this coefficient is not only the most widely used estimator of reliability, but also has been the subject of considerable methodological and analytical attention (Cortina, 1993; Huck, 2000; Gliner and Morgan, 2000). The reliability analysis (Cronbach's alpha coefficient) was carried out for section B and section C of the instrument and then the items with lower than .70 were dropped out. As Nunnally and Bernstein (1994:264-265) contend that "a reliability level of .70 is acceptable for the instrument to be a reliable one". Thus, a validated and reliable instrument was constructed and used for data collection (ANNEXURE A).

3.5 Data collection procedures

Before initiating the data collection process, the researcher received approval from the Institutional Review Board for Research Using Human Subjects at the University of South Africa; the institution with which researcher was affiliated. After obtaining permission from the University of South Africa, the researcher began collecting data.

The management of each of the selected institution was requested to designate a survey administrator. The survey administrator was responsible to execute the questionnaire and for data collection from the sampled students. The dates and times for data collection were agreed between the researcher and the survey administrator. On the agreed date and time, the researcher visited the selected institution and handed over the questionnaire to the survey

administrator. The survey administrator distributed the survey questionnaire to the sampled students. The students were given sufficient time (approximately 45 minutes) to take the survey. After each student had completed survey, the survey administrator collected the completed questionnaire and handed over to the researcher immediately.

In order to mitigate the effects of researchers' bias, the researcher followed the precautions suggested by Gall, Gall and Borg (2003: 380), namely, (a) provided instructions to the survey administrator about the survey, (b) not personally administer the survey, and (c) not inform the survey administrator which of the response of the students were used in the study.

3.6 Data analysis

This study used both the descriptive and the co-relational research designs in order to answer the research questions of the study. The data was analyzed using Statistical Package for the Social Sciences (SPSS) Ver. 23. The statistical analysis included descriptive statistics and multivariate analysis such as analysis of variance, multiple regression and factorial analysis (Kachigan, 1991; Bernhardt, 2004; Field, 2009). The study answered the three questions.

- i) What are the factors that influence students' choice to enrol at private higher education institutions?
- ii) To what extent do these factors predict the students' intention to enrol at private higher education institutions?
- iii) Are there significant differences in the factors influencing choice among the private higher education institutions?

The research questions were answered by testing the research hypothesis in null form. The procedure of testing the null hypothesis is presented in the following sub section.

3.6.1 Data analysis for research question one

Research Question One: What are the factors that influence students' choice to enrol at private higher education institutions?

Null Hypothesis one: There are not various factors that influence students' choice to enrol at private higher education institutions

To answer the first research question, exploratory factor analysis with principal factor extraction was used. Factor analysis was used to identify the factors underlying the students' choice to enrol at higher education institution. Factor analysis is "a data analytic technique for examining patterns of interrelationship, data reduction, classification and description of data, data transformation, hypothesis testing and mapping construct space" (Rummel, 1970). The factor analysis is used to reveal the latent attitudes behind students, opinions (Kim, 1975:469). Norusis (1988) indicated that factor analysis is used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables. According to Hair et al., (1995) and; Fabrudgar, Wegner, MacCallum, and Strahan (1999) factor analysis is a statistical approach that can be used to analyze interrelationships among large number of variables and, to explain these variables in terms of their common underlying dimensions. Factor analysis is most often used to combine a number of items or variables to form a smaller number of composite variables or factors (Gliner, and Morgan, 2000). Hair, Anderson, Tatham, and Black (1998:3) suggested that:

Factor analysis, including both principal component analysis and common factor analysis, is a statistical approach that can be used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions (factors). The objective is to find a way of condensing the information contained in a number of original variables into a smaller set of variants

(factors) with a minimum loss of information. By providing an empirical estimate of the "structure" of the variables considered, factor analysis becomes an objective basis for creating summated scales.

The objective of factor analysis is, with a minimum loss of information, to condense the information contained in number of original variables into a smaller set of factors. This analysis will be appropriate for this study because the student's choice factors will be numerous and the researcher is interested to identify if the individual items could be explained by a smaller number of underlying factors. Exploratory Factor Analysis (EFA) was employed as the specific analysis for this study as it is widely used and, provides specific factors (Costello and Osborne, 2005). A screen plot was also used for identification of the factors underlying the students' choice to enrol at higher education institution. Each of the identified factors was given a suitable name considering the components of the extracted factor.

The Kaiser-Meyer-Olkin's (KMO) overall measure of sampling adequacy (MSA) was employed and the score was recorded which is in the acceptable range based on a KMO overall MSA greater than .60 being considered acceptable (Tabachnic and Fidel, 2013). The reliability of each of the factor identified was calculated. Cronbach's alpha of .70 and above indicated that the variables in the factor are internally consistent or measuring the same thing (Saunders, Lewis and Thornhill, 2012).

3.6.2 Data analysis for research question two

Research Question Two: To what extent do these factors predict the students' intention to enrol at private higher education institutions?

Null Hypothesis Two: The underlying factors do not significantly predict the students' intention to enrol at Private higher education institution.

Two inferential analyses; Pearson correlation and multiple linear regression; were carried out to investigate the relationship between the extracted factors affecting choice (independent variables) and the intention to enrol (dependent variable) at private higher education institution. Pearson correlation was used to explore the relationship between the independent variables and the dependent variable. Davis (1971) measures of association are used to describe the correlation. Correlation coefficient (r) provides a direction and the strength of the linear relationship between two variables i.e. independent variable and the dependent variable (Pallant, 2007). Multiple linear regression analysis was performed to determine the predicting variables and their contribution to the dependent variable. In this study, the extracted factors were treated as the independent variables and decision to enrol at private higher education institution were considered as the dependent variable.

3.6.3 Data analysis for research question three

Research question Three: Is there significant difference in the factors influencing student's choice among the private higher education institutions?

Null Hypothesis Three: There are no significant differences in the factors influencing student's choice among the higher education institutions.

Analysis of Variance (ANOVA) was employed to determine if a significant difference exists between the institutions over the choice factors extracted by the factorial analysis. In order to compare each institution, Fishers Least Significant Difference (LSD) was used as the method of analysis to determine individual differences among the higher education institutions for all the extracted factors. LSD is selected as the method of analysis as it is the most powerful post-hoc-test (Carmer and Swanson, 1973).

However, a descriptive analysis was conducted in order to provide background information of the sampled respondents used in the study. A basic descriptive analysis of the data was conducted calculating frequencies and percentages of the items included on background information.

3.7 Ethical considerations

Researchers should be aware of ethical responsibilities and legal constraints that accompany the gathering and reporting of information in such a way to protect the rights and welfare of the participants involved in the research (McMillan and Schumacher, 2006:136). Gay, Mills and Airasian (2006) have listed a number of ethical considerations that researchers need to meet when conducting a research. These ethical considerations include approval for conducting research, confidentiality, invasion of privacy, informed consent and protection of harm to participants. The ethical issues inherent in this research are discussed next, together with the ways to address these issues.

3.7.1 Approval for conducting the research

For research conducted in an institution like a school system approval for conducting the research should be obtained from the institution (McMillan and Schumacher 1997:195). For this study the researcher wrote to the management of the sampled private higher education institutions asking for permission to conduct the research in their institution (ANNEXURE B). Data collection only commenced after the approval to do the research had been obtained.

3.7.2 Informed consent

Tuckman (1994:13-14) argues that subjects have the choice to participate, or not to participate in any research. Thus if subjects are to participate in a study, the researcher must obtain their written informed consent (Robson 1995:471–473). Even though permission to

carry out the study had already been granted by the management of the sampled institutions, it was imperative to reach out to the respondents and get their consent. “Getting management permission is one thing, but you need to have the support of the people who will be asked to give interviews or complete questionnaires” Bell (1999:58).

A proper execution of the letter of informed consent form was completed whereby the respondents were promised that the information gathered will be kept confidential (ANNEXURE C). The consent form was used to explain and clarify several items and questions that the students might have questions before they were willing to participate. The consent form provided the name of the researcher, the topics, and a brief summary of the study. The data collection procedures along with the risks and the benefits of the study were also explained on the form. The sampled students were given the informed consent form with the survey instrument during the data collection.

3.7.3 Right to privacy

In research, participants need to be protected from harm and participants’ rights to privacy should be ensured (McMillan and Schumacher, 2006:136). The measures were put in place to protect the right to privacy. The respondents were requested not to expose their names, or those of their institutions while answering the questionnaire. Confidentiality was ensured through the aggregation of data from all the institutions and the names of the institutions are not referred to. This was meant to protect the reputation and images of the institution in the face of whatever results would emerge from the study as Oppenheim (1996:83) says, “The basic ethical principle is that no harm should come to the respondents as a result of their participation in the research.” Moreover, the research related documents were kept securely by the researcher. The information collected is purely used for the research purposes and the participants were promised to maintain the confidentiality.

3.7.4 Honesty and accountability

There is a need to demonstrate to the research community that the findings of the study are trustworthy and it is important, especially when the researcher is a part of the participant, (Smith and Holian, 1999:1). The researcher has been a teacher and part of the research community, the reporting of the research findings to an external audience and issues of validity such as bias and subjectivity. These were addressed in order to safeguard the research against possible claims of bias emanating from the researcher's position within the institution.

3.7.5 Dissemination of results

The main purpose of any research is to provide solution to an identified problem. Therefore, the findings should not be kept out of bound of the stakeholders. McMillan and Schumacher (1997:194) insist that subjects are entitled to have convenient access the research results so that the recommendations can be adopted to overcome the problem. Considering the budgetary constraint, it was not possible to provide copies of the completed study to all the higher education institutions and students involved in the study. However, the research papers based on the study report to be published in reputable online journals and the participant institutions will be notified about such publications.

3.8 Summary of the chapter

This chapter describes the specific research methodology and procedures that was used in conducting this study. The chapter focused on a number of methodological aspects including the research design, research questions and hypotheses, study population, survey instrument, data collection and data analysis. The data were collected through survey using a validated

and reliable questionnaire. The procedure of hypothesis testing was discussed in the chapter. The ethical issues considered in this study were also mentioned.

The findings of the study are presented in chapter four.

CHAPTER FOUR

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

4.1 Introduction

The purpose of this study was to investigate the factors that influence students' choice to enrol in private higher education institutions in Botswana so that higher education enrolment managers could have a better understanding of why students are attending their institutions. The chapter on analysis of data and interpretation of results are presented in four sections. The first section of this chapter reports the demographic characteristics of the respondents in the study. The second, third and fourth section presented findings on the three research questions of the study, respectively. Thus, the purpose of this chapter is to achieve the objectives of the study by answering the following three questions of the study:

- i) What are the factors that influence students' choice to enrol at private higher education institutions?
- ii) To what extent do these factors predict the students' intention to enrol at private higher education institutions?
- iii) Are there significant differences in the factors influencing student's choice among the private higher education institutions?

The population for this study was the first year students attending private higher education institutions in Botswana. First year students were used in this study in an effort to capture their thoughts regarding college selection while they yet remain fresh in their minds. A total of 560 first year students (n=560) were randomly sampled from the four randomly sampled private higher education institutions in Botswana.

Data analysis involved descriptive statistics, factor analysis, regression analysis and one way analysis of variance (ANOVA). Prior to any statistical analysis, data was checked for the missing values. Missing values are a common problem in survey research which affects the findings of the study. According to He (2008), the seriousness depends on the pattern of missing information, how much is missing, and why it is missing (Graham, Cumsille, and Elek-Fisk, 2003:43). If less than 5% of data is missing in a random pattern from a large data set, the problems are less serious, and almost any procedure for handling missing values yields similar results. Out of 560 students from four private higher education institutions that participated in the survey, 539 surveys were entirely complete, while 21 surveys had 1-3 values missing at random. Thus, the missing values problem in this study was not serious. The missing values for dependent and independent variables were substituted with its mean. Mean substitution is a valid approach for dealing with missing values (Thompson, 2006:50). Graham, Cumsille, and Elek-Fisk (2003:90) explain, "With this procedure, whenever a value is missing for one case on a particular variable, the mean for that variable, based on all non-missing cases, is used in place of the missing value".

4.2 Demographic information of respondents

This section contains descriptive statistics for the demographic information of the participants who completed the 61 Likert items survey in the study. The demographic information includes frequency distributions and descriptive statistics of the twelve demographic variables. The demographic information collected from the students in the study included (a) institution, (b) gender, (c) age, (d) nationality, (e) type of high school, (f) percentage of marks in high school, (g) program currently enrolled in, (h) permanent home in town of study, (i) distance from home to institution, (j) mothers level of education, (k) fathers level of education and, (l) family income level. The information on demographics provides the reader

with an overview of the type of students that were included in the sample and which were the source of information for the choice factors. Table 4.1 presented the frequency and percentage of the demographic variables.

Table 4.1: Demographic Characteristics of Respondents (N=560)

Characteristics	Levels	f	%
Institution	A	140	25.0
	B	140	25.0
	C	140	25.0
	D	140	25.0
Gender	Male	280	50.0
	Female	280	50.0
Age	Under 17	6	1.1
	17	10	1.8
	18	90	16.1
	Over 18	454	81.1
Nationality	Motswana	534	95.4
	Other nationals	26	4.6
Type of high school	Government	433	77.3

	Private	127	22.7
Location of high school			
	Rural	170	30.4
	Urban	296	52.9
	Peri/semi-Urban	94	16.8
Percentage of marks in high school			
	Below 60 years	69	12.3
	60 -70 years	329	58.8
	above 70 years	162	28.9
Program currently enroled in			
	Certificate	63	11.3
	Diploma	102	18.2
	Under graduate degree	308	55.0
	Post graduate degree	87	15.5
Permanent home in the town of study			
	Yes	143	25.5
	No	417	74.5
Distance from your home to the institution			
	less than 50 Km	314	56.1
	51 - 100 Km	114	20.4
	101 - 200Km	47	8.4
	201 - 300Km	30	5.4
	More than 300 Km	55	9.8
Mother's level of education			

	No education	98	17.5
	Primary	97	17.3
	Junior Secondary	141	25.5
	Senior Secondary	99	17.7
	University/Tertiary	125	22.3
Father's level of education			
	No education	132	23.6
	Primary	89	15.9
	Junior Secondary	79	14.1
	Senior Secondary	98	17.5
	University/Tertiary	162	28.9
Family income level			
	less than P 4000	296	52.9
	P 4000 - 8000	128	22.9
	P 8000 - 12000	56	10.0
	more than P 12000	80	14.3

‘P’ refers to the Pula, the currency of Botswana which was equivalent to USD .09 at the time of this study.

4.2.1 Institutions

Four private higher education institutions in the country were surveyed. The name of the institutions was substituted with letters A, B, C and D to maintain the institution’s identity

confidential. Table 1 indicated the frequency distribution of the participants by institution whereby equal numbers of students (140) were randomly sampled for the study.

4.2.2 Gender, age and nationality

The student gender frequency indicates that the male and female students in the study contributed equally of 50% respectively to the student's sample of 560 students under study. There were four groups of respondents' age. Most of the respondents (81.1%) were in the age group of over 18 years followed by 16.1% of 18 years. Majority of the respondents were from Botswana and only 4.6% of respondents were other nationals than Botswana.

4.2.3 Type and location of high school attended

The highest percentage of respondents (77.3) studied in the government schools prior to enrol for higher education whereas the remaining (22.7%) studied in private schools. The data presented in Table1 indicated that 52.9% of the respondents studied in the schools located in urban followed by 30.5% rural and peri urban schools.

4.2.4 Academic achievement of participants in high school

Performance of students in high school was reflected by the percentage of marks in high school. The performance scale used in this study ranges from 0-100. More than half (58.8%) of the respondents had a percentage of marks in high school between 60 and 70. Only 28.9% students obtained marks above 70% while 12.3% students obtained marks lower than 60%.

4.2.5 Program currently enrolled in

The researcher provided seven categories for participants to describe their program they were currently enrolled in. 55% of the sampled students were enrolled for degree programs

followed by diploma programs (18.2%). Only 15.5% students were enrolled for postgraduate degree programs.

4.2.6 Status of home in town of study and distance from home to institution

Majority of students (74.5%) did not have their permanent home in the town of their study. The highest number of students (56.1%) students enrolled in private higher education institutions used to travel a maximum of 50 kilometers to attend the classes.

4.2.7 Mothers' education level

The researcher provided seven categories for participants to describe their mother's education level. Of the 560 participants, the highest number of students (25.2%) indicated their mothers' level of education is junior secondary level and 22.3% participants indicated their mother's education level as university level and 17.7% participants indicated their mother's education level as secondary school level while 17.5% of mothers had primary level education while 17% of mothers had no education. The results indicated that the literacy rate among mothers was 83.5%.

4.2.8 Fathers' education level

The researcher provided seven categories for participants to describe their father's education level. Of the 560 participants, the highest number of students (28.9%) indicated their fathers' level of education is university level. The student's fathers' education secondary level was indicated at 17.5% while 15.9% participants indicated their father's education level as primary school level while 14.1% of fathers had junior secondary level education. Whereas, 23.6% fathers had no education. The literacy rate among fathers was 76.4%. Comparing the parental educational level, the mothers were found to be more educated than the fathers. Therefore, it

can be said that fathers were still far behind than the mothers as far as parental education and literacy level is concerned.

4.2.9 Family income level

The researcher asked the participants to describe their household incomes from a list of four categories. It is clear that more than half of the respondents (52.9%) had a family income lower than P4000 per month which was about the median family income in 2014 in the country. Most participants' family income was toward the lower end of the scale. Only 14.3% of the respondents reported a monthly family income above P12000. The family income levels of the students indicated that most students belong to the low income level (less than P12000) whereas a lowest of 14.3% students belong to the high socio-economic families (more than P12000).

4.3 Analysis of Research Questions

There were three questions in this study:

- i) What are the factors that influence students' choice to enrol at private higher education institutions?
- ii) To what extent do these factors predict the students' intention to enrol at private higher education institutions?
- iii) Are there significant differences in the factors influencing student's choice among the private higher education institutions?

4.3.1 Factors influencing students' choice

This section answers question one of the study.

Research Question One: What are the factors that influence students' choice to enrol at private higher education institutions?

Factor Analysis was conducted to determine what factors influence a high school senior's decision to enrol at private higher education institutions in Botswana. The descriptive statistics of factors affecting students' choice is presented in ANNEXURE E. The choice items with the highest mean values included quality of teaching (M=4.13), marketability of programs and courses (M=4.11), qualification of teaching staff (M=4.09), academic accreditation (M=4.09), job skill training (M=4.08), quality of teaching staff (M=4.03), graduate employment rate (M=4.03), availability of financial aid and scholarship (M=4.03) and campus safety and security (M=4.00) were the most important factors with regard to their mean values. The items with the lowest means are: influence of campus visit (M=2.94); advice of alumni (M=2.76); influence of relatives (M=2.71); influence of high school classmates and friends (M=2.63) and, influence of boyfriend/girlfriend (M=2.38). This means that the choice items with higher means are more likely to be preferred in choosing private higher education institutions. On the other hand, the choice items with lower means are less likely to be preferred in choosing private higher education institutions.

In order to reduce the choice items into a manageable number of components, the principal component analysis was used. Before employing factor analysis, three tests namely; tests for reliability of the instrument, measure of sampling adequacy and test of sphericity were conducted. Coefficient alpha developed by Cronbach (1951) was determined as a general measure of the internal consistency of the multi-item scale. This coefficient is not only the most widely used estimator of reliability, but also has been the subject of considerable methodological and analytical attention. Alpha has become one of the foundations of measurement theory (Cortina, 1993). A reliability analysis was carried out for both the scale

items in the instrument namely factors affecting choice to enrol in Private Higher Education Institution (CEPHEI) and, Intention to Enrol in Private Higher Education Institution (IEPHEI). The reliability coefficients for both scales are presented in Table 4.2.

Table 4.2: Reliability coefficients of the survey instrument

Scale	Number of Items	Cronbach's Alpha
Choice to enrol in Private Higher Education Institution (CEPHEI)	49	0.915
Intention to Enrol in Private Higher Education Institution (IEPHEI)	12	0.845

The reliability coefficient for the Choice to enrol in Private Higher Education Institution (CEPHEI) scale was 0.915 which is very high and therefore all the items in this scale were retained for further factorial analysis. The reliability coefficient for Intention to Enrol in Private Higher Education Institution (IEPHEI) scale was 0.845 (Table 4.2.). The reliability of an instrument shows the precision with which an instrument or factor is measuring and a minimum Cronbach's Alpha level of 0.7 is necessary for an instrument to be accepted as reliable (Best and Kahn, 2006).The reliability analyses for both the scales therefore, produced the high reliability which suggested retaining all the items for further analysis of both the scales.

The Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity were also conducted. The results of the Kaiser-Meyer-Olkin measure of sampling adequacy (0.888; $p < .001$) and Bartlett's Test of sphericity (BTS =9933.821; $p < .001$) indicated that the data was appropriate for the purpose of principal component analysis (Table 4.3.). Statistically, this means that relationships exist between the variables and that they could be appropriately included in the principal component analysis. The highly significant result of the KMO measure of sampling adequacy was highly significant indicated that there are sufficient items for each factor. The two tests support the appropriateness of the factor analysis technique (Mertler and Vannatta, 2002; Tabachnick and Fidell, 1996).

Table 4.3: The Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin measure of sampling adequacy		.888
Bartlett's Test of Sphericity	Approx. Chi-Square	9933.821
	df	1176
	Sig.	.000

Factor analyses employed the principal components method to extract initial factors and an orthogonal (VARIMAX) terminal rotation and thirteen common factors were extracted. The majority of the communalities were above .50 indicated that all the variables worthy of remaining in the matrix and into the final factor analysis (ANNEXURE F). Additionally, the first thirteen factors with Eigen-values greater than one together explained approximately 61.28 percent of the total variance of the sample. Factor analysis reflected that the first thirteen factors had Eigen-values greater than one (Table 4.4.). The eight factors are further

confirmed by the rotation sums of squared loading after Varimax rotation. According to the rules of factor analysis only factors that have Eigen-values greater than one should be retained.

Table 4.4: Extracted students' choice factors and their total variance explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	9.899	20.202	20.202	9.899	20.202	20.202	3.710	7.571
2	4.417	9.013	29.216	4.417	9.013	29.216	3.247	6.626	14.197
3	2.246	4.584	33.799	2.246	4.584	33.799	2.937	5.994	20.191
4	1.983	4.047	37.846	1.983	4.047	37.846	2.623	5.353	25.544
5	1.761	3.595	41.441	1.761	3.595	41.441	2.577	5.259	30.803
6	1.568	3.199	44.640	1.568	3.199	44.640	2.495	5.092	35.895
7	1.366	2.788	47.428	1.366	2.788	47.428	2.276	4.645	40.540
8	1.306	2.666	50.094	1.306	2.666	50.094	2.211	4.513	45.053
9	1.181	2.411	52.505	1.181	2.411	52.505	2.168	4.424	49.476
10	1.148	2.343	54.848	1.148	2.343	54.848	1.796	3.666	53.142
11	1.093	2.231	57.079	1.093	2.231	57.079	1.401	2.859	56.001
12	1.051	2.145	59.225	1.051	2.145	59.225	1.298	2.649	58.650
13	1.007	2.054	61.279	1.007	2.054	61.279	1.288	2.630	61.279

Extraction Method: Principal Component Analysis.

Table 4.4 indicated the total variance explained from the factors extraction is a summary of how the total variability was distributed among the thirteen components. Table 4.4 indicated each component and how much they contributed to the total variance in the students' choice of institution. Total variance explained was expressed in Eigen-values. Components with eigenvalues of 1 or higher were the ones having the most effect on choice of students of institution and were included. Components with eigenvalues below 1 contributed very little to the explanation of the variance (Field, 2009) and were left out for further statistical analysis (ANNEXURE G).

Additionally, a Scree test was also performed to verify the number of factors extracted from the 49-item choice instrument. The Scree plot analysis also indicated that a thirteen-factor solution was appropriate (Figure 4.1.). This test is used to support the results of the factorial solution. Scree test indicates that the number of factors that can be extracted before the line becomes straight is only thirteen, as shown in Figure 4.1.

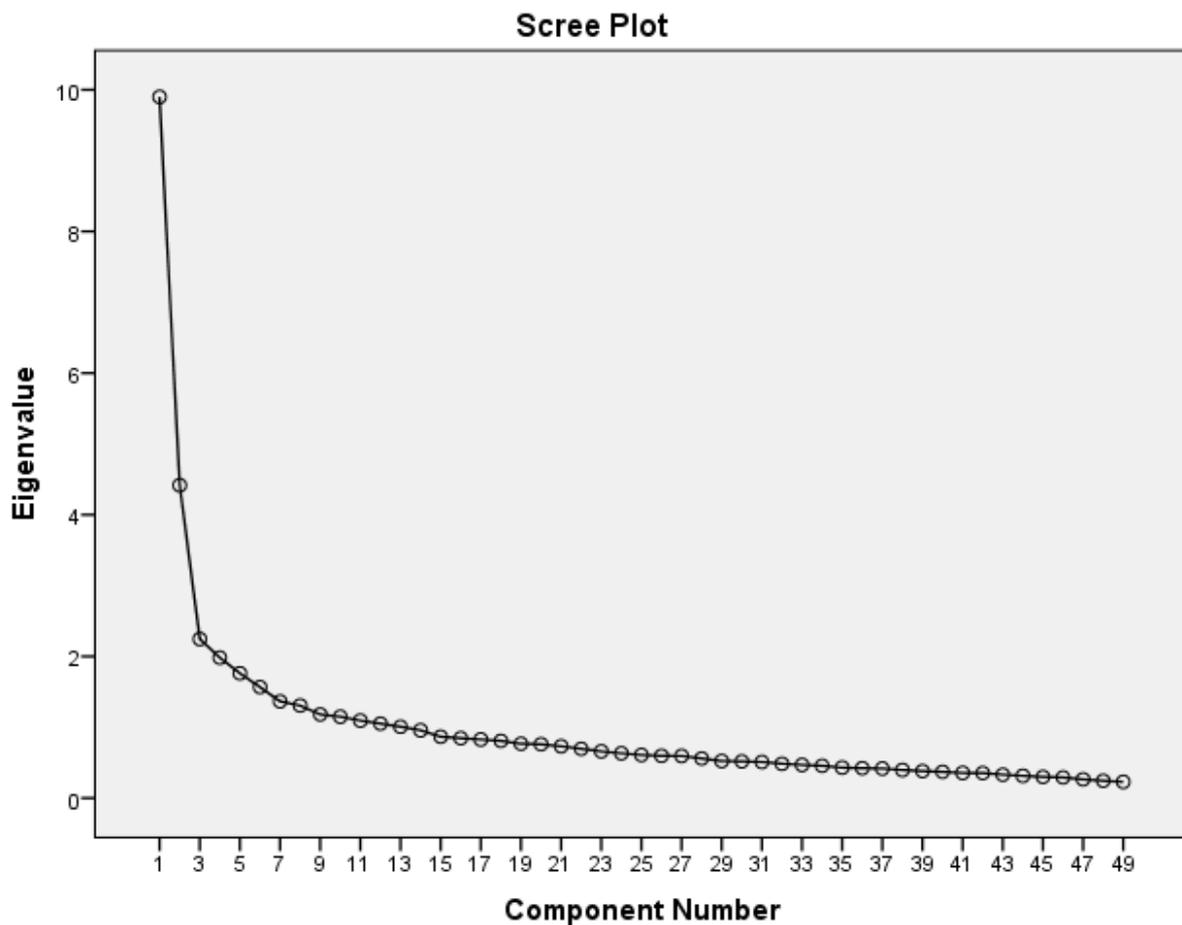


Figure 4.1: Scree Plot from Principal Component Analysis of 49 students' choice variables

The Scree test (Figure 4.1.) plotted components as the X axis and the corresponding Eigen values as the Y axis. The general rule of a scree plot was that as the plot ceases to drop and starts to form an elbow, all the components after the one starting the elbow of the plot should be dropped (Field, 2009). It is also a recommendation by Hamilton and Rainelle (1986:289) that “the number of significant factors is determined by looking for the elbow in the plot. The

number of Eigen values to the left of the elbow is normally taken to be the number of significant factors underlying test performance”. From the thirteen factor onwards, it can be observed that the line is almost flat, meaning that each successive factor is accounting for smaller and smaller amounts of the total variance. It is clear from scree plot that only thirteen factors can be extracted before the curve becomes straight solution of the 49-items (Figure 4.1.). With respect to the variance explained by the factor solution of the 49 items, the total variance explained by the thirteen factors is 61.28 percent. It is also clear that only thirteen factors have Eigen values greater than one, which is the main criterion for defining and selecting the number of factors in the factorial solution. The rotated component matrix indicated the factor loadings of the 49 items on the thirteen factors. Thus, the final factor analysis extracted thirteen factors. The component matrix of thirteen extracted students’ choice factors and their factor loading are presented in ANNEXURE H. After conducting factor analysis, the extracted components were defined by suitable names.

Based on the items loading on each factor, all the thirteen extracted factors were given a suitable name. The labeling (assigning names) of extracted factors was important to identify the factors, especially their description. For the purpose of the interpretation and to reduce subjectivity, only items with factor loadings of .3 or higher were considered for naming of the factors (Leech, Barrett and Morgan, 2005; Gliner and Morgan, 2000). The named factors, the percent of variance variables included, and their factor loadings are presented in Table 4.5 to Table 4.17.

Table 4.5: Students' choice factors one (Advice seeking)

Factor name	% of Variance	Variables included	Factor loading
Advice seeking	20.20	Advice of mother	.823
		Advice of siblings	.766
		Advice of father	.760
		Advice of high school teachers and counselors	.704
		Advice of other family members	.696
		Influence of relatives	.473
		Advice of alumni	.373

Table 4.6: Students' choice factors two (Employment prospects)

Factor name	% of Variance	Variables included	Factor loading
Employment prospects	9.01	Job search and placement services	.784
		Graduation rate	.725
		Job skill training (Internship)	.701
		Graduates employment rate	.695
		Campus safety and security	.395
		International links	.356

Table 4.7: Students' choice factors three (Campus life)

Factor name	% of Variance	Variables included	Factor loading
Campus life	4.58	Extracurricular activities	.788
		Athletics facilities	.766
		Sports activities	.750
		Social and religious activities	.669
		Cultural diversity	.315

Table 4.8: Students' choice factors four (Physical characteristics of campus)

Factor name	% of Variance	Variables included	Factor loading
Physical characteristics of campus	4.05	Size of the town where institution is located	.744
		Attractiveness of campus	.694
		Cultural diversity	.570
		Size of institution	.470
		Reputation of the institution	.417
		Conveniently accessible location	.416

Table 4.9: Students' choice factors five (Quality of teaching and learning resources)

Factor name	% of Variance	Variables included	Factor loading
Quality of teaching and learning resources 3.60		Quality of teaching staff	.831
		Qualification of teaching staff	.756
		Quality of teaching	.599
		Reputation of the institution	.414
		Learning resources and facilities	.340

Table 4.10: Students' choice factors six (Influence of people)

Factor name	% of Variance	Variables included	Factor loading
Influence of people	3.12	Influence of friends who already attended the institution	.709
		Influence of high school classmates and friends	.698
		Influence of boyfriend/girlfriend	.651
		Influence of relatives	.498
		Advice of alumni	.359
		Influence of campus visit	.339

Table 4.11: Students' choice factors seven (Campus accessibility and facilities)

Factor name	% of Variance	Variables included	Factor loading
Campus accessibility and facilities	2.79	Distance of campus from home	.674
		Campus housing facilities	.631
		Procedure and policies for admission	.527
		Provision of studies part-time	.523
		Size of institution	.348
		Availability of financial aid or scholarships	.344

Table 4.12: Students' choice factors eight (Person based institutional outreach)

Factor name	% of Variance	Variables included	Factor loading
Person based Institutional outreach	2.67	Influence of institution fair	.676
		Influence of campus visit	.644
		Influence of institution publications (brochures, flyers)	.584
		International links	.442
		Availability of financial aid or scholarships	.412

Table 4.13: Students' choice factors nine (Electronic based institutional outreach)

Factor name	% of Variance	Variables included	Factor loading
Electronic based Institutional outreach	2.41	Advertisement on TV, radio etc	.786
		Visits by admission officers to your school	.754
		Availability of college website	.566
		Influence of institution publications (brochures, flyers)	.366

Table 4.14: Students' choice factors ten (Characteristics of programs and courses offered)

Factor name	% of Variance	Variables included	Factor loading
Characteristics of programs and courses offered	2.34	Diversity of programs and courses offered	.734
		Marketability of the programs and courses	.693
		Learning resources and facilities	.397
		Academic accreditation	.381

Table 4.15: Students' choice factors eleven (Cost of attending institution)

Factor name	% of Variance	Variables included	Factor loading
Cost of attending institution	2.23	Cost of attending institution	.686
		Small size of classes	.543
		First institution to offer a program	.357

Table 4.16: Students' choice factors twelve (Policies and procedures for admission)

Factor name	% of Variance	Variables included	Factor loading
Policies and procedures for admission	2.14	Admission criteria	.704
		Procedure and policies for admission	.378

Table 4.17: Students' choice factors thirteen (Alumni association)

Factor name	% of Variance	Variables included	Factor loading
Alumni association	2.05	Alumni association	.669
		Advice of alumni	.503

4.3.1.1 Advice seeking

Factor one, advice seeking accounted for 20.202% of the variance, concerned advice from a variety of sources (Table 4.5.). These sources include advice of mother, advice of siblings, advice of father advice of high school teachers and counselors, advice of other family members, influence of relatives and advice of alumni.

4.3.1.2 Employment prospects

Factor two, Employment prospects contributed to total variance of 9.013% and included the variables of job search and placement service, graduation rate, job skill training (Internship), graduates employment rate, campus safety and security and, international links (Table 4.6.).

4.3.1.3 Campus life

Factor three, campus life contributed to total variance of 4.584% and included the variables of extra-curricular activities, athletics facilities, sports activities, social and religious activities and, cultural diversity (Table 4.7.).

4.3.1.4 Physical characteristics of campus

Factor four, physical characteristics of campus contributed to a total variance of 4.047 and composed of the variables of size of the town where institution is located, attractiveness of campus, cultural diversity, size of institution, reputation of the institution and, conveniently accessible location (Table 4.8.).

4.3.1.5 Quality of teaching and learning resources

Factor five, quality of teaching and learning process contributed to a variance of 3.595% and dealt with quality of teaching staff, qualification of teaching staff, quality of teaching, reputation of the institution and, learning resources and facilities (Table 4.9.).

4.3.1.6 Influence of people

Factor six, influence of people which contributed 3.199% to the total variance and, placed emphasis on influence of friends who already attended the institution, influence of high school classmates and friends, influence of boyfriend/girlfriend, influence of relatives, advice of alumni and, influence of campus visit (Table 4.10).

4.3.1.7 Campus accessibility and facilities

Factor seven, campus accessibility and facilities contributed 2.788% to the total variance. This factor contained the variables of distance of campus from home, campus housing facilities, procedure and policies for admission, provision of studies part-time, size of institution and, availability of financial aid or scholarships (Table 4.11).

4.3.1.8 Person based institutional outreach

Factor eight, person based institutional outreach contributed a variance of 2.666% to the total variance and placed emphasis on influence of institution fair, influence of campus visit,

influence of institution publications (brochures, flyers), international links and, availability of financial aid or scholarships (Table 4.12.).

4.3.1.9 Electronic based institutional outreach

Factor nine, electronic based institutional outreach explained a variance of 2.411% and included the variables of advertisement on TV, radio etc, visits by admission officers to your school, availability of college website and, influence of institution publications (brochures, flyers) Table 4.13.).

4.3.1.10 Characteristics of programs and courses offered

Factor ten characteristics of programs and courses offered contributed to a total variance of 2.343% and composed of the variables of diversity of programs and courses offered, marketability of the programs and courses, learning resources and facilities and, academic accreditation (Table 4.14.).

4.3.1.11 Cost of attending Institution

Factor eleven cost of attending institution contributed to 2.311% the total variance. This factor contained the variables of cost of attending institution, small size of classes and, first institution to offer a program (Table 4.15.).

4.3.1.12 Policies and procedures for admission

Factor twelve, policies and procedures for admission contributed 2.145% to the total variance. This factor contained the variables of admission criteria and procedure and policies for admission (Table 4.16.).

4.3.1.13 Alumni association

Factor thirteen, alumni association contributed to a total variance of 2.054% and composed of the variables of alumni association and advice of alumni (Table 4.17.).

The factor analysis has produced a thirteen factor solution which accounted for 62.28% of the variance in the students' choice to select a private higher education institution. The first three components accounted for much of the total variance explained 34.80% while the remaining ten factors contributed 27.48% to the total variance. The factor analysis indicated thirteen factors were important to student while making a choice to enrol at a private higher education institution. These factors explain why students decide to attend a particular college.

Furthermore, Cronbach Alpha coefficient was calculated to ensure the reliability of the extracted students' choice factors. The Reliability coefficients of extracted and named students' choice factors are presented in Table 4.18 . Table 4.18 shows the Cronbach alpha for all the extracted factor ranges from .709 to .860 which indicated that extracted factors are reliable. Typically, a minimum Cronbach's Alpha level of 0.7 is necessary for an instrument or factor to be accepted as reliable (Nunnally, 1978; Bestand Kahn, 2006). Cronbach's Alpha with all the factors formed from the factor analysis indicated over the 0.7 threshold. Therefore, all the thirteen factors are reliable and can be used for further analysis.

Table 4.18: Reliability of extracted and named students' choice factors

Factors	No of variables included	Cronbach's Alpha
1. Advice seeking	7	.860
2. Employment prospects	6	.787
3. Campus life	5	.810
4. Physical characteristics of campus	6	.740
5. Quality of teaching and learning resources	5	.715
6. Influence of people	6	.761
7. Campus accessibility and facilities	6	.711
8. Person based Institutional outreach	5	.736
9. Electronic based Institutional outreach	4	.740
10. Characteristics of programs and courses offered	4	.770
11. Cost of attending institution	3	.762
12. Policies and procedures for admission	2	.716
13. Alumni association	2	.709

4.3.2 Prediction of students' intention to enrol

This section answers question two of the study.

Research Question Two: To what extent do these factors predict the students' intention to enrol at private higher education institutions?

A multiple regression analysis was performed to determine the predictor (s) of student's intention to enrol at a private higher education institution. In other words, it was to determine the predictor (s) of a single dependent continuous variable from a group of dependent variables. In this study, the thirteen extracted underlying choice factors were considered as a group of independent variables whereas the scores of intention to enrol in a private higher education institution were used as a single continuous dependent variable. The results of multiple regression analysis are presented in Tables 4.19 to Table 4.21

Table 4.19: Regression Analysis of intention of students to enrol in private higher education institution

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.390 ^a	.152	.132	6.92053	.152	7.537	13	546	.000

a. Predictors: (Constant), Alumni Association, Criteria, Procedure and Policies for Admission, Cost of attending Institution, Characteristics of Programs and Course Offered, Electronic Based Outreach, Person Based Outreach, Campus Accessibility and Facilities, Influence of people, Quality of Teaching and Learning Resources, Physical Characteristics of Campus, Campus Life, Employment Prospects, Advice Seeking

There are multiple correlations (R=.390) of the significant predictors with the criterion (dependent variable) as predicted in Table 4.19. All the thirteen choice factors (alumni association, criteria, procedure and policies for admission, cost of attending institution,

characteristics of programs and course offered, electronic based outreach, person based outreach, financial factors, influence of people, quality of teaching and learning resources, physical characteristics of campus, campus life, employment prospects, advice seeking) were entered in the regression analysis have a significant effect size that explains 15.2% of the variability in the students’ intention to enrol at a private higher education institution. The adjusted R square indicates that the predicting factors accounts for 13.2% of the variance to the students’ intention to enrol at a private higher education institution. A total of 87.8% of variance of the dependent variable is unaccounted for.

The results of multiple regression analysis are presented in Table 4.20 which have indicated that all the thirteen extracted choice factors are statistically significant ($F = 7.53$, $p < .001$). Therefore, there is significant influence of all these factors underlying choice of students on the students’ intention to enrol in private higher education institutions. Therefore, it can be concluded that these choice factors are significant predictors of the students’ intention to enrol in private higher education institutions in the country.

Table 4.20: Significance of students’ choice factors as independent variables

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4692.395	13	360.953	7.537	.000 ^b
	Residual	26150.005	546	47.894		
	Total	30842.400	559			

a. Dependent Variable: Intention to enrol

b. Predictors: (Constant), Alumni Association, Criteria, Procedure and Policies for Admission, Cost of attending Institution, Characteristics of Programs and Course Offered, Electronic Based Outreach, Person Based Outreach, Campus Accessibility and Facilities , Influence of people, Quality of Teaching and Learning Resources, Physical Characteristics of Campus, Campus Life, Employment Prospects, Advice Seeking

Table 4.21 presented the regression coefficients and the significance of independent variables. Table 4.21 indicates that only seven predictors of independent variable are significant and positively related to the dependent variable in the regression. These seven predictors are characteristics of programs and course offered ($t = 5.01, p <.01$), campus life ($t = 4.41, p <.01$), criteria, procedure and policies for admission ($t = 4.11, p <.01$), quality of teaching and learning resources ($t = 3.53, p <.01$), physical characteristics of campus ($t = 2.63, p <.01$), person based institutional outreach ($t = 2.50, p <.01$), electronic based institutional outreach ($t = 2.31, p <.05$).

Based on the Beta Coefficient (Table 4.21), the significant choice factors (predictors) are arranged in order of their degree of influence on students' intention to enrol at private higher education institution. The highest influencing factor is characteristics of programs and course offered ($\beta = .197$), campus life ($\beta = .174$), criteria, procedure and policies for admission ($\beta = .162$), quality of teaching and learning resources ($\beta = .139$), physical characteristics of campus ($\beta = .104$), person based institutional outreach ($\beta = .098$) and, electronic based institutional outreach ($\beta = .091$) being the least influencing factor to the intention of students to enrol at private higher education institution.

Thus, the model choice factors affecting students' intention to enrol at private higher education institution with these seven factors are indicated as follows.

Students intention to enrol at private higher education institution = $.197^*$ characteristics of programs and course offered + $.174^*$ campus life + $.162^*$ criteria, procedure and policies for admission + $.139^*$ quality of teaching and learning resources + $.104^*$ physical characteristics of campus + $.098^*$ person based institutional outreach + $.091^*$ electronic based institutional outreach.

Table 4.21: Regression coefficients and significance of students' choice factors

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.400	.292		151.823	.000
	Advice Seeking	-.004	.293	-.001	-.013	.989
	Employment Prospects	.358	.293	.048	1.224	.221
	Campus Life	1.290	.293	.174	4.407	.000
	Physical Characteristics of Campus	.769	.293	.104	2.628	.009
	Quality of Teaching and Learning Resources	1.034	.293	.139	3.533	.000
	Influence of people	.217	.293	.029	.740	.460
	Campus Accessibility and Facilities	.144	.293	.019	.491	.624
	Person Based Outreach	.731	.293	.098	2.497	.013
	Electronic Based Outreach	.675	.293	.091	2.306	.021
	Characteristics of Programs and Course Offered	1.466	.293	.197	5.010	.000
	Cost of attending Institution	.430	.293	.058	1.469	.142
	Criteria, Procedure and Policies for Admission	1.202	.293	.162	4.108	.000
	Alumni Association	.320	.293	.043	1.092	.275

a. Dependent Variable: Intention to enrol

Table 4.21 also indicates that the remaining six choice factors were not significant predictors of students' intention to enrol at private higher education institution. These six insignificant factors are advice seeking ($t = -.013, p >.01$), employment prospectus ($t = 1.224, p >.01$), influence of close companions ($t = .740, p >.01$), campus accessibility and facilities ($t =$

.491, $p > .01$), cost of attending institution ($t = 1.469$, $p > .01$) and, alumni association ($t = 1.092$, $p > .01$).

4.3.3 Differences in factors influencing students' choice among institutions

This section answers question three of the study.

Research question Three: Is there significant difference in the factors influencing student's choice among the private higher education institutions?

An analysis of variance (ANOVA) was performed to discover if there was a significant difference in the factor scores for the extracted factors among the four institutions under the study. All the thirteen extracted factors (a) advice seeking, (b) employment prospects, (c) campus life, (d) physical characteristics of campus, (e) quality of teaching and learning resources, (f) influence of people, (g) campus accessibility and facilities, (h) person based institutional outreach, (i) electronic based institutional outreach, (j) characteristics of programs and courses offered, (k) cost of attending institution, (l) policies and procedures for admission and, (m) alumni association were included in analysis of variance.

Table 4.22 presented the results of analysis of variance of institutional comparison. Of the thirteen factors, seven factors were found significant which included advice seeking ($F = 5.20$, $p < .01$), employment prospects ($F = 2.88$, $p < .05$), campus life ($F = 11.70$, $p < .01$), quality of teaching and learning resources ($F = 2.90$, $p < .05$), person based institutional outreach ($F = 2.70$, $p < .05$), electronic based institutional outreach ($F = 29.92$, $p < .01$) and, policies and procedures for admission ($F = 3.531$, $p < .05$) were found to be significantly different among the institutions in the study.

Table 4.22: Analysis of Variance of Institutional Comparison

		Sum of				
		Squares	df	Mean Square	F	Sig.
Advice Seeking	Between Groups	15.261	3	5.087	5.202	.002
	Within Groups	543.739	556	.978		
	Total	559.000	559			
Employment Prospects	Between Groups	8.549	3	2.850	2.879	.035
	Within Groups	550.451	556	.990		
	Total	559.000	559			
Campus Life	Between Groups	33.181	3	11.060	11.695	.000
	Within Groups	525.819	556	.946		
	Total	559.000	559			

Physical Characteristics of Campus	Between Groups	1.249	3	.416	.415	.742
	Within Groups	557.751	556	1.003		
	Total	559.000	559			
Quality of Teaching and Learning Resources	Between Groups	8.605	3	2.868	2.897	.035
	Within Groups	550.395	556	.990		
	Total	559.000	559			
Influence of people	Between Groups	2.081	3	.694	.693	.557
	Within Groups	556.919	556	1.002		
	Total	559.000	559			
Campus accessibility and facilities	Between Groups	1.987	3	.662	.661	.576
	Within Groups	557.013	556	1.002		
	Total	559.000	559			

Person Based Outreach	Between Groups	8.020	3	2.673	2.698	.045
	Within Groups	550.980	556	.991		
	Total	559.000	559			
Electronic Based Outreach	Between Groups	77.691	3	25.897	29.916	.000
	Within Groups	481.309	556	.866		
	Total	559.000	559			
Characteristics of Programs and Course Offered	Between Groups	5.179	3	1.726	1.733	.159
	Within Groups	553.821	556	.996		
	Total	559.000	559			
Cost of attending Institution	Between Groups	5.713	3	1.904	1.914	.126
	Within Groups	553.287	556	.995		
	Total	559.000	559			

Criteria, Procedure and Policies for Admission	Between Groups	10.462	3	3.487	3.535	.015
	Within Groups	548.538	556	.987		
	Total	559.000	559			
Alumni Association	Between Groups	6.823	3	2.274	2.290	.077
	Within Groups	552.177	556	.993		
	Total	559.000	559			

As presented in Table 4.22., there was no significant difference among the four institutions in choice factor of physical characteristics of campus, influence of people, campus accessibility and facilities, characteristics of programs and courses offered, cost of attending institution and, alumni association.

Further, a Post Hoc Test was performed to determine if there is a significant difference in the means of the factors among the four institutions. Table 4.23 presented the Post Hoc Tests results. Table 4.23 indicated that for the first factor (advice seeking), there were significant differences occurred between institution: A and C, B and C, D and C. In the second factor (employment prospects), significant differences occurred between institution: C and B, D and B. In the third factor (campus life), significant differences occurred between institution: C and A, D and A, D and B, D and C. In the fourth factor (quality of teaching and learning resources), significant differences occurred between institution: C and B, D and B. In the fifth factor (person based institutional outreach), significant differences occurred between institution: D and A, D and B. In the sixth factor (electronic based institutional outreach), significant differences occurred between institution: B and A, B and C, B and D, D and A, D and C. In the seventh factor (policies and procedures for admission), significant differences occurred between institution: A and B, C and B, D and B.

Table 4.23: Post Hoc Test: Fisher's LSD for Comparing Institutions

Multiple Comparisons

LSD

Dependent Variable	(I) Institution ID	(J) Institution ID	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
						Advice Seeking	A
		C	.28417653 [*]	.11819763	.017	.0520080	.5163450
		D	-.07132502	.11819763	.546	-.3034935	.1608435
	B	A	.15493005	.11819763	.190	-.0772384	.3870985
		C	.43910658 [*]	.11819763	.000	.2069381	.6712751
		D	.08360503	.11819763	.480	-.1485635	.3157735
	C	A	-.28417653 [*]	.11819763	.017	-.5163450	-.0520080
		B	-.43910658 [*]	.11819763	.000	-.6712751	-.2069381
		D	-.35550155 [*]	.11819763	.003	-.5876700	-.1233331
	D	A	.07132502	.11819763	.546	-.1608435	.3034935
		B	-.08360503	.11819763	.480	-.3157735	.1485635
		C	.35550155 [*]	.11819763	.003	.1233331	.5876700
Employment Prospects	A	B	.12670116	.11892488	.287	-.1068958	.3602981
		C	-.17326961	.11892488	.146	-.4068666	.0603274
		D	-.16027632	.11892488	.178	-.3938733	.0733207
	B	A	-.12670116	.11892488	.287	-.3602981	.1068958
		C	-.29997076 [*]	.11892488	.012	-.5335677	-.0663738
		D	-.28697747 [*]	.11892488	.016	-.5205745	-.0533805
	C	A	.17326961	.11892488	.146	-.0603274	.4068666
		B	.29997076 [*]	.11892488	.012	.0663738	.5335677
		D	.01299329	.11892488	.913	-.2206037	.2465903
	D	A	.16027632	.11892488	.178	-.0733207	.3938733
		B	.28697747 [*]	.11892488	.016	.0533805	.5205745
		C	-.01299329	.11892488	.913	-.2465903	.2206037
Campus Life	A	B	-.20552279	.11623359	.078	-.4338334	.0227879
		C	-.40905850 [*]	.11623359	.000	-.6373692	-.1807478

		D		-	.11623359	.000	-.8853406	-.4287193
				.65702997 ⁺				
B	A			.20552279	.11623359	.078	-.0227879	.4338334
	C			-.20353571	.11623359	.080	-.4318464	.0247749
	D			-	.11623359	.000	-.6798178	-.2231965
				.45150719 ⁺				
C	A			.40905850 ⁺	.11623359	.000	.1807478	.6373692
	B			.20353571	.11623359	.080	-.0247749	.4318464
	D			-	.11623359	.033	-.4762821	-.0196608
				.24797148 ⁺				
D	A			.65702997 ⁺	.11623359	.000	.4287193	.8853406
	B			.45150719 ⁺	.11623359	.000	.2231965	.6798178
	C			.24797148 ⁺	.11623359	.033	.0196608	.4762821
Physical Characteristics of Campus	A	B		.11452427	.11971087	.339	-.1206166	.3496651
		C		-.00193400	.11971087	.987	-.2370749	.2332069
		D		.04390693	.11971087	.714	-.1912339	.2790478
	B	A		-.11452427	.11971087	.339	-.3496651	.1206166
		C		-.11645827	.11971087	.331	-.3515991	.1186826
		D		-.07061734	.11971087	.555	-.3057582	.1645235
	C	A		.00193400	.11971087	.987	-.2332069	.2370749
		B		.11645827	.11971087	.331	-.1186826	.3515991
		D		.04584093	.11971087	.702	-.1892999	.2809818
	D	A		-.04390693	.11971087	.714	-.2790478	.1912339
		B		.07061734	.11971087	.555	-.1645235	.3057582
		C		-.04584093	.11971087	.702	-.2809818	.1892999
Quality of Teaching and Learning Resources	A	B		.16412848	.11891893	.168	-.0694568	.3977138
		C		-.14480967	.11891893	.224	-.3783950	.0887756
		D		-.12860274	.11891893	.280	-.3621880	.1049826
	B	A		-.16412848	.11891893	.168	-.3977138	.0694568
		C		-	.11891893	.010	-.5425235	-.0753528
				.30893815 ⁺				
		D		-	.11891893	.014	-.5263165	-.0591459
				.29273123 ⁺				
	C	A		.14480967	.11891893	.224	-.0887756	.3783950
		B		.30893815 ⁺	.11891893	.010	.0753528	.5425235
		D		.01620693	.11891893	.892	-.2173784	.2497922
	D	A		.12860274	.11891893	.280	-.1049826	.3621880
		B		.29273123 ⁺	.11891893	.014	.0591459	.5263165
		C		-.01620693	.11891893	.892	-.2497922	.2173784
Influence of people	A	B		.04391700	.11962158	.714	-.1910485	.2788825
		C		.16631217	.11962158	.165	-.0686533	.4012776

		D	.07354273	.11962158	.539	-.1614227	.3085082
	B	A	-.04391700	.11962158	.714	-.2788825	.1910485
		C	.12239516	.11962158	.307	-.1125703	.3573606
		D	.02962573	.11962158	.804	-.2053397	.2645912
	C	A	-.16631217	.11962158	.165	-.4012776	.0686533
		B	-.12239516	.11962158	.307	-.3573606	.1125703
		D	-.09276943	.11962158	.438	-.3277349	.1421960
	D	A	-.07354273	.11962158	.539	-.3085082	.1614227
		B	-.02962573	.11962158	.804	-.2645912	.2053397
		C	.09276943	.11962158	.438	-.1421960	.3277349
Campus accessibility and facilities	A	B	.01103167	.11963171	.927	-.2239537	.2460170
		C	.00264241	.11963171	.982	-.2323430	.2376278
		D	.14179520	.11963171	.236	-.0931902	.3767806
	B	A	-.01103167	.11963171	.927	-.2460170	.2239537
		C	-.00838926	.11963171	.944	-.2433746	.2265961
		D	.13076353	.11963171	.275	-.1042218	.3657489
	C	A	-.00264241	.11963171	.982	-.2376278	.2323430
		B	.00838926	.11963171	.944	-.2265961	.2433746
		D	.13915279	.11963171	.245	-.0958326	.3741382
	D	A	-.14179520	.11963171	.236	-.3767806	.0931902
		B	-.13076353	.11963171	.275	-.3657489	.1042218
		C	-.13915279	.11963171	.245	-.3741382	.0958326
Person Based Outreach	A	B	.01747213	.11898212	.883	-.2162373	.2511815
		C	-.17758144	.11898212	.136	-.4112908	.0561280
		D	-	.11898212	.026	-.4999542	-.0325354
			.26624484 ⁺				
	B	A	-.01747213	.11898212	.883	-.2511815	.2162373
		C	-.19505357	.11898212	.102	-.4287630	.0386558
		D	-	.11898212	.017	-.5174264	-.0500076
			.28371697 ⁺				
	C	A	.17758144	.11898212	.136	-.0561280	.4112908
		B	.19505357	.11898212	.102	-.0386558	.4287630
		D	-.08866340	.11898212	.456	-.3223728	.1450460
	D	A	.26624484 ⁺	.11898212	.026	.0325354	.4999542
	B	.28371697 ⁺	.11898212	.017	.0500076	.5174264	
	C	.08866340	.11898212	.456	-.1450460	.3223728	
Electronic Based Outreach	A	B	-	.11120529	.000	-	-.6720031
			.89043697 ⁺			1.1088708	
		C	.02039944	.11120529	.855	-.1980344	.2388333
		D	-	.11120529	.000	-.6449037	-.2080360
		.42646983 ⁺					

	B	A	.89043697 ⁺	.11120529	.000	.6720031	1.1088708	
		C	.91083641 ⁺	.11120529	.000	.6924026	1.1292703	
		D	.46396714 ⁺	.11120529	.000	.2455333	.6824010	
	C	A	-.02039944	.11120529	.855	-.2388333	.1980344	
		B	-	.11120529	.000	-	-.6924026	
			.91083641 ⁺			1.1292703		
		D	-	.11120529	.000	-.6653031	-.2284354	
			.44686927 ⁺					
	D	A	.42646983 ⁺	.11120529	.000	.2080360	.6449037	
		B	-	.11120529	.000	-.6824010	-.2455333	
			.46396714 ⁺					
		C	.44686927 ⁺	.11120529	.000	.2284354	.6653031	
Characteristics of Programs and Course Offered	A	B	-.14914027	.11928845	.212	-.3834514	.0851708	
		C	-.22174309	.11928845	.064	-.4560542	.0125680	
		D	-	.11928845	.039	-.4813893	-.0127671	
			.24707817 ⁺					
	B	A	.14914027	.11928845	.212	-.0851708	.3834514	
		C	-.07260281	.11928845	.543	-.3069139	.1617083	
		D	-.09793789	.11928845	.412	-.3322490	.1363732	
	C	A	.22174309	.11928845	.064	-.0125680	.4560542	
		B	.07260281	.11928845	.543	-.1617083	.3069139	
		D	-.02533508	.11928845	.832	-.2596462	.2089760	
		D	A	.24707817 ⁺	.11928845	.039	.0127671	.4813893
			B	.09793789	.11928845	.412	-.1363732	.3322490
		C	.02533508	.11928845	.832	-.2089760	.2596462	
Cost of attending Institution	A	B	-.22139044	.11923093	.064	-.4555886	.0128077	
		C	.03072853	.11923093	.797	-.2034696	.2649267	
		D	-.00068150	.11923093	.995	-.2348796	.2335166	
	B	A	.22139044	.11923093	.064	-.0128077	.4555886	
		C	.25211898 ⁺	.11923093	.035	.0179208	.4863171	
		D	.22070895	.11923093	.065	-.0134892	.4549071	
	C	A	-.03072853	.11923093	.797	-.2649267	.2034696	
		B	-	.11923093	.035	-.4863171	-.0179208	
			.25211898 ⁺					
		D	-.03141003	.11923093	.792	-.2656082	.2027881	
		D	A	.00068150	.11923093	.995	-.2335166	.2348796
			B	-.22070895	.11923093	.065	-.4549071	.0134892
		C	.03141003	.11923093	.792	-.2027881	.2656082	
Criteria, Procedure and Policies for Admission	A	B	.28695304 ⁺	.11871809	.016	.0537622	.5201438	
		C	.05047270	.11871809	.671	-.1827181	.2836635	
		D	-.08002411	.11871809	.501	-.3132149	.1531667	

	B	A	-.28695304*	.11871809	.016	-.5201438	-.0537622
		C	-.23648034*	.11871809	.047	-.4696711	-.0032895
		D	-.36697716*	.11871809	.002	-.6001680	-.1337864
	C	A	-.05047270	.11871809	.671	-.2836635	.1827181
		B	.23648034*	.11871809	.047	.0032895	.4696711
		D	-.13049682	.11871809	.272	-.3636876	.1026940
	D	A	.08002411	.11871809	.501	-.1531667	.3132149
		B	.36697716*	.11871809	.002	.1337864	.6001680
		C	.13049682	.11871809	.272	-.1026940	.3636876
Alumni Association	A	B	-.12819721	.11911127	.282	-.3621603	.1057659
		C	-.20237707	.11911127	.090	-.4363402	.0315860
		D	-.30261154*	.11911127	.011	-.5365746	-.0686484
	B	A	.12819721	.11911127	.282	-.1057659	.3621603
		C	-.07417986	.11911127	.534	-.3081430	.1597832
		D	-.17441433	.11911127	.144	-.4083774	.0595488
	C	A	.20237707	.11911127	.090	-.0315860	.4363402
		B	.07417986	.11911127	.534	-.1597832	.3081430
		D	-.10023447	.11911127	.400	-.3341976	.1337286
	D	A	.30261154*	.11911127	.011	.0686484	.5365746
		B	.17441433	.11911127	.144	-.0595488	.4083774
		C	.10023447	.11911127	.400	-.1337286	.3341976

*. The mean difference is significant at the 0.05 level.

4.4 Summary of the chapter

The purpose of this chapter was to answer the research questions, and present the results of the study. The research questions were answered through descriptive statistics, factor analysis, analysis of variance and regression analysis. The descriptive statistics provided demographic information on the study participants. The factor analysis was utilized to extract the meaningful and representative factors from the 49 students' choice variables included in the study. Regression analysis was performed to determine the extent to which the extracted factors influence the student's intention to enrol at private higher education institutions. A one way analysis of variance (ANOVA) was used to determine if the extracted factors were significantly different among all the four institutions in the study.

A randomly sampled 560 first year students were surveyed in the four randomly sampled private higher educational institutions in Botswana. To maintain the confidentiality of the institution's identity, the institutions names were substituted with letters A, B, C and D. One hundred and forty (140) students from each of the four institutions had participated in the study. There were equal number (50%) female and male participants in this study; mostly (81.1%) were above 18 years of age. Mostly respondents studied in government school in urban school for their higher education. The literacy rate among mothers was 83.5% while it was 76.4% among fathers which indicated that mothers are more literate than the fathers of the respondents. About 53% of the respondents indicated their family income lower than P4000 per month.

The factor analysis of the forty nine choice variables discovered thirteen factors that explained 61.28% to the total variance in the students' choice decision to enrol at private higher education institution. The thirteen factor clusters were named: (a) advice seeking, (b) employment prospects, (c) campus life, (d) physical characteristics of campus, (e) quality of

teaching and learning resources, (f) influence of people, (g) campus accessibility and facilities, (h) person based Institutional outreach, (i) electronic based institutional outreach, (j) characteristics of programs and courses offered, (k) cost of attending institution, (l) policies and procedures for admission and, (m) alumni association.

An analysis of variance was conducted to determine if factors extracted in the factor analysis were significantly different among the four institutions in the study. It was found that only the seven factors of advice seeking, employment prospects, campus life, and quality of teaching and learning resources, person based institutional outreach, electronic based institutional outreach and, policies and procedures for admission were found to be significantly different among the institutions in the study. The remaining six factors of physical characteristics of campus, influence of people, campus accessibility and facilities, characteristics of programs and courses offered, cost of attending institution, alumni association were not significantly different among the institutions in the study.

Regression analysis was employed to determine the extent to which the extracted factors predict the students' intention to enrol at private higher education institutions. Seven factors that significantly predict the student's intention to enrol at a private higher education institutions were determined. These factors included characteristics of programs and course offered campus life, criteria, procedure and policies for admission, quality of teaching and learning resources, physical characteristics of campus, person based outreach and, electronic based outreach.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The previous chapter provided the statistical data analysis and interpretation of results. The purpose of this chapter is to discuss those results. The discussions are intended to help the readers better comprehend students' decision factors which they consider in selection of a private higher education institution to enrol for their higher studies. This chapter consists of: (a) discussion of the findings, (b) conclusion (c) implications for policies and practices, (d) recommendations for future research, and (e) a summary of the chapter.

5.2 Discussion of the findings

The main purpose of this chapter is to discuss the findings of the objectives of the study by answering the following three questions of the study:

- i) What are the factors that influence students' choice to enrol at private higher education institutions?
- ii) To what extent do these factors predict the students' intention to enrol at private higher education institutions?
- iii) Are there significant differences in the factors influencing student's choice among the private higher education institutions?

5.2.1 Factors influencing students' choice

The first research question in the study explored the factors that students considered when selecting a private higher education institution to enrol for their higher studies. In order to explore this question factor analysis was employed. The factor analysis of the forty nine choice variables discovered thirteen factors. The thirteen factors were named as: (a) advice seeking, (b) employment prospects, (c) campus life, (d) physical characteristics of campus, (e) quality of teaching and learning resources, (f) influence of people, (g) campus accessibility and facilities, (h) person based institutional outreach, (i) electronic based institutional outreach, (j) characteristics of programs and courses offered, (k) cost of attending institution, (l) policies and procedures for admission and, (m) alumni association. From these, the findings indicated that students determined advice seeking, employment prospects and, campus life as the three most important factors when making their choice decisions to attend private higher education institution. The identified thirteen choice factors are discussed in the subheadings as follows.

5.2.1.1 Advice seeking

The factor analysis revealed advice seeking/family influence as the most important factor of choice making for an institution among the students. Family members including mother, siblings and fathers are the top three most influencers in the students choice making. Parents have been consistently listed as the most influential group among past research which is consistent with the results found here (Dixon and Martin, 1991). Parents have the greatest influence on students' university aspirations (Hossler, Schmit, and Vesper, 1999). The best predictors of students' educational aspirations is the support and encouragement that they receive from their parents (Hossler, Schmit, and Vesper, 1999). "Parents play a key role in providing emotional, information, and financial support to ensure that their children succeed

in school” (Park and Kim, 2006: 440). Investment in a child in a collectivistic family responsibility, means investment in a quality shared future once the child graduates (Hofstede, Hofstede, and Minkov, 2010). However, the influence or advice of a mother has been determined as the most important variable of family influence which indicated that the mother has an important role in choice making decision for their children. Abrahamson (2010:1) suggested that students “trust and rely on advice from their parents at every step in the process”. The researcher cited findings from a study conducted by Lipman-Hearne (2009:2), in which “seventy-five percent of students reported their parents being involved in identifying colleges to consider...and students’ conversations with parents ranked number two out of thirty sources considered important in making their final decisions.”

A number of studies have consistently found parents to have a significant influence on the search process and the findings are supported by the various studies (An, 2010; Anctil, 2008; Broekemier and Seshardri, 2000; Chapman, 1981; Chapman and Jackson, 1987; Flint, 1992; Johnson and Stewart, 1991; Kealy and Rockel, 1987; Kinzie et al., 2004; MacAllum et al., 2007; Kusumawati, Yanamandram, and Perera, 2010). Chapman (1981) found that students were strongly persuaded by the advice of their family members. He added that, among the persons influencing, parents and siblings were the greatest influencers on the student’s choice in the selection of an institution. According to Jonstan (2010) parents were the most important personal source of the information for institution for students’ choice making. While students make the final decision of selecting an institution, they would consult their parents (Sukhwattanakum et al., 2010).

It can be concluded that when students make the decision concerning which higher education institution to attend, they tend to consult parents, siblings, relatives, friends, teachers and counselors. All these individuals have a certain degree of influence on the students’ decision

of a college (Stefanie, 2006). While parents have been a critical influencing factor in students' choice making, it is very crucial to understand that the level of parental education had the greatest effect on the choice process (Magene and Lay, 1981, Litten, 1983, and Paulsen 1990). Therefore, it is suggested that the level of parental education should be elevated from the current level enabling the parents to advice their children with informed advice.

5.2.1.2 Employment prospects

The second strongest choice factor was determined as employment prospects which included the variables of job search and placement service, graduation rate, job skill training (internship), graduates employment rate, campus safety and security and, international links. Angulo, Pergalova, and Rialp (2010) identified career opportunities as one of the factors affecting students' choice. In a research report on students' perceptions of choice criteria, job prospects were among the top five factors (Kusumawati, Yanamandram, and Perera, 2010). Dolinsky (2010) reported that students placed the highest importance among other factors such as job placement when selecting a college. Students are most concerned about whether employment opportunities would be available after they graduate from an institution or not. This is due to the fact that the job market in Botswana is saturated and students face a greater challenge of securing a job after graduation. A large number of graduates are looking for jobs and are still unemployed. The new graduates have been competing with the old graduates in the same job pool which lead to high competition for potential jobs. Unemployment rate in Botswana averaged 18.42 percent from 1991 until 2013. Moreover, unemployment rate in the country increased to 20 percent in 2013 from 17.80 percent in 2010. However, the job opportunities have not increased correspondingly with the increase of college graduates every

year. Thus, there has been an imbalance between demand and supply of graduates in the job market in the country.

Government has been providing sponsorships to potential students for study within in the country and abroad as well. Students, who graduate from prestigious universities especially in public universities in the country and abroad with a good major, are more competitive in job hunting than those from private universities. Students with an associate degree find it difficult to find a job. At present, most private higher education institutions in Botswana are only authorized to grant associate degrees to students, so it is understandable that students admitted to these institutions are concerned about their future employment. This finding of this study has indicated that institutions should not only focus on the graduation rate and job skill training (internship), but also should provide an effective job search and placement services to the students. The reputation of an institution is also important for prospective students along with the indication that upon successful completion of their selected program there will be a high probability that jobs would be available for them. Institutions would be prudent to ensure an effective placement services and job skill training. All this can be achieved by establishing separate units mandated for this responsibility such as a directorate of students training and placement.

5.2.1.3 Campus life

Factor analysis found that the third strongest factor in this study was campus life. It included variables of extra-curricular activities, athletics facilities, sports activities, social and religious activities and, cultural diversity. Sidin et al, (2003) determined campus life as an important college choice factor. Armstrong and Lumsden (1999) found that a strong social life at an institution influenced student's decision to attend an institution. This finding indicated that students do not only prefer the institutions which provide good employment prospects but

also, consider life within the campus. The students wanted institutions to provide proper and sustainable platform for extra-curricular activities, athletics facilities and sports activities. These activities are considered important in overall development of the students. Student welfare department should be established and, would do well to note the interest by students in various co-curricular activities and provide a range of sporting activities to meet the students' interests and their needs for physical, mental and social growth.

5.2.1.4 Physical characteristics of campus

The physical characteristic of campus was established as the fourth important factor which students consider important when choosing an institution for higher study. The students prefer the large size of the town of the institution, attractiveness of the campus and its cultural diversity. Apart from the size of campus and attractiveness of campus, conveniently accessible location and the number of students was found to be an important factor in the university - location related factors. Armstrong (1997) reported that the convenient location of an institution was one of the three important factors influencing students' decision to attend the institution. Clagnett (1999) also reported that a convenient location was among the four factors that were influencing students when choosing an institution. Sukhawatthanakun et al. (2010) found that students choose an institution located in a peaceful area and supportive learning environment.

Marringe (2006) suggested that pull and push factors operate to attract students to particular universities, or consequently, repel them to study elsewhere. Hourigaw (2011) reported that the location of an institution was an important factor in students' decision making process in the college choice process. A concomitant factor with finance is the distance from home to the selected institution referring to the accessibility of the institution. Gibbons and Vignoles (2009) assert that students from the lower socio-economic backgrounds have a lower

attendance rate of high quality research institutions largely because these universities are usually farther from home which increases costs. Drewes (2006) indicates that students prefer universities closer to home as the additional costs of living away make further afield institutions less attractive. Gibbons and Vignoles (2009) claim that commuting or re-location costs are important choice factors with lower income students and may deter some students from attending university at all. It is important to note that most of the students in this study belong to very low income families and therefore, the accessibility of the institution is crucially important factor influencing their choice of a private institution.

5.2.1.5 Quality of teaching and learning

Quality of teaching and learning resources is fifth major factor that students consider important when they choose a private higher education institution to attend. This factor included variables of quality of teaching staff, qualification of teaching staff and quality of teaching. This is consistent with the findings of most studies reviewed on college choice. The quality of teaching staff was identified as a key factor influencing student choice to study with private higher education institutions and lines up with an earlier quantitative study reporting the positive influence of teaching in private higher education (Shah and Brown, 2009). Brewer and Zhao (2010) reported that the quality of teaching and teaching staff in an institution is the key element which enhances the reputation of the institution. Fehleen (2011) reported that quality of teaching staff forms the basis for good reputation of an institution and, was an important factor influencing the choice of a university. Higher Education Research Institution (2007) found that the students rate college academic reputation as the main reason for the selection of college.

Quality of teaching staff is essential for the survival of private institutions, especially when they are competing for student enrolment. Students choose to attend a university for better academic achievement which is based on the quality of teaching and learning resources. A good quality of teaching and learning attracts the prospective student to attend an institution. Private higher education institutions in Botswana have employed a large proportion of teaching staff who are either engaged on part time basis or for a short period of time as strategy for increasing their savings. Most of the private higher institutions hesitate to pay higher salaries to the academic staff which compromises the quality of teaching and learning. Private higher education institutions believe that the use of leading industry practitioners as teachers provide up-to-date knowledge on changing practices in various industries and more importantly it enables students to connect with employers and industry via the teachers. Therefore, private higher education institutions need to invest in qualified personnel and academics as well as to equip them with all the required teaching and learning facilities for the effective delivery of education.

Some of the findings in this study align with the findings by Shah and Brown (2009) in a private college who suggest that the quality of teachers, quality of courses, and the reputation of the private college are seen as key factors influencing student choice. Moreover, if a university purports to provide international education, a vital characteristic in attracting students is to have faculty from a wide spectrum of national backgrounds. These institutions should be wary of having only a few nationalities represented in its faculty or a faculty dominated by only a handful of nationalities. It is deemed important for prospective students to have a broad range of nationalities represented in the teaching faculty when considering an international education.

5.2.1.6 Influence of people

The influence of people was determined as the sixth factor that influences students' choice to choose a private higher education institution. This factor included the major variables of friends who already attending the institution, high school classmates, girlfriend/boyfriend and relatives. Fog and Harrington (2010) found similar results and reported that students are more likely to attend college if their classmates intend to attend the same college for their study. Broekemes and Seshadri (2000) also supported the findings of this study, they reported that high school students consider friends currently enrolled in a college as a major factor in choice making for a college to attend. Friends and former students (alumni) weigh heavily on the minds of prospective students when selecting an institution. Therefore, the influence of people is crucial in choice making because information sources such as friends, relatives and family members are more effective and reliable than the agents, university staff and counsellors (Maringe, 2006, Wagner and Fard, 2009; Alyoucef, 2009). This factor interprets that institution should keep informed people influencing so that they can convince the prospective students to select a particular institution.

5.2.7 Campus accessibility and facilities

The choice factor of campus accessibility and facilities included the variables of distance of campus from home, campus housing facilities, procedures and policies of admission, provision of part-time study, size of institution and availability of financial aid or scholarships. Students often like education institution closer to their home as it is convenient for them to access. Close proximity also reduces the cost of studying in terms of paying rent, food expenses and transportation (Gibbons and Vignoles, 2009; Hourigan, 2011). McDonough et al., (1997) found that African American students were more likely than other

students to attend a college more than 500 miles away. Teranishi et al. (2004) found that the selectivity of the college and its location had a direct impact on college choice. Students from the lowest income group were the most likely to choose a school that was close to home as well. Furthermore, the students who choose less selective institutions were also more likely to choose an institution that was close to home. Majority of students in this study were from low income group which justify that they prefer education institution closer to their home.

Several reasons may be associated with why many students tend to not venture away from their home. Smith (2007) found the biggest reason the students select nearer institution was that they wanted to attend a college in a location that they were familiar with and, to remain with friends and families. Bergeerson (2009) reported that many students choose an institution that was close to home not because of its fit, but rather because its location was a factor of unity for the student. A number of them were price sensitive in selection of their institution and as a result of choosing a college close to home. Most of the private higher education institutions are located in big towns and, do not have campuses in smaller places for various reasons. The mobile centers might be helpful to reach out to the prospective students who for some reasons can not access private higher education institutions.

Maring and Roberts (2009) found that availability of financial sources and accessibility to institution exerts significant influence on the students' choice to attend an institution. Perna and Titus (2004) reported that as students select their institutions, the state-based financial aid that could be applied to any institution type positively affected their decision to attend a private institution in comparison with all other institutional types. Those states that offered a need-based financial aid program with relatively large rewards were found to promote enrolment in private institutions in comparison with all other institutional types. Lindell (2009) reported that economic recession worldwide is driving students to pursue higher

education in order to become more marketable through skills enhancement. This scenario of recession and mind set of students for skill enhancement has been prevailing because of saturation in the job market. However, students can not afford expensive institutional study packages, but need financial support to persue their higher studies. According to Strauss (2009), failing to access and availability to financial support, they end up admitting to the less costly institution which sometimes compromises the quality of education which may have serious consequences on the delivery skills of the graduates.

5.2.1.8 Person based institutional outreach

Person based Institutional outreach was the eighth students' choice factor. This factor included variables namely; influence of institutional fair, campus visits institutional publications. The person based outreach form a sound advocacy for strong communication strategies that private higher education institution should consider important students' choice factor. The official form the institutions should make all the efforts to reach the prospective students to advertise and attract students to the institutions.

These findings are in line with the findings of Henley and Rogers (1997) who listed campus visits as essential factor in a student's decision to attend an institution but this study found that an admissions representative going to the student's high school was a strong influence. Other studies have also highlighted the importance of the campus visit (Litten, 1982; Sevier, 1992; Smith, 2007). Also, for students, it was important to highlight faculty, administrators, students and even student organizations that could help the admitted students understand how they fit into the fabric of the institution (Engberg and Wolniak 2009; Smith, 2007). Therefore, private higher education institutions need to improve the efficacy of marketing communication strategies and efforts to enhance their enrolment. Person based outreach

efforts include organizing institutional fairs, sending admissions officers to make orientation presentations on college and admissions information and inviting high school seniors and their parents and siblings to visit the institution, where they may see the campus infrastructure and facilities and talk to the officials and students currently enrolled in the institution. As the present study indicated that institutional fairs and campus visits are the most important for students when they make college choice decisions therefore, organizing institutional fairs and inviting students and their parents and siblings to see the campus is highly recommended.

5.2.1.9 Electronic based institutional outreach

The electronic based institutional outreach was identified as the ninth (9th) important factor influencing students' choice. The choice factor electronic based institutional outreach composed of choice variables advertised on TV and radio and, availability of college website. The study determined advertisement on TV and radio as the major influencing factors, because of the extensive and free availability of Botswana Television as well the radio across the country. This study also found evidence of the college's website as potential factors in the decision for the student to enrol at a particular institution. Adams and Eveland (2007) found that the internet is a strong influence for students in their search for a higher education institution. The web site and the advertisement on TV or Radio needs to have up-to-date and accurate information about the institution which should include information on campus life, employment prospects, characteristics of institutions, criteria, procedures and policies for admission. Adams and Eveland (2007) also reported that students' satisfaction with the institution's web site was positively related to their decision to enrol at that institution. The website should, therefore include the contact information for admissions representatives, especially those who are bilingual. The web site and the advertisement on TV and radio are

the effective communication means where the cost of communication and making the changes would be insignificant compared with the potential benefits that may be realized.

The college choice process can greatly influence the marketing and recruitment efforts of an institution. The visit to the feeder schools and the marketing materials on the web site all had an effect on the choice process for a student. These two variables were found to impact not only the number of institutions considered, but ultimately the perceived goodness of fit for the student at an institution. Even the feeder schools that had been established at many high schools formed a “goodness of fit” relationship with the institution that influenced the student’s final choice. It was also determined that the person outreach such as visit to a feeder school and, electronic outreach such as internet was a key resource for prospective students to not only learn about an institution, but to also begin to determine whether they would fit into a college’s overall environment.

5.2.1.10 Characteristics of program and courses offered

The characteristic of a program and courses offered was identified as the tenth (10th) important factor influencing students’ choice. This factor comprised of the variable of diversity of programs and courses offered, marketability of the programs and courses, learning resources and facilities and, academic accreditation. All these variables indicate the quality of education which must be translated into the marketability of the programs/courses offered by the institution. The institutions therefore, should focus on developing and offering the programs/courses which are more jobs oriented and suited to the current socio-economic environment of the country. In other words, the institutions should develop and offer programs and courses based on the need of the market.

Diversity of programs and courses offered was the top contributing variable to this factor. The diversity of programs and courses can assist graduates for a wide range of market skills and therefore, the high marketability of the graduates. The findings of this study are supported by various researchers (Ford, et al. 1999; Yosof, et al. 2008; Ismail, 2009) who concluded that the availability of wide range of programs, flexibility of programs are important factors for students to choose higher education institutions. Accreditation of programs ensures the quality of the program. Generally, accredited programs are widely accepted by the employers and therefore, enhance the employability of the graduates. In this line, the private higher education institution should offer accredited and job oriented programs/courses to the students.

Students evaluate programs based on the availability and entry requirements, quality and variety of programs (Shanka et al, 2005) and, quality and flexibility of programs/courses offered (Holdswrths and Nind, 2006). The institutional facilities play a minor role in students' satisfaction (Lopez, 2009) but contradicting, Amster (2011) reported that campus facilities can influence selection of higher education institution. The institutional facilities include learning resources and facilities such as classrooms, laboratories, libraries are important in students' selection of institution. Addition to new buildings and facilities exude a welcoming environment which attracts the mind of a prospective student. Therefore, it is necessary for an institution to have all the necessary learning resources and facilities.

5.2.1.11 Cost of attending institution

The cost of attending institution was the eleventh (11th) important factor influencing students' choice to enrol at private higher education institution. The cost of attending an institution has been in the focus for the stakeholders in education field. While the institutions always want to

maximize their revenue by increasing the cost of the courses they offer, students prefer low cost institutions, especially those who are self sponsored. Cost and tuition fee have been reported as one of the major factors influencing students' choice for their higher education institution (Saichaie, 2011; Dolinsky, 2010; Angulo et al. 2010 and, Schoenheerr, 2009). However, these findings were contradicted by Soo and Elliot (2008) who reported a non-significant relationship between the fee charged by an institution and the students' choice to enrol at the institution.

Financial factors (including cost of attending institution) play a significant role in the matriculation of a student. Unfortunately, the cost of higher education in the U.S. continues to rise without any sign of slowing down in the near future, which has a dramatic impact on the matriculation of prospective students. It is the similar scenario in Botswana whereby the private institutions increase their tuition fee for there are no government regulations. Students chose not to enrol in certain institutions, based on several financially related factors. Studies revealed that price sensitivity, type of aid offered, amount of aid, expectation of aid, ability to apply for aid, and institutional funding, all affected the type of institution the student chose to attend (Freeman & Gail, 2002; O'Connor, 2009; Roderick, Nagaoka, Coca & Moeller, 2008). In case of Botswana, government sponsorship as well as international sponsorship has already been supporting students for higher studies. It is time that private institutions should play significant role in minimizing the cost of attending higher education institution, especially the tuition fee, if they are really interested in the development of human capital in the country. Thus, private institutions can sponsor students for their higher education in the country. In developing economy such as Botswana, public-private partnership is crucial for socio-economic development.

5.2.1.12 Policies and procedures for admission

The policies and procedures for admission was identified as the twelfth (12th) important factor influencing students' choice to attend a private higher education institution. This factor was composed of only two variables; admission criteria and, procedures and policies for admission. However, no study has yet reported this factor as influencing students' choice of higher education institution. In the context of Botswana, this factor could be important for the simple reason of limited number of public higher education institutions who usually admit the students with a high overall grade in their schools. The limited number of places in public institutions forces other students to look for private higher education where low grades are accepted as admission requirement.

In order to attract such students who could not get admission in the public institution, the private education institution should develop attractive but effective policies and procedures for admission. By doing so, the institution could increase their enrolment.

5.2.1.13 Alumni association

The alumni association was the very last and the thirteenth (13th) factor influencing the students' choice to enroll at a private higher education institution. However, this particular finding has not been supported by any previous findings, but alumni association serves the purpose of connecting prospective students with the institution. The members of alumni association can effectively influence the students' choice by sharing their experiences with the prospective students. Therefore, it is therefore suggested that each institution should form an alumni association and ensure its effective management.

In terms of the literature review offered earlier and from review of the three other research studies, researcher have been able to develop a model for Private higher education institution in Botswana. Based on the analysis of factor affecting students' choice to enrol at private higher education, a thirteen factor choice model was developed which is presented in Figure 5.1.

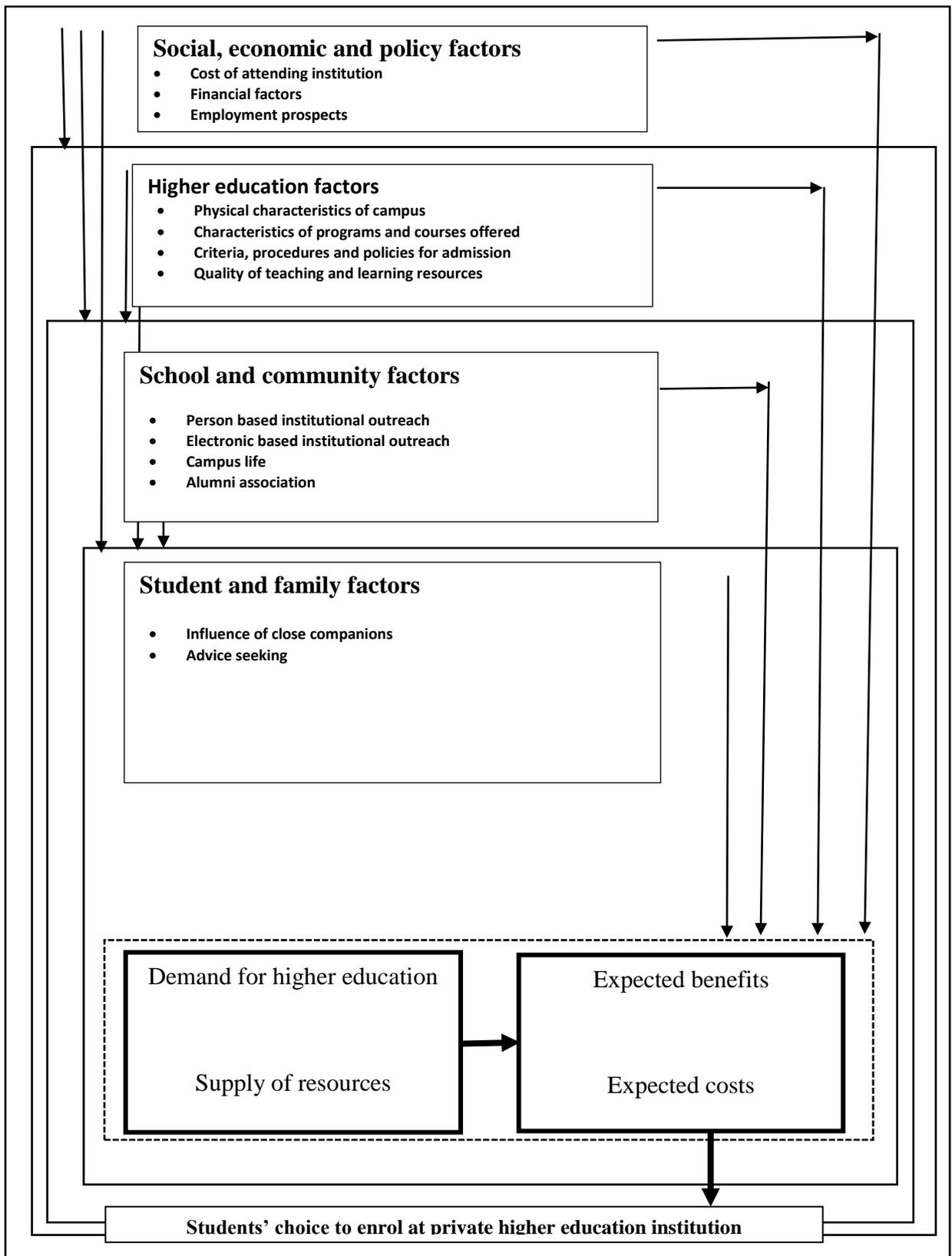


Figure 5.1: Developed model of students 'choice factors to enrol at Private higher education institution in Botswana

5.2.2 Prediction of students' intention to enroll

The second research question was to determine the extent to which choice factors predict the students' intention to enrol at private higher education institution. In order to explore this question a multiple regression analysis was performed. The multiple regression analysis of the thirteen choice factors determined that only seven choice factors were found to be significant predictors of the students' intention to enrol at private higher education institution. These seven factors were (a) characteristics of programs and course offered (b) campus life, (c) criteria, procedure and policies for admission (d) quality of teaching and learning resource (e) physical characteristics of campus (f) person based institutional outreach, and (g) electronic based institutional outreach. The findings indicated that characteristics of programs and course offered, campus life and, criteria, procedure and policies for admission were the three most important predictors of students' intentions to enrol at private higher education institution in Botswana.

It is important to highlight that all the seven predictors of students' intention are the institutional factors. This finding reflects the importance of institutional factors in influencing students' intention to enroll at higher education institution. This indicated that the institutions should focus on the improvement of these factors, if the institutions want to inculcate a positive intention and therefore, attract prospective students to their institutions.

Based on the prediction of students' intention to enrol at private higher education, a model of predicting students' intention to enrol at private higher education institution in Botswana was developed, and presented in Figure 5.2.

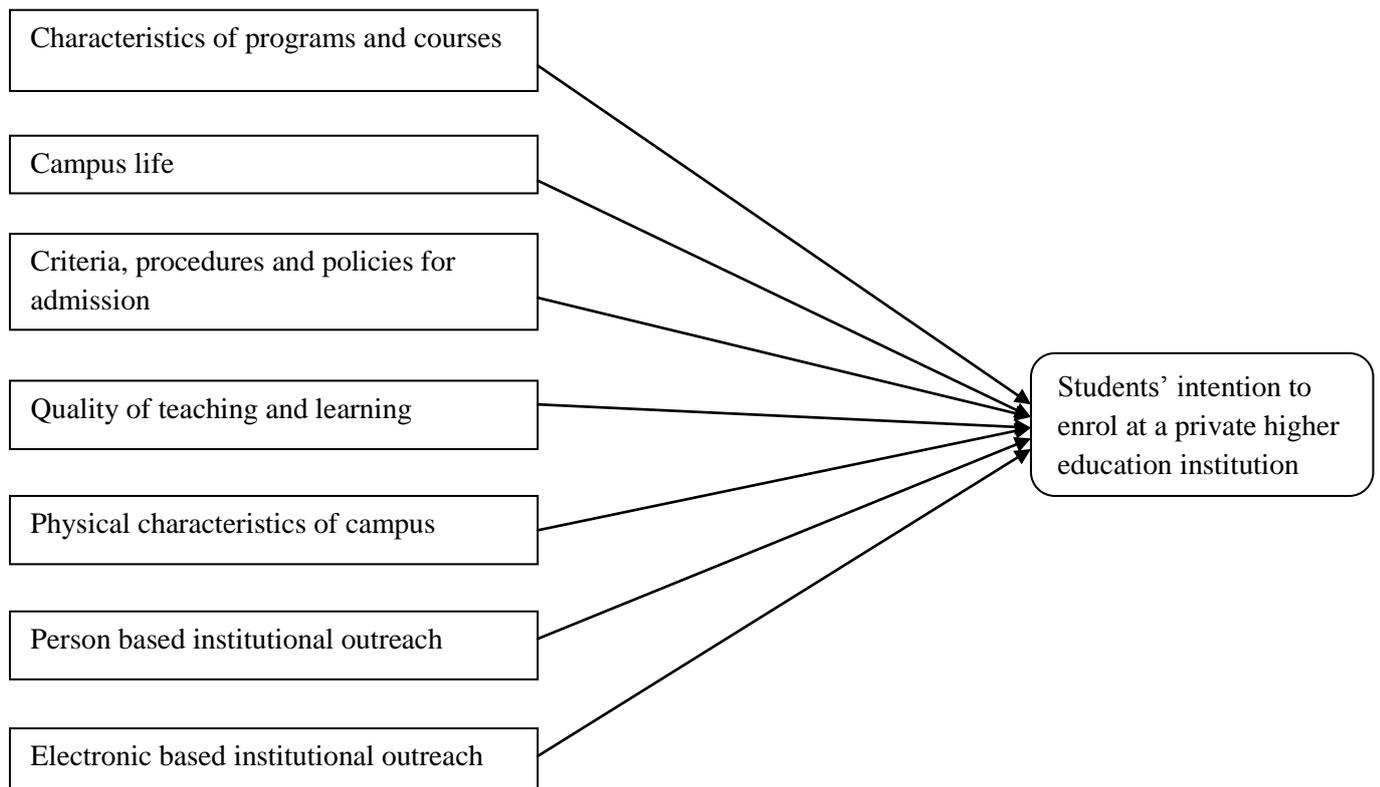


Figure 5.2: Developed model of predicting students' intention to enrol at private higher education institution in Botswana

5.2.3 Differences in factors influencing students' choice among institutions

Seven factors out of thirteen factors advice seeking, employment prospects, campus life, quality of teaching and learning resources, person based institutional outreach, electronic based institutional outreach and, policies and procedures for admission were found to be significantly different among the institutions. Institutions should conduct their own study to determine which factors affect their students' decision to enroll at their institution. It should also assist in establishing the reasons for significant differences among the institutions.

5.3 Conclusion of the discussion

The findings of the study revealed thirteen factors that affect students' choice to enrol at private higher education institutions in Botswana. Advice seeking, employment prospects and campus life were determined the top three factors. Advice seeking reflected the importance of choice elements such as advice of mother, advice of siblings and advice of father. The second highest choice factor determined related to the employment prospects which indicated that students highlighted elements of job search and placement services, graduation rate and job skill training (internship). The third highest factor determined related to campus life of the students which indicated that students seek a variety of extra-curricular activities, athletics facilities and sports activities. These three factors have the strongest impact on students' choice of a private higher education institution and therefore, institutions that are interested in increasing their enrolment should put enough efforts in order to provide the special attention to these choice factors.

Out of thirteen factors, only seven factors were determined as the significant predictors of students' intention to enrol at private higher education institutions. These seven factors were characteristics of programs and course offered campus life, criteria, procedure and policies for admission, quality of teaching and learning resources, physical characteristics of campus, person based outreach and, electronic based outreach. If the educational policy makers in general and, management of private education institutions in particular, bound to attract more students in the institution, these factors need to be considered as they impact on the intention of the students to enrol in private higher education institution.

Out of the thirteen choice factors, seven factors found to be significantly different among the four institutions in the study. These seven included advice seeking, employment prospects,

campus life, quality of teaching and learning resources, person based institutional outreach, electronic based institutional outreach and, policies and procedures for admission.

Finally, this study has developed two important models pertaining to students' choice; models of factors affecting students' choice to enrol at private higher education institution and, model of predicting of students' intention to enrol at private higher education institutions. Policy makers specially, enrollment managers can use the developed models to identify the influential factors of the prospective students and modify their programs and policies to enhance enrollment. These models can be used not only by the institutions and policy makers, but also by the researchers.

5.4 Implications and Recommendations of the study

What draws a student mind to attend a certain private higher education institution? Most of the higher education institutions have programs for the recruitment and retention of students. The rapidly changing demographic profile in Botswana is beginning to be reflected in the student population and, their choice of higher education institution. Although substantial changes have taken place overtime to improve access to a quality higher education and, to consider the students choices of their preference, efforts to enrol college students, a number of private higher education institutions are still facing a challenge to attract, and recruit higher numbers of students. Based on the findings of the study, the following recommendations are made to comprehend students' enrolment decision in private higher education institutions in Botswana.

5.4.1 Implications for Policy and Practice

The findings of this study had several implications for policy and practice that could potentially aid private higher education institutions in their recruitment of potential students. This section highlights these implications and offers recommendations for policy and practice.

i. Enrolment managers should focus on recruiting students mostly from public schools, especially located within a 50 kilometers radius of the institution. As the demographic information of students in this study indicated, a significant number of students came from public schools that were within proximity of 50 km radius of the institutions. Students chose a school in close proximity to their home because there is already a level of comfort with the community (Carter, 1999; McDonough et al., 1997; Smith, 2007). Such potential students should be targeted for admission because they are more likely to enrol at a higher education institution. Furthermore, the recruitment cost may be less for these students considering the costs of travel.

ii. Previous research indicated that many institutions utilized feeder schools to recruit their students (Engberg and Wolniak, 2009). Almost half of the students (53%) who decided to enrol at a private higher education institution in this study came from public high schools located in the urban areas of the country. It is therefore recommended that higher education institutions develop relationships and engage more effectively with nearby public high schools to attract potential applicants.

iii. It is recommended that the institutions should focus on improvement pertaining to the choice factors of campus life, quality of teaching and learning resources, characteristics of programs and courses and criteria, procedures and policies of admission and physical

characteristics of campus as these choice factors were found to be significant predictors of students intention to enrol at private higher education institutions.

iv. Employment prospects were determined as the second important choice factor. Therefore, it is suggested that institutions should be occupationally-oriented. The institutions need to develop and strengthen the programs that are related to job skills training and create more opportunities for students to have practical and hands-on- training such as training and internship. They need to constantly review their programs and courses offered, and make necessary adjustment to satisfy the changing needs of the students and of the nation at large. All this enhances their job skills and employability as well. Moreover, students in Botswana do not have practical training opportunities as students in other countries which make them compete in the saturated job market. Therefore, it is essential for the private higher education institutions to implement these hands-on practical training opportunities for their students.

v. The government should implement relevant policies to create a conducive environment for private college graduates to seek employment. As the job market for fresh graduates turns extremely competitive, students from private higher education institutions often find themselves in a disadvantaged and discriminatory position when they compete for jobs with other graduates from public colleges and universities. It is not easy to change the prevailing social environment against private institutions, but it is necessary for the government to take effective measures to improve the present situation. Since the government is determined to promote private education in the country, it should provide incentives to employers who hire graduates from private higher education institutions.

vi. Academic quality is an important student's choice that affects students' enrolment in an institution. Private education institutions need to increase the ratio not only of their full time faculty, but also quality staff as a strategy to improve the quality of teaching and

learning. Learning resources and facilities such as library and computer labs should be improved and freely available to students. An improved academic quality is one of the important qualifications for the upgrading. More high school graduates will be attracted to attend a private university where quality teaching and learning resources are available.

vii. Since the findings have revealed that parents and siblings enormously influence students' choice of a private higher education institution, therefore, it is worth to consult parents and siblings and involve them more in exploring what parents and siblings perceive as factors that would influence their choice preference.

viii. According to the findings of this study, communication strategies (person based institutional outreach and electronic based institutional outreach) greatly influence the choice making process to enrol. In the current information communication technology era, the highest rated recruitment strategy is the web sites. With the scattered population of potential students and widely available internet in the country, it is important for private higher education institutions to have an effective option available for their web site.

ix. Similar to the importance of the institution's web site, institutional fair and campus interaction (i.e., contact with faculty and students, and campus visits) was another factor that was related to the likelihood of a student enrolling at an institution. This finding suggests that after attending institutional fair and having paid a campus visit, students will be more likely to enrol at that institution. Therefore, institutions are required to organize institutional fair and campus visits for the students who are completing and intend to enrol for their higher education.

x. In order to attract more students to enrol at private higher education institutions in Botswana, it is recommended that all the stakeholders and policy makers, especially the

management of the institutions should consider positively the seven choice factors (characteristics of programs and course offered, campus life, criteria, procedure and policies for admission, quality of teaching and learning resources, physical characteristics of campus, person based outreach and, electronic based outreach) which predict the intention of students to enrol at private higher education in the country.

5.4.2 Recommendations for future research

Since this study is the first empirical study on students' choice of private higher education in Botswana, it requires further research studies to be carried out so as to understand the nature and depth of the students' of choice factors. Based on the study, the following future research is recommended.

i. The sample in this study was restricted to only four institutions. Given this limitation, future research should be based on the data from a larger sample of institutions to provide a more representative profile of students and, therefore their choice factors.

ii. This study can be extended to public higher education institution and compare the different criteria of making a choice between students who would like to attend private higher education institution and public higher education institutions. Therefore, there is a need to conduct similar studies of students who attend public higher education institutions in the country. This recommendation is based on the fact students' perceived value of public and private education institutions could be viewed differently (Krishman and Nurtjahja (2007).

iii. The present study focused on students who were enrolled in various programs including certificate, diploma and degree programs offered at private education institutions. It would be significant to research on students' choice factors that are enrolled in a specific program, and determine if there are any differences between the choices of students in

various programs. The findings of such study will provide program specific recommendation for better focus on attracting students' enrolment in specific program.

iv. Employment prospects were determined as the second important choice factor, but the factor did not predict significantly the students' intention to attend a private higher education institution. It suggested that the students want to enrol at a private higher education institution just to obtain a certificate. Having such certificates may have bearing on whether students in Botswana are unemployed or they are not employable. Therefore, it would be appropriate to unveil the facts why students want to enrol in a private higher education institution without considering the employment issues. The findings may reveal crucial information on a timely and crucial debate whether students in Botswana are just unemployed or they are unemployable.

v. This study has indicated that students were concerned about their employment prospect in the future, so it is suggested that research on students' occupational aspiration be conducted to find out what they aspire for their future employment career. In turn, the findings would provide the administrators of private education institutions with valuable information as how to improve their curriculum that is associated with job skills training and service.

vi. Since this study obtained the students perception on their choice of private higher education institutions, but there are differences which could be attributed to the biased findings about a particular institution under study. Therefore, an investigation on the students' perception of individual institution would be a greater benefit which would assist in generating formation for effective enrolment strategies for a particular institution in the country.

vii. As the finding has established the advice seeking factor as the most important factor influencing the students choice to attend a private higher education institution, it is recommended that future study explore each of the source of advice (variable) to determine where the majority of variance is attributed from so as to concentrate the recruiting strategies effectively.

5.5 Summary of the chapter

This concluding chapter summarized the entire study, drew conclusions based on the findings of the research, presented analyses and explanations of the findings, generated some viable policy recommendations, and suggested directions for future research studies. Major factors influencing students' college choice have been identified. The college choice factors predicting students' intention to enrol at private higher education institution have been identified. Although the present study is the first study to research on students' choice of private higher education institutions in Botswana, it is hoped that this empirical study will throw some light on the decision making process of students who choose to enrol at a private university.

The findings of the study has also developed two important models; models of factors affecting students' choice to enrol at private higher education institution and, models of predicting students' intention to enrol at private higher education institution. These models may provide conceptual framework to the researchers for similar studies in the future. Policy makers of higher education especially, private higher education may develop a better understanding of how students perceive their institutions. As a result, they can make necessary changes of their academic programs and admission policies to meet the demand of their prospective students. Facing the fierce competition in student enrolment among

universities and colleges, administrators, especially admission officers, must adapt to the changing needs of the economic market and devise effective ways to improve the academic quality of the university.

Finally, a number of policy recommendations were made which are expected to serve as a guideline to all policy makers and private institutions managers who wish to improve the quality of their institutions by enhancing student enrolment. Moreover, further research recommendations made in the study should enhance the understanding of the students' choice factors to attend private higher education institutions in Botswana.

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ANNEXURE A

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

SP Baliyan [55389090]

for a DEd study entitled

**An investigation into factors influencing students' choice to enrol at private
higher education institutions in Botswana**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.



Prof VI McKay
Acting Executive Dean: CEDU



Dr M Claassens
CEDU REC (Chairperson)
mcdtc@netactive.co.za

Reference number: 2015 MARCH /55389090/MC

18 MARCH 2015

ANNEXURE B

REQUEST FOR APPROVAL AND ASSISTANCE IN DATA COLLECTION

Title of research: An investigation into factors influencing students' choice to enrol at private higher education institutions in Botswana

Name of the institution

Address of the institution

15 May, 2015

Dear Sir/Madam

I, Som Pal Baliyan am doing research towards a degree for Doctor of Education in the Department of Educational Leadership and Management, College of Education at the University of South Africa. The purpose of this study is to investigate the factors that influence students' choice to enrol at private higher education institutions in Botswana. This study will provide private higher education institutions with a better understanding of the factors which the prospective students consider important while choosing the private institution for their higher studies. It will allow recruiters to target their plans in a way that aligns with what students seek in the selection of institution for their higher study. As a result of this study, private higher education institutions may realize why students choose one particular private institution over another and then make any possible changes deemed appropriate to enhance enrolment. Concisely, the results will guide the administrators of private higher education institutions in Botswana in their future planning and policy making towards enhancing the enrolments.

Your institution has been selected for the purpose of this study because it one of the reputed private higher education institution in Botswana. This study will utilize a descriptive survey to collect the relevant information from the selected first year students. As this study will involve collecting data directly from the first year students therefore, I am writing to you to get permission to allow your one hundred first year students to voluntarily participate in the data collection process. The data collection will be done from June 2015 to July 2015. I ensure that the following measures will be adopted to protect the identity of the institution as

well as the participants in this study. Firstly, the data collected will be kept secured and will only be accessed by the researcher. Secondly, all the identifying details such as name of institution and students will not be revealed to any one as these will be removed from files prior to data analysis. The identifying details will never be revealed and will not appear in the final research report. I will be available at your convenience to present the findings of this study to your institution immediately after the study is finally accepted by the University of South Africa. Moreover, a couple of research papers based on this study will be published online in the reputed international research journals for its wider dissemination.

Should you have any enquiry regarding this research, please feel free to contact me at my cell: (00267) 71772262; email spbaliyan@yahoo.com

Thank you very much for your kind consideration on this matter.

Yours sincerely

Som Pal Baliyan

Doctor of Education candidate

Department of Educational Leadership and Management

College of Education, University of South Africa

Pretoria, South Africa

ANNEXURE C

INFORMED CONSENT AND STUDENT ASSENT FORMS

Research Project Title: An investigation into factors influencing students' choice to enrol at private higher education institutions in Botswana

Researcher: Som Pal Baliyan, Doctoral Student at College of Education, University of South Africa

The Purpose of this research

The purpose of the study is to investigate the factors that influence students' choice to enrol at private higher education institutions in Botswana. The specific objectives of the study are:

i) To identify the factors influencing students choice to enrol at private higher education institutions.

ii) To predict the relationship between the factors influencing students choice and their intention to enrol at private higher education institution.

iii) To determine the differences in factors influencing students choice among the private higher education institutions.

Procedures

This study involves few tasks for you to complete in order to be a participant. First you will be asked to read and sign this form to acknowledge your participation in the study. Then you will complete the survey which will take about 20-25 minutes. Once you have completed this survey, you will be expected to return the completed survey and this informed consent form to the researcher.

Benefits of this project

Participating in this study provides you with two benefits. First, your responses will provide information about college students' decisions regarding selection of higher education

institutions in Botswana. Your opinions about what factors most influence you to select a school for better improvement in your educational environment quality of education and enhancing school enrolments. Secondly, the findings will help the private higher education system in Botswana as the administrators will be aware of what the students expect of them and by doing this you will be assisting in achieving the governments' vision of better quality education for all.

Extent of anonymity

If you decide to be a participant in this study, your confidentiality will be maintained at all times during this research. The researcher will be the only individual with access to the names of the respondents and the information provided. The results of this study will only be reported in aggregate form. Neither your name nor any other information that might identify you will not be reported in the results of the study. During the study, the data will be kept in a locked file cabinet at the home of the researcher and all data will be destroyed one year after the completion of this study.

Freedom to withdraw

As a voluntary participant, you are free to withdraw from this research study at any time without penalty. Your participation is voluntary, and you can withdraw from the study at any time, for any reason. You are free to not respond to any questions that you choose not to answer without penalty.

Approval of research

This research project has been approved, as required, by the College of Education Research Ethics Review Committee (CEDU REC) at University of South Africa.

Subject's responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities: (please agree by signing your initials in the space provided on the left)

..... I agree to complete the informed consent form.

..... I agree to complete the College Choice Survey Questionnaire.

ANNEXURE D

DATA COLLECTION INSTRUMENT

An investigation into factors influencing students' choice to enrol at private higher education institutions in Botswana

Dear respondent

The purpose of this study is to investigate the factors that influence students' choice to enrol at private higher education institutions in Botswana. This questionnaire is meant to collect the relevant data for the study and consists of three parts: Part A, Part B and Part C. In the first part I ask you kindly to provide some general information about yourself, your family, and some other related questions. In the second part, there are some factors which influence your decision in selection of a higher education for your study. Part three consists of statements reflecting your intention to enrol at a private higher education institution. There is no right or wrong answer; therefore, please express your opinion freely and honestly. I highly appreciate and respect your opinions, and all the information you provide will only be used for scientific research and will be kept confidential. Thanks for your co-operation and God bless you.

PART A: Background information of respondent

Please read each statement and express your opinion by **putting a tick mark (√)** on the category that reflects your opinion best.

1. Gender: Male Female
2. Age: Under 17 17 18 Over 18
3. Nationality: Motswana other
4. Type of high school you studied in: Government Private
5. Location of high school you studied in: Rural Urban Peri/semi-Urban
6. Your overall percentage of marks in senior secondary school: Below 60 60 -70 above 70
7. Which type of program you are currently enrolled in? Certificate Diploma Under graduate degree Post graduate degree
8. Do you have a permanent home in the town where the institution is located in which you are currently enrolled? Yes No
9. Distance from your home to the institution you are enrolled in? less than 50 Km 51 - 100 Km 101 - 200Km 201 - 300Km More than 300 Km
10. What is your mother's level of education? No education Primary Junior Secondary Senior Secondary University/Tertiary

11. What is your father's level of education? () No education () Primary () Junior Secondary () Senior Secondary () University/Tertiary

12. What is the income of your family/parents per month (in Pula)?

() less than 4000 () 4000 - 8000 () 8000 - 12000 () more than 12000

13. Rank by name the four private higher education institutions in Botswana you prefer the most.

1..... 2.....
3..... 4.....

PART B: College choice factors

Considering the selection of the private higher education institution you are now attending, how important was each of the following factors in determining your choice of a private institution. The importance of choice factors ranges from 1 = unimportant, 2 = slightly important, 3 = important, 4 = very important and 5 = extremely important. **Please tick (✓) the number in each college choice factor that best describes your decision to enrol at private higher education institution.**

College Choice factors	Not Important Important	Slightly Important	Important	Very Important	Extremely Important
1. Admission criteria	1	2	3	4	5
2. Quality of teaching	1	2	3	4	5
3. Diversity of programs and courses offered	1	2	3	4	5
4. Marketability of the programs and courses	1	2	3	4	5
5. Qualification of teaching staff	1	2	3	4	5
6. Quality of teaching staff	1	2	3	4	5
7. Learning resources and facilities (Lab, library, internet etc)	1	2	3	4	5
8. Small size classes	1	2	3	4	5
9. Reputation of the institution	1	2	3	4	5
10. Athletics facilities	1	2	3	4	5
11. Extracurricular activities	1	2	3	4	5
12. Social and religious activities	1	2	3	4	5
13. Conveniently accessible location	1	2	3	4	5
14. Size of the town where institution is located	1	2	3	4	5

15. Attractiveness of campus	1	2	3	4	5
16. Cultural diversity	1	2	3	4	5
17. Sports activities	1	2	3	4	5
18. Academic accreditation	1	2	3	4	5
19. Size of institution	1	2	3	4	5
20. Provision of studies part-time	1	2	3	4	5
21. Procedure and policies for admission	1	2	3	4	5
22. Campus housing facilities	1	2	3	4	5
23. Distance of campus from home	1	2	3	4	5
24. Campus safety and security	1	2	3	4	5
25. International links and recognition	1	2	3	4	5
26. Cost of attending institution	1	2	3	4	5
27. Availability of financial aid or scholarships	1	2	3	4	5
28. First institution to offer a program	1	2	3	4	5
29. Job skill training (Internship)	1	2	3	4	5
30. Job search and placement services	1	2	3	4	5
31. Graduation rate	1	2	3	4	5
32. Graduates employment rate	1	2	3	4	5
33. Alumni association	1	2	3	4	5
34. Advice of father	1	2	3	4	5
35. Advice of mother	1	2	3	4	5
36. Advice of siblings	1	2	3	4	5
37. Advice of high school teachers and counselors	1	2	3	4	5
38. Advice of other family members	1	2	3	4	5
39. Influence of relatives	1	2	3	4	5
40. Advice of alumni	1	2	3	4	5

41. Influence of high school classmates and friends	1	2	3	4	5
42. Influence of friends who already attended the institution	1	2	3	4	5
43. Influence of boyfriend/girlfriend	1	2	3	4	5
44. Influence of campus visit	1	2	3	4	5
45. Influence of institution fair	1	2	3	4	5
46. Influence of institution publications (brochures, flyers)	1	2	3	4	5
47. Availability of college website	1	2	3	4	5
48. Visits by admission officers to your school	1	2	3	4	5
49. Advertisement on TV, radio etc	1	2	3	4	5

PART C: Intention to enrol at private higher education institution

This part consists of statements reflecting the intention to enrol at private higher education institution. The importance of choice factors ranges from 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. Please read each statement and **mark your response by ticking (✓) one of the numbers in each statement which describes your view the best.**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would prefer to enrol at a private education institution rather than public education institution	1	2	3	4	5
2. I am interested in pursuing my study at private higher education institution	1	2	3	4	5
3. I will recommend the private higher education institution I chose to my friend	1	2	3	4	5
4. I will say favorable things about the private higher education institution I chose	1	2	3	4	5
5. I am willing to enrol at a private higher education institution	1	2	3	4	5
6. I am willing to pay a higher rate for the private higher education institution I chose	1	2	3	4	5
7. My parents want me to study at a private higher education institution	1	2	3	4	5

8. Having an option of higher education, I would enrol at private higher education institution	1	2	3	4	5
9. I am indented to continue my studies at private higher education institution	1	2	3	4	5
10. The likelihood of furthering my study at a private higher education institution is high	1	2	3	4	5
11. I am planning to study at private higher education institution	1	2	3	4	5
12. I like to learn in a private higher education institution	1	2	3	4	5

Thank you very much for your valuable time and your opinion.

May God bless you

ANNEXURE E

DESCRIPTIVE STATISTICS OF STUDENTS' CHOICE FACTORS

	Mean	Std. Deviation
Admission criteria	3.51	1.125
Quality of teaching	4.13	.888
Diversity of programs and courses offered	3.99	.950
Marketability of the programs and courses	4.11	.961
Qualification of teaching staff	4.09	.984
Quality of teaching staff	4.03	.950
Learning resources and facilities	4.04	1.039
Small size classes	3.12	1.233
Reputation of the institution	3.76	1.067
Athletics facilities	2.88	1.239
Extracurricular activities	3.12	1.184
Social and religious activities	2.86	1.201
Conveniently accessible location	3.46	1.071
Size of the town where institution is located	3.26	1.323
Attractiveness of campus	3.32	1.215
Cultural diversity	3.18	1.210
Sports activities	3.16	1.198
Academic accreditation	4.09	.964
Size of institution	3.40	1.162
Provision of studies part-time	3.19	1.211
Procedure and policies for admission	3.55	1.103
Campus housing facilities	3.21	1.353
Distance of campus from home	3.35	1.412
Campus safety and security	4.00	1.058
International links	3.94	1.020
Cost of attending institution	3.65	1.103
Availability of financial aid or scholarships	4.03	1.084
First institution to offer a program	3.43	1.190
Job skill training (Internship)	4.08	1.037
Job search and placement services	3.98	1.030
Graduation rate	3.96	1.014
Graduates employment rate	4.03	1.001
Alumni association	3.16	1.069
Advice of father	3.23	1.312
Advice of mother	3.42	1.279

Advice of siblings	3.24	1.247
Advice of high school teachers and counselors	3.27	1.199
Advice of other family members	3.10	1.234
Influence of relatives	2.71	1.219
Advice of alumni	2.76	1.125
Influence of high school classmates and friends	2.63	1.221
Influence of friends who already attended the institution	3.03	1.247
Influence of boyfriend/girlfriend	2.38	1.275
Influence of campus visit	2.94	1.155
Influence of institution fair	3.25	1.114
Influence of institution publications (brochures, flyers)	3.35	1.127
Availability of college website	3.66	1.108
Visits by admission officers to your school	3.63	1.146
Advertisement on TV, radio etc	3.60	1.191

ANNEXURE F

COMMUNALITIES OF STUDENTS' CHOICE FACTORS

	Initial	Extraction
Admission criteria	1.000	.634
Quality of teaching	1.000	.566
Diversity of programs and courses offered	1.000	.715
Marketability of the programs and courses	1.000	.604
Qualification of teaching staff	1.000	.646
Quality of teaching staff	1.000	.729
Learning resources and facilities	1.000	.479
Small size classes	1.000	.571
Reputation of the institution	1.000	.523
Athletics facilities	1.000	.718
Extracurricular activities	1.000	.728
Social and religious activities	1.000	.590
Conveniently accessible location	1.000	.548
Size of the town where institution is located	1.000	.628
Attractiveness of campus	1.000	.617
Cultural diversity	1.000	.597
Sports activities	1.000	.716
Academic accreditation	1.000	.478
Size of institution	1.000	.535
Provision of studies part-time	1.000	.615
Procedure and policies for admission	1.000	.576
Campus housing facilities	1.000	.586
Distance of campus from home	1.000	.580
Campus safety and security	1.000	.530
International links	1.000	.540
Cost of attending institution	1.000	.602
Availability of financial aid or scholarships	1.000	.512
First institution to offer a program	1.000	.430
Job skill training (Internship)	1.000	.602
Job search and placement services	1.000	.657
Graduation rate	1.000	.618
Graduates employment rate	1.000	.598
Alumni association	1.000	.647
Advice of father	1.000	.689
Advice of mother	1.000	.756
Advice of siblings	1.000	.671

Advice of high school teachers and counselors	1.000	.636
Advice of other family members	1.000	.674
Influence of relatives	1.000	.635
Advice of alumni	1.000	.647
Influence of high school classmates and friends	1.000	.636
Influence of friends who already attended the institution	1.000	.605
Influence of boyfriend/girlfriend	1.000	.584
Influence of campus visit	1.000	.649
Influence of institution fair	1.000	.627
Influence of institution publications (brochures, flyers)	1.000	.588
Availability of college website	1.000	.612
Visits by admission officers to your school	1.000	.700
Advertisement on TV, radio etc	1.000	.601

Extraction Method: Principal Component Analysis.

ANNEXURE G

EIGEN VALUES OF EXTRACTED STUDENTS' CHOICE FACTOR AND THE TOTAL VARIANCE EXPLAINED

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.899	20.202	20.202	9.899	20.202	20.202	3.710	7.571	7.571
2	4.417	9.013	29.216	4.417	9.013	29.216	3.247	6.626	14.197
3	2.246	4.584	33.799	2.246	4.584	33.799	2.937	5.994	20.191
4	1.983	4.047	37.846	1.983	4.047	37.846	2.623	5.353	25.544
5	1.761	3.595	41.441	1.761	3.595	41.441	2.577	5.259	30.803
6	1.568	3.199	44.640	1.568	3.199	44.640	2.495	5.092	35.895
7	1.366	2.788	47.428	1.366	2.788	47.428	2.276	4.645	40.540
8	1.306	2.666	50.094	1.306	2.666	50.094	2.211	4.513	45.053
9	1.181	2.411	52.505	1.181	2.411	52.505	2.168	4.424	49.476
10	1.148	2.343	54.848	1.148	2.343	54.848	1.796	3.666	53.142
11	1.093	2.231	57.079	1.093	2.231	57.079	1.401	2.859	56.001
12	1.051	2.145	59.225	1.051	2.145	59.225	1.298	2.649	58.650
13	1.007	2.054	61.279	1.007	2.054	61.279	1.288	2.630	61.279
14	.957	1.953	63.232						
15	.866	1.768	65.000						
16	.845	1.725	66.725						
17	.828	1.689	68.414						
18	.808	1.649	70.063						
19	.766	1.564	71.627						
20	.760	1.551	73.178						
21	.731	1.493	74.671						
22	.696	1.420	76.090						
23	.660	1.347	77.437						
24	.633	1.291	78.728						
25	.609	1.242	79.971						
26	.597	1.219	81.190						
27	.595	1.214	82.403						
28	.559	1.141	83.544						

29	.523	1.068	84.612					
30	.518	1.057	85.669					
31	.510	1.040	86.709					
32	.485	.989	87.699					
33	.469	.957	88.655					
34	.456	.931	89.586					
35	.430	.878	90.465					
36	.422	.862	91.327					
37	.416	.850	92.176					
38	.396	.809	92.985					
39	.382	.780	93.765					
40	.371	.758	94.523					
41	.355	.725	95.248					
42	.353	.720	95.968					
43	.331	.675	96.643					
44	.314	.642	97.285					
45	.299	.609	97.894					
46	.292	.596	98.490					
47	.266	.542	99.032					
48	.245	.500	99.532					
49	.229	.468	100.000					

Extraction Method: Principal Component Analysis.

ANNEXURE H

COMPONENT MATRIX OF EXTRACTED STUDENTS' CHOICE FACTORS AND THEIR FACTOR LOADING

Rotated Component Matrix^a

	Component												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Admission criteria	.118	.076	.148	.170	.119	.049	.011	.035	-.007	.221	.021	.704	-.010
Quality of teaching	-.024	.190	.004	-.030	.599	-.007	.115	.148	-.061	.204	-.059	.145	.119
Diversity of programs and courses offered	.028	.027	-.023	.078	.186	-.136	.048	.141	.055	.734	.057	.275	.106
Marketability of the programs and courses	.047	.287	.032	.002	.153	.057	.059	.042	.012	.693	.074	.034	-.009
Qualification of teaching staff	.029	.151	.102	.092	.756	.059	.036	-.048	.053	.088	.075	.082	.042
Quality of teaching staff	.027	.054	.047	.008	.831	-.079	.050	.007	.074	.069	.084	.029	-.069
Learning resources and facilities	.122	.283	.225	.002	.340	-.090	.089	.129	-.013	.397	-.016	-.150	-.067
Small size classes	.093	.004	.141	.331	.041	.092	.112	-.060	.093	.258	.543	-.137	-.132
Reputation of the institution	.042	.203	.081	.417	.414	.099	-.060	-.022	.039	.170	.153	-.184	.163
Athletics facilities	.096	.149	.766	.103	.035	.081	.108	.015	.126	.117	.085	.005	.180
Extracurricular activities	.082	.106	.788	.156	.055	.025	.080	.178	.038	.029	-.047	.099	.096
Social and religious activities	.152	.045	.669	.193	.103	.131	.000	.006	-.004	.040	.177	.000	-.140
Conveniently accessible location	.215	.232	.121	.416	.059	-.046	.249	.210	-.179	.101	.089	.023	-.213
Size of the town where institution is located	.096	-.098	.058	.744	-.054	.109	.095	-.020	.113	.039	.097	.005	.075
Attractiveness of campus	.133	.058	.168	.694	.111	.083	.067	.059	.178	-.039	-.007	.141	.072
Cultural diversity	.128	.206	.315	.570	.120	.152	.129	.149	-.014	.009	.004	.188	-.048
Sports activities	.044	.053	.750	.068	.073	.082	.243	.072	.193	-.052	-.061	.109	.104
Academic accreditation	-.012	.238	.175	.061	.364	-.005	.272	.121	.046	.381	-.117	.001	-.068
Size of institution	.039	-.006	.223	.470	-.011	-.019	.348	.177	.287	.017	.039	.143	.066

Provision of studies part-time	.047	.115	.135	.159	.075	.249	.523	-.062	.228	.007	.080	.294	-.258
Procedure and policies for admission	.141	.143	.132	.175	.108	.137	.527	-.033	.108	.028	.099	.378	.117
Campus housing facilities	.214	.095	.219	.089	.045	.001	.631	.143	.082	.124	-.004	-.078	.165
Distance of campus from home	.016	.187	.054	.121	.066	.066	.674	.047	.022	.087	.213	-.090	.027
Campus safety and security	.124	.395	.092	.146	.276	-.089	.282	.220	-.095	-.050	.079	.213	-.002
International links	.038	.356	-.006	.212	.329	-.172	.048	.442	-.109	.013	.117	.068	.032
Cost of attending institution	.091	.098	-.005	.011	.108	.149	.178	.168	.061	-.029	.686	.087	.086
Availability of financial aid or scholarships	.116	.252	.066	-.068	.296	-.177	.344	.412	-.038	-.021	.127	-.020	.026
First institution to offer a program	.099	.095	.168	.052	.105	.025	.218	.221	.254	.002	.357	.232	.162
Job skill training (Internship)	-.025	.701	.129	.042	.158	.032	.002	.045	.150	.091	.018	.177	-.037
Job search and placement services	.011	.784	.009	.084	.098	-.037	.077	.011	.086	.069	.008	.075	-.009
Graduation rate	.033	.725	.104	.033	.130	-.001	.144	.055	.086	.074	.102	-.067	.106
Graduates employment rate	.026	.695	.083	-.077	.047	-.070	.145	.015	.077	.193	-.006	-.068	.158
Alumni association	.112	.243	.268	.089	.092	-.005	.101	.028	.018	.060	.156	.019	.669
Advice of father	.760	.030	.092	-.043	-.004	-.007	.071	.024	.129	-.022	.218	.090	.144
Advice of mother	.823	.027	.100	.037	.044	.029	-.034	.066	.095	-.002	.156	.159	.008
Advice of siblings	.766	.046	.038	.195	.005	.154	.036	-.006	-.002	.114	.048	-.031	-.045
Advice of high school teachers and counselors	.704	.048	.134	.031	.082	.264	.118	.050	.130	.028	-.057	.032	-.063
Advice of other family members	.696	-.028	.020	.181	-.019	.282	.131	-.025	.158	.010	-.125	-.052	.119
Influence of relatives	.473	-.097	.054	.194	.033	.498	.146	.040	.083	-.005	-.146	-.080	.234
Advice of alumni	.373	.079	.066	.203	-.026	.359	.158	.134	.019	.017	-.172	.021	.503
Influence of high school classmates and friends	.251	-.062	.178	.086	-.048	.698	.114	.014	.091	-.008	.043	.038	.125
Influence of friends who already attended the institution	.183	-.010	.066	-.011	.020	.709	-.001	.181	.082	.036	.069	.136	-.006
Influence of boyfriend/girlfriend	.144	-.032	.022	.163	-.059	.651	-.001	.157	-.011	-.149	.219	-.067	-.095
Influence of campus visit	.016	-.140	.131	.064	.049	.339	.071	.644	.126	.142	-.023	-.176	-.061

Influence of institution fair	.010	.070	.081	-.010	-.042	.231	.051	.676	.254	.163	.039	.085	.034
Influence of institution publications (brochures, flyers)	.025	.103	.106	.152	-.030	.154	-.013	.584	.266	.021	.160	.088	.095
Availability of college website	.135	.269	.061	.235	-.027	.099	.066	.202	.568	.144	-.085	.074	.002
Visits by admission officers to your school	.261	.120	.060	.075	.069	.082	.108	.115	.754	.004	.063	-.004	.013
Advertisement on TV, radio etc	.110	.076	.147	.090	.032	.040	.054	.097	.786	-.009	.105	-.029	.007

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 10 iterations.