FACTORS AFFECTING INTERNATIONAL STUDENT’S CHOICE OF AN INSTITUTION OF HIGHER EDUCATION: A CASE OF UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

BY

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UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

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A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirements for the Degree of Masters of Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SUMMER 2018
STUDENT DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________ Date: ___________________________

Eliza W. Wanjiru (ID: 648892)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________ Date: ___________________________

Dr. Peter Kiriri

Signed: ___________________________ Date: ___________________________

Dean, Chandaria School of Business
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ABSTRACT

The purpose of this study was to determine factors affecting international student’s choice of the institution of Higher Education. To achieve this purpose, the following research questions were used: the first question was, how do socio-cultural factors influence student’s choice of the institution of higher education? Secondly, how do psychological factors influence student’s choice of an institution of higher education? Finally, how do marketing mix influence student’s choice in higher education?

The study adopted a descriptive research design in order to determine factors affecting international student’s choice of an institution of higher education. The target population for the study was 966 international students at United States International University of Africa. However, out of a sample size of 97 international students selected, only 68 respondents completed and returned the questionnaires. This response rate was 70% which was representative and therefore, conclusions drawn from the results had a relatively high validity in relation to the target population. The study used quantitative tools such as frequencies distribution tables and percentages. Besides, correlation and regression were used to describe the degree of relationship between variables and testing of the fitness of the model. Statistical Package for Social Sciences (SPSS ver. 24) program was used for analysis and data presented.

The findings on the first objective indicated that correlation between social cultural factors and student’s choice of an institution of higher learning showed a positive correlation. The correlation coefficient and the regression analysis showed variations in social-cultural factors which can be explained by student choice of an institution of higher learning. The socio-cultural factors namely; personal interests, career objective, family, cultural factors and reference groups have an influence on students’ decision to choose an institution of higher learning.

The findings on the second objective indicated that there was a positive strong relationship between psychological factors and student’s choice of an institution of higher learning. The regression analysis showed that the variations in psychological factors can be explained by student’s choice of an institution of higher learning. Majority of the students indicated that their high school performance, and reputation of a university influenced their decision to enroll in a given university.
The findings on the last objective showed a positive relationship between marketing mix and student’s choice of a given institution. The correlation coefficient was significant, and the regression analysis showed the variations in marketing mix can be explained by student choice of an institution of higher learning. Factors such as the price, place, promotion and product influenced the decision of students to study a given institution.

In conclusion on the first objective, there was a strong relationship between social cultural factors and student’s choice of a university. The results of regression analysis revealed that there was a significant positive relationship. Student’s personal interests, career objectives, and perception of personal ability in choosing the course and the school requirements proved to be crucial in students’ decision in choosing a given university over the other.

In reference to the second objective, the study concluded that student’s personal characteristics was among factors influencing student’s decision to pursue higher learning in the University. The ability of the student was reported to be a major influencing factor on the student’s educational aspirations. High school performance also had an influence on student’s decision to enroll in the university and most students enrolled because their friends had joined the university as well.

The study concluded-on the last objective- that the unique characteristics of a university, such: the quality of staff, academic programs, educational facilities such as classrooms, modern computer laborites, location of the institution, as well as employability of graduates, indicated a high influence on how students choose a university to study. Most international students prefer to study in a university that have all the facilities for them to be able to study in this high education institutions.

Based on the first objective, the study recommends that parents should also have opinions of their children on which institution of higher learning they may wish to study in, and assess availability of the study programs so that they could assist in choosing an institution of HE. Secondly the study recommends that institution should be able to provide the necessary environment so as to attract more international students. This will only be possible through having world class teaching and learning infrastructure. On the last objective the study recommends that for university management to realize increased enrollment in their institutions more should be done by the university marketing department. The marketing department should come up with effective and efficient marketing strategies that could result to more recruitment of the students. The study
recommends that a comparative research should be done on the factors affecting international student’s choice of the institution of higher education for both private and public universities in Kenya. This will provide more insights on the topic.
ACKNOWLEDGEMENT

I wish to appreciate the support given by different people to make this study possible. I would not have produced this project without their assistance. Unfortunately I cannot list all the names, but I appreciate each individual who contributed to the success of this work.

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My humble gratitude goes to my family for their encouragement, endless morale support and simply believing in me, I am forever grateful.

Above all, I thank God almighty for the grace and favor to begin and complete this project.
DEDICATION

This work is dedicated to my loving husband Peter, and my two children Ann and Vanessa who have been my inspiration towards the completion of this project.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Over the past decade a number of universities have opened branch campuses world over bringing together the number of campuses to 220. As a result of this, there is a fierce competition over enrollment of students in these campuses. In a study by Gibbs, and Knapp, (2003), they observed that competition among the institutions of higher learning have increased because of relatively recent recognition that international students, by paying their full freight or more, are a real or potential profit center, subsidizing native students. In the United Kingdom, for example, international students now produce some 10 percent of the entire income of the higher education system, while in Australia they fund some 15 percent of all income for the national universities (University of Oxford, 2015).

According to Binsard and Ekwulugo (2018), noted that the UK which was the second leading exporter of international education was lagging behind USA in the year 2000. In 2000, Australia achieved the highest growth of 15 percent, followed by USA, which was 12 percent, while UK received only 2 percent growth of its international student’s enrollment. In OECD (2013), study on how international student’s mobility is shaping up, the findings indicated that between 2000 and 2011, the number of international students has more than doubled and over 4.5 million students are enrolled outside their country of citizenship. Wheater and Ager (2013), further observed that the largest number of international students are from China, India and Korea. Asian students according to the study accounts for the 53 percent of all international students abroad worldwide. However, as new players such as Australia, New Zealand, Spain, Russia and Korea emerge, the share of international students in some most attractive countries such as United States, and Germany has declined.

According to Wheater and Ager, (2013), study findings indicate that the global population of students who move to other countries to study continues to rise, reaching almost 5 million in 2014, and more than double the 2.1 million internationally mobile students in 2002. With annual increase of 10 percent, it was projected in the study that with demographic changes international student mobility is likely to reach 8 million students per year by 2025.

In African countries, according to Schulmann (2017), have the most outbound students, and French and English-speaking African nations account for about 99 percent of
international students from Africa. UNESCO Institute of Statistics (2017), observed that the African countries that generate the highest number of students who study abroad are: Nigeria which has 71352 degree-seeking students abroad, this number grew by 45 percent from 2010 to 2013 with their top destinations being Ghana, UK, and US. UNESCO statistics (2017) indicates further that for everyone quarter of all U.S enrolled African students are from Nigeria. Morocco according to UIS reports has 43,148 students enrolled abroad, and about 23131-degree students from Cameroon are studying abroad. Besides, Algeria sends 20493 students abroad, followed by Zimbabwe at 16563, Kenya has about 13223 students studying abroad, Senegal at 11410 students enrolled abroad, Angola has 11,121 students enrolled abroad, Ghana has 11116 and Sudan reportedly send out 10,058 students to study in the universities abroad.

The most common destination for African students who want to study abroad are: France, US, UK, and South Africa (Schulmann, 2017). Middle East countries begun attracting students through offering scholarships to attract international students from Africa who most of the time have limited financial resources to dedicate to their studies. China has also started some concerted efforts to attract African students. The China’s Ministry of Education reported that Africa students accounted for 12.5 percent of the country’s total foreign student’s population of the Nation’s 395,635 international students. In Africa Ghana is the third leading destination of African students in Africa, behind Senegal and South Africa.

With higher number of students willing to study abroad, the traditional students’ destination nations are seeking to diversify their enrollments beyond two mainstreams of China and India, to look to other top African nations like Nigeria and others to identify international students and recruit capable driven students. The higher learning institutions in these countries market themselves by emphasizing quality and specific programs. According to WES report ‘improving the international students experience: implication and recruitment and support,’ finds that better education outside of one’s home country was the top reason why 70 percent of African respondents left their countries to study abroad. The need for better option is based on the fact that on the ground. For example, according to Academic Ranking of World Universities (AWU), only 2 of the top 500 universities in the world are in Africa-south Africa. Other factors such as the cost of education and availability of financial support may determine the need of individuals opting to study abroad.
There are many reasons why students choose to study outside their country, however the number of students opting to study outside Africa has begun to slow down (Woldegiorgis & Doevenspeck, 2015). Mwalimu Nyerere African Union Scholarship Scheme for example provides 250 postgraduates to study in another African country, encouraging students to stay local and combat brain drain. In the last 10 years intra-African student mobility has more than doubled (AHEL, 2015). Woldegiorgis and Doevenspeck (2015), have identified the following as the key destinations in Africa: For Southern Africa the key destination is South Africa and Angola, for East Africa it is Kenya and Uganda, and for West Africa it is Senegal and Ghana.

Kenya in particular, could become a key player on the African higher Education scene. Even though it is known to export more students than it attracts as indicated above, it has international students to its primary, secondary and higher education institutions, mostly from African Countries (International Organization for Migration (IOM, 2015). However, majority of students originate from neighboring East Africa and attend universities across the country. According to IOM (2015), University of Nairobi, USIU-Africa, African Nazarene, Maxwell University, Catholic University and Daystar are popular choices among international students. However, there is very limited statistics on the actual number of international students in each of those institutions because it is considered to be confidential by both government departments and institutions.

United States International University of Africa is among the private universities in Kenya. It has a total of about 7005 students with about 15 percent of the population made up of international students (USIU, 2018). This proportion of international students make it a preferred Higher Institution of Learning for many international students who may want to study in Kenya. However, being a private university, it must enroll its own students without depending on the government students’ allocation. It is competing against 22 public universities, 14 chartered private universities and 13 universities with Letter of Interim Authority to enroll students both locally and internationally in Kenya.

Over years public universities in Kenya have been unable to absorb all students who qualify to be admitted to the university, hence creating market opportunities for private universities to absorb the remaining number of students. However, in the past two years the number of students who qualified to be absorbed in the universities has reduced creating hard times ahead for the private and some public universities as far as student’s markets are concerned.
In fact, Ancheh, (2006), observed that, for the first time in several years the public universities will absorb all the 88,929 candidates who scored between A and C+ in 2017 Kenya Certificate of Education (KCSE). The move has left no room for state owned universities to enroll privately sponsored students through the parallel programs while shrinking the admission pool for private universities which have thrived mainly because of inadequacies in public higher education sector.

The above situation portrays the hard times most private universities which depend on student’s tuition as the major source of income are facing because of their local share of student’s market in Kenya has reduced, and yet Kenya as country is not attracting higher number of international students to study in country like the UK, USA, and China just to list a few countries. What this means to private universities is that they have to focus to the student markets beyond Kenya. Based on the above trends in Higher Education institutions, this study concurs with the Binsard and Ekwulugo (2018), observations that only higher institutions of learning that have proper marketing strategies are the ones that are likely to recruit more students than the ones that are less strategic in marketing. This study will focus on International Students’ choice of the Higher Education Institution and marketing strategies in Kenya’s Universities, a case of USIU-Africa.

1.2 Statement of the Problem

Higher education level continues to be an important mobility option for students today in order to develop and empower themselves and remains very competitive in given specializations. Higher Education is being reshaped by globalization and digital revolution. There are growing pressures related to declining sources of income and rising costs of living. There is a heightened competition for share of the global student’s market (Bryant, 2013). Institutions are seeing a lasting effect from the global financial crisis impacting both enrolment numbers and philanthropy, and students have increasing demands and expectations of their experience.

Prospective students according to Bryant (2013), are becoming more consumer-oriented and making decisions about education accordingly. Because of this, institutions of higher learning have employed marketing strategies just like corporate organizations to ensure that they market their institution to increase student enrollment. However, Hanover Research (2014), indicates that most of these higher institutions of learning involved in Higher Education marketing are from traditional student-destination countries such as Britain, and
the United States. Limited literature is available on whether African countries such as Kenya are involved in this kind of marketing their higher institutions of learning instead what is indicated is that Kenya is known to export more students than it attracts (IOM, 2015).

International student recruiters in traditional students’ destination countries have a very challenging work than ever due to increasing competition for students from up-and-coming countries such as China, Singapore, Malaysia, and India, and some Middle Eastern countries. As a result, there are new challenges and pressure for those marketing university brands and for those responsible for recruiting students across the board. Many in the field point to internal targets to increase student intake and revenue. This increasing competition for students’ enrollment is putting pressure on institutions and student recruiters alike to communicate well with the market. This study examined the factors affecting international student’s choice of the higher education.

1.3 Purpose of the Study
The purpose of the study was to determine factors affecting International Student’s choice of the institution of higher education.

1.4 Research Questions
1.4.1 How do socio-cultural factors influence student’s choice of an institution of higher education?
1.4.2 How do psychological factors influence student’s choice of an institution of higher education?
1.4.3 How do marketing mix influence student’s choice of an institution of higher education?

1.5 Importance of the Study
1.5.1 United States International University of Africa
By focusing on international student’s perceptions of USIU-Africa student market penetration, the study will provide an input for the institution market planners to formulate strategic marketing strategies. This would help the university to improve on its marketing strategies that would result into increased students’ enrolment in the university.
1.5.2 Scholars
The scholars who may wish to further explore the relationship between international students’ choice of higher education institution and marketing strategies would find this study as a useful reference point. Such kind of materials in reference to the topic of study are limited.

1.5.3 Higher Education Institutions
Currently, the higher institutions of learning in Kenya depends mostly on tuition as a source of income. This therefore means that the institution with the highest number of students usually has more income than the one with less students. The higher institutions of learning in Kenya therefore must compete to gain more international students and national students from the students’ market. This study will help the higher learning institutions to adopt marketing strategies that will attract more students to learn from their institutions hence more learning.

1.6 Scope of the Study
The study was limited to the scope of United States International University-Africa international students which has got a higher number compared to other private universities in the region. Besides, it is the only institution of higher learning that is dual accredited both by Kenya commission for university education (CUE), and United States of America’s authority which is western association of schools and colleges (WASC). As a result, it was suitable for the study. The researcher was able to access international students to gain information concerning factors that influence their perception about studies at USIU-Africa. The data was collected from only international students who are in session both undergraduates and graduates for the period of three months as from April 2018 to June 2018.

1.7 Definition of Terms
1.7.1 Socio-cultural factors

These are complex physical factors that make up our surroundings and in turn act up us. For the purpose of this study they would include: Student’s family, demographics, socioeconomic characteristics, academic abilities and practical determinants that stem from the student’s background (Al-Fattal, 2010).
1.7.2 Psychological factors

Psychological factors are individual’s perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business environment (Olamide & Olawaiye, 2013).

1.7.3 Consumer behavior

This is the study of how individuals, groups, and organizations select, buy, use, and dispose of goods, services, ideas, or experience to satisfy their needs and wants. (Kotler, 2009).

1.7.4 Marketing mix

According to Kotler and Amstrong (2010), marketing mix is the set of marketing tools used by an enterprise to achieve the objectives of the adapted marketing in the particular marketing segment.

1.8 Chapter Summary

The chapter presented the introduction and background of the study. The background indicates that there is a lot of competition for the higher institutions of learning, and therefore each university in the world must device strategic marketing strategies to increase their enrollment in order to ensure that they remain in the market. The study is significant because it is focusing on student market penetration, the study provides an input for the institution market planners to formulate strategic marketing strategies. The chapter the definition of terms, and chapter summary. The next chapter review literature pertaining to the topic of the study. The literature is reviewed based on the topic of the research objective highlighted in Chapter one. Chapter three presents the research methodology that was used in the study. Chapter four presents the results and findings and lastly chapter five discuss the research questions, conclusions and recommendations of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
The chapter summarizes the literature review in existence regarding factors affecting international student’s choice of the institution of higher education. The first research question was how do socio-cultural factors influence student choice of an institution of higher education? Secondly, how do psychological factors influence student choice of an institution of higher education? Lastly, how do marketing mix influence student’s choice of an institution of higher education? It presented an overview of previous work, and related topics that provided the necessary background for the research.

2.2 The Influence of Socio-Cultural Factors on Student Choice

2.2.1 Personal Influences
The role of personal characteristics such as personal interests, perception of ability or socioeconomic background of the family in students’ choice of the university. In a recent research, Mehboob, Shah, and Bhutto, (2012) showed that interest and career objective is the most important factor which affects students’ choice of a given university. Besides, perception of personal ability being suitable with chosen major and the school requirements are proved to be crucial in students’ decision (Cabrera & Nasa, 2000). In fact, the assessment of personal interest and ability before choosing a university to enroll not only influences students’ retention rate but also tends to make more capable students to choose more competitive and private universities with longer training period. Characteristics of the universities, together with students’ personal and social background, was considered to be crucial to students’ decision to apply. According to Kim and Gasman (2011), perceived reputation and prestige of a university has significant impact on students’ decision to apply, interestingly; this impact can be indirectly brought to students by their peers.

2.2.2 Reference Groups
Peers are often mentioned as an important factor (Gasman & Kim, 2011). Results from previous studies showed that having peers who follow higher education is a motivation for students to continue to study and they are also a source of necessary information about universities based on which students can make a decision to apply. Furthermore, advice from other relatives and high school teachers were proved to encourage or impede students from applying to a university (Alves & Raposo , 2007).
While there is compelling evidence that parents play varied, but nevertheless important roles in student choice processes, the influence of peers is less understood and the research in the area indicates some considerable inconsistencies. According to Johnstone, (2010), that peer groups are a source of significant influence across various processes of student choice. However, their findings are in direct contradiction with the results. Bartkowiak, Sojkin, and Skuza (2014) did a study which they found out that peers have no significant effects on influencing institutional choice. It may be that the substantial variance between these findings lies in the study design and the depth of the interpretation of results. Johnston (2010) explore significant changes in peer-to-peer communication, especially because of development in social media. These changes are likely to impact on the increasing role of influences yielded by peers, which is consistent with general changes in the marketing communication models. Bartkowiak, et al. (2014) indicated a decline in the role of peers as an important source of information; however, they also report the increase in the role of the internet. Fast growing peer-to-peer communication via social media is likely to increase further the influence of peers on decision making. Social networks play an increasingly important role in the lives of young people. Social spaces provide effective platforms for prospective students to source and share information and influence each other’s opinions and behavior. Furthermore, social media spaces facilitate communities that are based on shared interest and which communicate emotions, perceptions and uncertainties. Subsequently, even incidental connections that are formed through social communities have a potential for influencing students (Ellison & Vitak, 2015).

The factors influencing this process differ from one individual to another, but there are also several factors common for many individuals. According to Domino (2006), parents have a great influence on their sons’ enrollment at university. The student’s decision-making process include; the location of the university, the study programs, the reputation of the higher education institution, the existence of different educational facilities, the level of the tuition fees, the employment opportunities, the employed promotion, the promotion by university representatives, the possibility to visit the campus, the possibility to obtain scholarships. According to Shank (2006), factors such as academic reputation, variety of study programs, quality of education, campus location, costs, as well as the opinion of other persons are factors of maximum significance that influence the students’ decision to enroll at a certain university. Moreover, Beneke and Human (2010) have identified a series of factors which exert influence on the process of choosing a university. Among these are the
following: the geographic location, the reputation of the higher education institution, the level of the tuition fees, and the development of various social programs, the possibility to obtain a certain scholarship and the recommendations from family or friends. Wagner (2009) have identified based on a research several factors which influence the students' intention of choosing a certain higher education institution and these are the following: the cost of education, the content and structure of the study programs, the facilities offered by the university, the value of education and the influence exerted by family and friends. Testimonials of an alumni or students who had undergo the university's program either through the website or directly to the student group can also make a significant impact on the selections. Past studies have found a method of referring to the students' experience and insights giving a clearer picture of the students' lives in a program, universities and certain countries (Ancheh, 2006). The information is said to become more convincing and has a high trust value if the students' testimonials came from different cultural backgrounds but from the same country of origin. Even though, the culture is not seen as a major factor in influencing the decision of students to go abroad; however, previous studies suggest some of the cultural aspects were fair and implicit consideration in making the decision (Chirkova, 2011).

2.2.3 Family

The importance of influence exerted by family and parents may vary between different authors, there is, however, a consistent acknowledgement that family, and especially parents, influence student decision (Burchell, Rettie & Patel, 2013). Some studies estimate that 90% of students consult their parents in regard to their higher education institution choices (Brooks, 2002). While there is almost universal support for the importance of this group on student choice, the literature identifies some variations between different parental characteristics. The significant variances between the importance of family sources for different parental educational levels and among racial and ethnic groups. The importance of parental involvement in the choice process; however, and that, in order to effect choice, that involvement must take place early in the process. There are three core areas that are of special importance in context of parental involvement: course offering, reputation and selectivity, students whose parents are highly educated have greater reliance on them as sources of information as they have reasons to expect their parents to be more knowledgeable about higher education environment. This phenomenon is likely to result
from shared family values that exist both within the student’s family and broader reference group, and the level and the depth of parental involvement may be associated with student’s ability level (Chalcraft, Hilton, & Hughes 2015).

The factors influencing this process differ from one individual to another, but there are also several factors common for many individuals. Ming (2010), referred to the factors of institutional nature that influence the student’s decision making process and has identified various independent variables such as: the location of the university, the study programs, the reputation of the higher education institution, the existence of different educational facilities, the level of the tuition fees, the employment opportunities, the employed promotion, the promotion by university representatives, the possibility to visit the campus, the possibility to obtain scholarships (Domino, 2006).

Social relationships, whether with family, relatives or friends who are in the destination country can affect the student's decision to study in their country (Lee & Morrish, 2012). The information and support from family and friends is seen as an element of trust that has a strong influence on the individual perception. Previous research found that while students making decisions about their destination country based on their own knowledge, the family and friend's feedback and discussion influence their perception of the university and the country indirectly (Petruzzellis & Romanazzi, 2010). The active social network capable in improving students’ decision-making period to study abroad.

According to Johnston (2010), conducted a systematic review of literature on the topic of student choice published between 1992 and 2013, and identified distinct groups of student related factors: family income, parental education, gender, age and racial group, socioeconomic status, geographical considerations, and price sensitivity that covers costs, availability of financial aid and affordability. While these groups are consistent with previous research on the topic that spans almost four decades, there are, not surprisingly, some variations regarding the importance of some of the factors, or groups of factors. These variations are most likely the result of the context and timing of these studies and, consequently, geopolitical, demographic and socioeconomic characteristics of the environment in which the research was conducted.

2.2.4 Social Class

Social class is a grouping of individuals who have similar statues or positions in the social hierarchy and thus share similar political and economic interests. Social classes are socially,
relatively permanent and ordered divisions whose members share common values interests and behavior. Social class is not determined by a single factor such as income but is measured by a combination of occupation, income, education, wealth and other variables. In some social systems, members of different classes are reared for certain roles and cannot change their social positions. Marketers are interested in social class because people within a given social class have distinct product and brand preferences in areas such as clothing, home furnishings and other products (Kotler, 2009).

The students from the highest or the lowest social classes are qualitatively different (Ball, David & Reay, 2005). Students from the upper classes make active choices more frequently because they have high performance, parents with the cultural capital who help them understand the structure of higher education, the stages of the educational and professional route and help them filter their ambitions to make better choices. On the contrary, students from the lower classes, especially from the working class, are subject to limitations that lead them to self-exclusion and obligatory or random choices.

According to Ball, et al. (2005), claims that, in Britain students from the working class choose institutions of a lower academic prestige, because they feel familiar to such an environment and they believe that it is easier to adjust. Their sense of place excludes themselves from elite universities (Kyrgiou, 2010). Consequently, social class is an important factor that influences the decisions about choices of study, which lead to different educational routes that strengthen the differentiation of the educational institutions. It is also claimed that the influence of the social inequalities on choices is increasing, as they depend on the wealth and desires of parents more than the abilities and efforts of the students. The international debate about choice in higher education has been an issue of growing concern since the 1970s. In Greece, however, it has been a matter of concern only during the last decade. Choice has become an important issue after the 1997 educational reform, an outline of which is presented below, along with an overview of the Greek higher education system.

2.2.5 Culture

According to Lustig and Koester (2006), culture is a collective of interpretations that affects peoples’ behaviors, which includes beliefs, values, norms and social practices. They also highlight the link between culture and communication, which contributes to understanding intercultural competence (Lustig & Koester, 2006). Higher education universities would be
likely to attract more international student’s groups if they had a greater awareness of culture and values (Lee & Morrish, 2012). To achieve this, communication plays a crucial role. Communication occurs when a message is sent from a sender to a recipient with a purpose, an expression and a medium in an environment (Allwood, 2002). Today, the Internet is an important instrument for communication following globalization and technology advancement (Lee & Morrish, 2012). There is an undeniably close connection between culture and communication.

Culture, subculture, and social class are particularly important influences on consumer buying behavior. Culture is the fundamental determinant of a person’s wants and behavior. Through family and other key institutions, a child growing up is exposed to values such as achievement and success, activity, efficiency and practicality, progress, material comfort, individualism, freedom, external comfort, humanitarianism, and youthfulness. A child growing up in another country might have a different view of self, relationship to others, and rituals. Marketers must closely attend to cultural values in every country to understand how to best market their existing products and find opportunities for new products. Each culture consists of smaller subcultures that provide more specific identification and socialization for their members. Subcultures include nationalities, religions, racial groups, and geographic regions (Chirkova, 2011).

2.3 The Influence of Psychological Factors on Student Choice

Marketing and environmental stimuli enter the consumer’s consciousness and a set of psychological processes combine with certain consumer characteristics to result in decision processes and purchase decisions. The marketer’s task is to understand what happens in the consumer’s consciousness between the arrival of the outside marketing stimuli and the ultimate purchase decisions. Four key psychological processes motivation, perception, learning, and memory fundamentally influence consumer responses.

2.3.1 Motivation

Motivation refers to the state or condition that prompts goal-oriented behavior. Motivation generally occurs with recognition of some needs or some problems that can affect information processing or purchase behavior. Motivation involves both energy and focus.
Motivation involves both energy and focus. Motives themselves may be obvious or hidden (Brooks, 2002). According to Kotler (2009), a motive is a need that is sufficiently pressing to direct the person to seek satisfaction of the need. Motivation looks at the factors that direct and energizes human behavior and other organisms while motives are desired goals that prompt behavior. Some needs are biogenic; they arise from physiological states of tension such as hunger, thirst, or discomfort. Other needs are psychogenic; they arise from psychological states of tension such as the need for recognition, esteem, or belonging. A need becomes a motive when it is aroused to a sufficient level of intensity to drive us to act. Motivation has both direction selection of one goal over another and intensity pursue the goal with more or less vigor.

2.3.2 Perception

Perception is the process by which people select, organize and interpret information to form a meaningful picture of the world. People from different perceptions of the same stimulus because of three perceptual processes. These are selective attention, the tendency for people to screen out most of the information to which they are exposed to means that marketers must work especially hard to attract the consumers’ attention. Selective distortion describes the tendencies that of people to interpret information in a way that will support what they already believe marketers must try to understand the mindset of consumers and how they will affect interpretation of advertising and sales information. Selective retention is where people tend to retain information that supports their attitudes and beliefs. Consumers are likely to remember good points made about a brand they favor and forget about good points in a competition brand. Due to this process, they explain why marketers use a lot of drama and repetition in sending messages (Kotler 2009). According to psychologist Baker (2012), perception is the sorting out, interpretation, analysis and integration of stimuli from individual’s sensory organs.

A motivated person is ready to act how is influenced by his or her perception of the situation. In marketing, perceptions are more important than reality, because perceptions affect consumers’ actual behavior. Perception is the process by which we select, organize, and interpret information inputs to create a meaningful picture of the world. It depends not only on physical stimuli, but also on the stimuli’s relationship to the surrounding environment and on conditions within each of us. One person might perceive a fast-talking salesperson as aggressive and insincere; another, as intelligent and helpful. Each will
respond to the salesperson differently (Domino, 2006). People emerge with different perceptions of the same object because of three perceptual processes: selective attention, selective distortion, and selective retention.

2.3.3 Learning

According to Kotler (2009) defines learning as changes in an individual’s behavior arising from experiences. Learning theorists say that most human behavior is learnt, learning occurs through the interpretation of stimuli, cues responses and reinforcement. According to Ancheh (2006), learning is relatively permanent change in behavior brought about by experience. There are three kinds of learning. Firstly, classical conditioning is a kind of learning in which neutral stimulus acquires the ability to produce a response that was originally produced by different stimulus.

Learning induces changes in our behavior arising from experience. Most human behavior is learned, although much learning is incidental. Learning theorists believe learning is produced through the interplay of drives, stimuli, cues, responses, and reinforcement. Two popular approaches to learning are classical conditioning and operant conditioning. A drive is a strong internal stimulus impelling action. Cues are minor stimuli that determine when, where, and how a person responds (Kotler, 2009). Discrimination means learning to recognize differences in sets of similar stimuli and can adjust our responses accordingly.

Learning theory teaches marketers that they can build demand for a product by associating it with strong drives, using motivating cues, and providing positive reinforcement. A new firm can enter the market by appealing to the same drives competitors use and by providing similar cues, because buyers are more likely to transfer loyalty to similar brands or the company might design its brand to appeal to a different set of drives and offer strong cue inducements to switch. Some researchers prefer more active, cognitive approaches when learning depends on the inferences or interpretations consumers make about outcomes. Consumers are more likely to blame a product than themselves, putting pressure on marketers to carefully explicate product functions in well-designed packaging and labels, instructive ads and Web sites (Gibbs, 2008).

2.3.4 Values, Beliefs and Attitude

A belief is a descriptive thought that a person holds about something. Through learning people acquire beliefs and attitudes. These in turn affects their buying behavior. Beliefs
may be based on knowledge, opinion, faith and may or may not carry an emotional change. Marketers are interested in the beliefs that people formulate about specific products because they make up the products images that affect the buying behavior. If some of the beliefs are wrong and prevent purchases, the marketer will want to launch a campaign to correct them (Kotler, 2009).

Just as important are attitudes, a person’s enduring favorable or unfavorable evaluations, feelings, and action tendencies toward some object or idea. People have attitudes toward almost everything: religion, politics, clothes, music, and food. Attitude change is explained by two theories. These are the theories of cognitive dissonance and self-perception (Kotler, 2009). Cognitive dissonance refers to a state of unpleasant psychological tension that motivates one to reduce his cognitive inconsistencies by making these beliefs more consistent with each other. To reduce cognitive dissonance, one may either add new beliefs or change old beliefs and make them consistent with one’s behavior. It is evident that attitude can change one’s behavior. When person’s attitudes are very strong, they will motivate one to behave in a certain way. When a person shows a strong awareness of his or her attitudes, when he rehearses them and when the attitude are relevant to the behavior, the more relevant the attitude is to the behavior the more it will predict the behavior. Attitudes put us into a frame of mind: liking or disliking an object, moving toward or away from it. They lead us to behave in a consistent way toward similar objects. Because attitudes economize on energy and thought, they can be very difficult to change. As a rule, an institution is well advised to fit its course into existing attitudes rather than try to change attitudes. If beliefs and attitudes become too negative, however, more serious steps may be necessary.

2.3.5 Personality

Individuals’ perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business environment (Olamide & Olawaiye, 2013). Different inquiries on the life of the students have come up with different findings. The results of a quantitative study conducted in central Pennsylvania by taking rural young adults and adolescents as respondents indicated that influence exerted by an individual’s family, society, state of economy, their interpretation of better job and financial constraints were major reasons that can impact their higher education institutions selection (Beggs, 2008).
An individual’s personality and self-concept also affect one’s choice of purchase behavior. Kotler (2009) defines personality as the unique psychological characteristics that lead a person to relatively consistent and lasting responses to one’s environment. Each person’s distinct personality influences his or her behavior. According to Baker (2012), states that personality refers to a combination of long-lasting and distinctive behavior, thoughts and emotions that typify how one reads and adapts to other people and situations. The term personality is used in two unrelated ways, on one hand, the term personality refers to the characteristics that differentiate people whose behavior that make the person unique on the other hand, personality is used as a means of explaining the stability of a person’s behavior that leads them to act uniformly both in different situations and over an extended period.

Personality reflects a person’s consistent response to his or her environment. The notion of self-concept is used to explain the products consumers and use. Self-concept is the overall perception and feeling that one has about himself. Consumers buy products that are consistent with or enhance their self-concept. Marketers try to create a relationship between their products and consumers self-concept (Baker, 2012). Marketers can affect consumer’s motivation to learn about, shop for, and buy the sponsored product by influencing the degree to which people perceive a product to be related to their self-concept. This objective is clear in the many advertisement that emphasize image enhancement and personal achievement using the advertiser’s brand or service (Kotler, 2009).

The student’s personal characteristics are an additional influencing factor on the decision to pursue higher studies. Student ability has been reported to be a major determinant of the student’s educational aspirations (Kalbb & Maania, 2007). Students of higher ability are more likely to succeed in entering universities, especially if they come from higher socioeconomic backgrounds. Other individual variables linked to the demand for higher education include the student’s motives and aspirations, his/her personality, and his/her perceptions and attitudes towards aspects of higher education and/or employment.

Alonderiene and Klimaviciene (2013) analyzed factors affecting the university choice and the programs in management and economics for the freshmen students in public and private universities in Lithuania. A method of quantitative research online questionnaire was used to have 7907 freshmen students in management and economics in public and private universities in Lithuania. In analyzing the factors affecting the choice of program, individual characteristics of the applicant had the larger influence in choosing the program.
The opportunity for being accepted and the factors related to studying were considered as important. In choosing a university, its reputation and the city where it is located had the greatest influence, whereas city and university’s infrastructure and social life were the lowest rated. As far as reference group’s influence was concerned in decision-making process, parents and actual students had the highest influence.

2.3.6 Lifestyle and Values

People from the same subculture, social class, and occupation may lead quite different lifestyles. A lifestyle is a person’s pattern of living in the world as expressed in activities, interests, and opinions. It portrays the “whole person” interacting with his or her environment. Marketers search for relationships between their products and lifestyle groups (Kotler, 2009). A computer manufacturer might find that most computer buyers are achievement-oriented and then aim the brand more clearly at the achiever lifestyle. Here’s an example of one of the latest lifestyle trends businesses are targeting.

Lifestyles are shaped partly by whether consumers are money constrained or time constrained. Companies aiming to serve money-constrained consumers will create lower-cost products and services. Consumers who experience time famine are prone to multitasking, doing two or more things at the same time. They will also pay others to perform tasks because time is more important to them than money. Companies aiming to serve them will create convenient products and services for this group (Allwood, 2002).

2.4 The Influence of Marketing Mix on Student’s Choice

2.4.1 Marketing Mix

The marketing mix is one of the major concepts in marketing, and there is practically a universal agreement in the scientific literature that the most important marketing mix instruments are; product, price, place (sales and distribution) and promotion. Each of the marketing mix instruments represents a variable that is manipulated with, to attain the set objectives. Practice has shown that a combination of instruments gives better results than relying on a single instrument, especially within a long-term strategy (Maringe, 2006). When it comes to application of the marketing mix for services, the experience has shown that this concept requires reconsideration, namely, extending the classic marketing mix. Domino (2006), presented a modified and extended marketing mix for services, comprising seven elements: service product, price, place/distribution, promotion, people, physical evidence and service process. Higher education institutions possess intrinsic features,
necessitating revision of the traditional marketing mix concept so that it can be efficiently applied to these institutions. Allwood (2002), tried to determine a specific combination of marketing mix instruments which would be appropriate for the institutions.

Program is the most basic decision that higher education institutions have to make. Developing program that satisfy consumers’ wants and needs are critical marketing activity for education institutions (Soedijati & Sri, 2017). In higher education there are three main activities as service offered: teaching, research and community service Higher education should evaluate its academic program and service product mix periodically, and particularly when considering modifications. Quality of higher education institutions services becomes important as a trigger for customer satisfaction. But, every stakeholder in higher education has a view of quality, dependent on their specific needs.

2.4.2 Product

The most important factor in any marketing endeavor would be the product. In the service industry a product does not carry a tangible form. However, it is tangibles through the experience that the consumer goes through in acquiring the services (Kotler, 2009). Products introduced to the market have a life cycle and in education industry the life cycle is very much dependent on the surrounding circumstances i.e. the demand of the job market. As such, introduction of new products and/or improvisation on existing products becomes necessary. Higher learning institutions’ main products are academic programs (Abdul, 2007).

The product is what is being sold. It is more than a simple set of tangible features, it is a complex bundle of benefits that satisfy customer needs. In the case of a university, what is being sold is widely debated. Some argue that students registering for a degree are the raw materials of education and that the graduates are the products, with employers being the customers. While there is merit in this argument, employers seldom pay universities for their graduates, it is far more common to have students pay universities for the services that they receive and ultimately the degrees that they are awarded (Allwood, 2002). For this reason, students will be seen as the customers and the study programs as the degree the product. Design of the degree is central to the product element of the marketing mix. The curriculum must be appropriately developed and adapted to meet the needs of the students.
2.4.3 Price

The second factor of the marketing mix is the price which should be competitive yet entail profit (Kotler, 2009). It is a fact that public university offer cheaper education fees as compared to private universities, due to strong financial back-up from government (Gibbs, 2008). As such, it is relatively difficult for private universities to compete with the price factor, except to project that the customer is getting more for the high fees that they are paying. However, in the education sector the price element should be given an emphasis as few researches that had been carried on higher education had discussed on this aspect.

The price element of the services marketing mix is dominated by what is being charged for the degree or tuition fees that are required to enroll at the university. The pricing element not only affects the revenues that a university derives from its enrolment, but also affects student perceptions of the quality. With most universities charging tuition fees for post graduate education, tuition fees can have an impact on a new higher education marketing mix student’s ability to afford to register for courses, with some researcher’s finding a direct link between demand for the degree and tuition fees (Kotler, 2009). Some universities have established their schools as separate cost centers and are expected to be entirely self-funding without support from the university’s central budget. Many schools established this way are also expected to contribute to the university’s central funds and cross subsidies other areas of business school activities, such as research. Hence, the pricing element is critical to the day to day operation of many universities (Domino, 2006).

2.4.4 Promotion

The third marketing mix factor of a service industry would be promotion, or ways of communicating or educating or informing the public of the existence of the product/service. The communication should be on the benefits of using the product or service rather than emphasizing on the features of the product. There are four elements in promotion mix namely advertising, public relations, personal selling and sales promotion. Different elements are used for different audience (Ivy, 2008). In higher education institution, exhibitions, conventions, direct mails, advertising are some of the tools the higher learning institutions employ to inform, remind and persuade prospective students to select their institution (Gibbs, 2008).

Promotion encompasses all the tools that universities can use to provide the market with information on its offerings: advertising, publicity, public relations and sales promotional.
efforts. When one considers the wide variety of publics with which a university needs to communicate, the use of just the prospectus or the university’s website is unlikely to be effective. Different elements are used for different publics. Indeed, some publics, like prospective students, are so important that several promotional tools will be targeted at them for recruitment purposes. Open days, international higher education exhibitions, conventions, direct mail and advertising are but a few of the tools the universities employ to inform, remind and persuade prospective students to select their institution.

The promotion elements that can be used by higher education institution is determined by the student’s market’s expectation and requirements of the service and other elements of institution marketing decisions. Promotion can very well have the central role in the marketing to higher education. Promotion can enhance name recognition and provide exposure for the university (Rudd & Mills, 2008). Higher education institution can use pull strategy and push strategy in promoting its services (Soedijati, 2006). The combination of promotional mix of higher education consists of direct marketing, sales promotion, advertising, internet and sponsorships (Rudd & Mills, 2008). The most critical matter for higher education institution in developing promotion strategy is to understand the students as their primary consumers.

2.4.5 Place

Place is the distribution method that the university adopts to provide the tuition to its market in a manner that meets, if not exceeds, student expectations. The development of alternative modes of tuition have grown significantly; no longer are students’ confined to the classroom and their lecturer to get the input they need to meet the requirements of the course (Hom, & Terrence, 2007). Access to lecture and support materials are increasing becoming available through virtual learning media, like Blackboard and Moodle. Distance learning opportunities have also developed through the post, email, the web, video and teleconferencing, block release options and more recently pod-casts.

The customers can buy the product, and how the product can reach out to the customers (Ivy, 2008). A higher education institution is a service provider; the location where the higher education institution is located is the main consideration for the student whether they would enroll into that higher education institution or vice-versa. Some of the students might prefer local educational institution, national education institution or international education institution. This will be highly dependent on the perception of the students on the quality
of that education institution. Place is the distribution method that the higher education institution adopts to provide tuition to its market in a manner that meets, if not exceeds, student expectations (Hom & Terrence, 2007).

According to Kotler (2009), refers place in higher education place as the availability of education/program to potential students in the most convenient and accessible way. A typical delivery mode for education services is for the institution to present courses at one location, with students gathering for classroom instruction. But the element place is not restricted to geographic location as the information technology development provide alternatives in delivery the education service. Higher education institution may use distance learning and new technology in serving their students to enhance their competitive advantage.

According to Beneke and Human, (2010) and Karl and Yousefi (2009) in their different studies also found that location of the institution as well as opinions of other people such as parents, friends, teachers and others had significant moderating influence on how students choose universities to study at. Fatoki and Mubaira (2012) in their study found that access to learning facilities such as information communication technologies, cultural diversity, international partnerships, institutional social life, admission requirements, flexible study modes, and campus attractiveness had significant influence on how students make their decisions about which university to choose for studies. Kusumawati, Yanamandram, and Perera (2010), in their study found that marketing (especially the marketing mix), had a significant influence on how students choose universities to study at.

Marketing of higher education has become a strategic competitive tool in due to the emergence of private universities. A study by Fosu and Poku, (2014), which was designed to identify the important factors that influence students’ choice of university and also to measure the satisfaction levels of students with respect to the services offered by Ghanaian universities. Data was collected through interviews and surveys from randomly selected 400 respondents from Kwame Nkrumah University of Science and Technology and Christian Service University College. The study found that, courses offered, high calibre lecturers, well stock library and internet, flexible lecture timetable and recognition of qualification by employers were the top important factors that influence students’ choice of university. It was also discovered that students were satisfied with the student-staff
relationship, university environment, flexible timetable etc. However, the students shown dissatisfaction with weak university policies, number of courses offered in each semester, and unresponsiveness of the university.

2.5 Chapter Summary
The decision to enroll on the courses of a certain higher education institution is extremely important in the individual's life because during these university years one’s future career is being built. Therefore, when making a decision regarding the future university, individuals evaluate several alternatives offered by the market. The chapter presented a comprehensive review of literature relevant to international students’ choice of a higher institution of learning and marketing strategies employed by the university in marketing itself. It has critically discussed the theoretical framework and concepts such as the marketing mix, and decision-making underpinning why international student’s choice a given institution over other institutions. In the next chapter presents the methodology that was used in the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
The purpose of the study was to determine the factors affecting international student’s choice of higher education. The chapter presented the research design, target population, sampling design, data collection methods, research procedures and data analysis methods that were used in the study.

3.2 Research Design
Research design is the comprehensive plan, structure or strategy of collecting data with an aim of finding answers to various research questions (Lewis & Thornbill, 2009). It involves what the study is about, reason for conducting the study, the location of the study, the required data type, source of the data, the duration of the study, the sample design, data collection techniques, data analysis methods. Saunders (2016), define research design as the general framework of how the researcher answers the research questions explaining that the research design as a time-based activity that revolves around the research questions (Saunders, 2016). This study adopted the use of descriptive research design to determine the factors affecting international student’s choice of higher education. Descriptive research design describes characteristics and association between several variables in the same population (Leedy & Ormond, 2015). The design is also concerned with the descriptions of characteristics such as who, what, when, where of a subject population (Kumar, 2011).

3.3 Population and Sampling Design

3.3.1 Population
Population is defined as the full set of cases from which the sample is selected and which the researcher wants to generalize findings from (Saunders, 2016), it also consists of all individuals, elements that have mutual characteristics and from which the researcher wants to study and generalize the findings (Cooper & Schindler, 2014). According to United States International University registrar’s office, the total population of undergraduates and graduate international students were 966 in 2018.
Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Students Levels</th>
<th>Total Populations</th>
<th>% Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>849</td>
<td>88%</td>
</tr>
<tr>
<td>Graduates</td>
<td>117</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>966</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

(Source: USIU-Africa Registrar’s Office, 2018)

3.3.2 Sampling Design

Sampling design is a technique used to get a sample from the population being studied. They can be defined as the procedures that a researcher uses to select the elements needed for the sample to be studied (Cooper & Schindler, 2014). Sampling is highly preferred as it is less costly, gives accurate results, facilitates quick data collection, and availability of population elements.

3.3.2.1 Sample frame

Sampling frame is defined as the list of all elements in the population from which the sample is drawn and to which the findings of the study are generalized (Saunders et al., 2016). The study focus was on United States International University-Africa international graduate and undergraduate’s students. The sample frame was acquired by randomly selecting both the graduate and undergraduate international students within the campus.

3.3.2.2 Sampling Technique

According to Saunders, (2016), sampling technique is a process of selecting elements that represent the whole population and to which the findings was generalized. The study applied stratified sampling technique to obtain a required sample size from among the graduates and the undergraduate students. Sampling techniques can either be probability sampling or non-probability sampling (Creswell, 2013). Probability sampling is a sampling technique in which every element of the population has an equal chance of being selected. On the other hand, non-probability sampling technique, elements are selected based on personal convenience or judgment. (Christensen, Johnson, & Turner, 2014).

The study used both stratified and simple random technique. Stratified sampling is a technique in which the population is divided into homogenous strata and a random sample
is then selected from each stratum (Saunders, 2016). The sample for this study was stratified according to the degree levels-undergraduate and graduate- in United States International University-Africa. Then from the two strata the research used simple random sampling technique to get a sample from each level.

3.3.2.3 Sample Size
The sample size is a subset of the population that constitute a sample (Creswell, 2013). To avoid biasness, researchers must ensure the right sample size is selected (Kumar, 2011). Scientific method should be used when selecting a sample size to avoid very small sample size that may give results that do not give the desired objective or very large sample size that would waste resource. No matter the population size, in small social research studies, a minimum sample size of 10% respondents is considered adequate for a quantitative research study (Saunders, 2016). The study applied 10% of the total population from each stratum of which a total of 97 students both undergraduate and graduate international students were the target respondents.

Table 3.2: Sample Size Distribution

<table>
<thead>
<tr>
<th>Students Levels</th>
<th>Total Populations</th>
<th>% Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates</td>
<td>85</td>
<td>88%</td>
</tr>
<tr>
<td>Graduates</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods
The study used primary data collected through administering questionnaire. Data was collected from international students of United States International University. According to Christensen, et al., (2014), questionnaires are the most normally used method of data collection for they enable a researcher to save on time and is possible to gather a large amount of information when the population is large. However, they must be kept short to reduce the non-response rate from the respondents. The questionnaire was divided into two sections, the first section captured general information about the respondents. The second section was divided into three sections that sought information about social cultural factors, psychological and marketing mix factors that influence student’s choice. The questionnaires were self-administered to the respective respondents who were requested to show their response on a five-level Likert scale ranging from 1 to 5 where 1 reflected
Strongly Disagree, 2 reflected Disagree, 3 reflected Neutral, 4 reflected Agree, and 5 reflected Strongly Agree.

3.5 Research Procedures

Validity of research instrument was determined by conducting a pilot study from a randomly selected student. The pilot study was conducted on 10 students. Views of experts in the field of study were sought to provide the required modification of the research instrument. To improve the response rate, a cover letter explaining the reason why the research was being conducted was issued to the respondents. It explained, why the research was very important, why the recipient was selected and a guarantee the respondent of their confidentiality. The questionnaire was administered to students which took 10 to 15 minutes to complete. The questionnaires were administered to respondents by the researcher during class sessions.

3.6 Data Analysis Methods

Data analysis is a research technique for the objective, systematic and qualitative description of the evident content of a communication (Cooper & Schneider, 2014). The study used quantitative data analysis to enhance quality of the research. According to Denscombe (2006) descriptive statistics involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which is important in giving sense of the data. Statistical Package for Social Sciences (SPSS ver. 24) program was used for analysis and data presented in tables to bring out a clear picture of the research findings. The study used quantitative tools such as measure of central tendency which includes frequencies distribution tables and percentages. These tools of analysis were used to determine views of commonality and deviations from commonality. Correlation and regression were used to describe the degree of relationship between variables and testing of the fitness of the model. The regression model was as follows;

\[ Y = a + bX_1 + bX_2 + bX_3 \]

Where \( Y \) = Student’s Choice

\( a \) = Constant (Regression coefficient)

\( bX_1 \) = Social-Cultural Factors,

\( bX_2 \) = Psychological Factors,
The chapter described the methodology and procedures that was used to carry out the study. It begun with an introduction underlining the general methodology and structure of the chapter. The chapter also highlighted the method that was used to conduct the research and its use justification. The population was defined, and the sampling technique, technique, and sample size described. Finally, the data collection techniques and research procedures used have been discussed. The next chapter to follow after collection of data, presents results and findings of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
The chapter presents the analysis of the data collected from the respondents and interprets the research findings on the factors affecting international student’s choice of the institution of higher education employed by USIU-Africa. The data was gathered exclusively by use of questionnaires as the research instrument. The questionnaire was designed in line with the objectives of the study. Summaries of data findings together with their possible interpretations have been presented by use of percentages, frequencies tables, the use of inferential statistics has also been used such as Correlation and regression analysis.

4.1.1 Response Rate
The study sampled 68 respondents from the target population in collecting data with regard to factors affecting international student’s choice of the institution of higher education where the focus was on USIU-Africa students. The results on the response rates are as shown in Table 4.1 below. From the study, 68 out of 97 sample respondents filled in and returned the questionnaire. This response rate further can be said to be representative and therefore conclusions drawn from the results have a relatively high validity in relation to the target population contributing to 70%.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>Frequency</th>
<th>% Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>68</td>
<td>70%</td>
</tr>
<tr>
<td>Non-Response</td>
<td>29</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.2 Background Information

4.2.1 Gender Analysis for Students

The research sought to find out the gender distribution of the respondents. An analysis of the gender ratings on the returned questionnaires were as shown in Figure 4.1. Male international students were represented by 54% while 46% were female. It can be concluded that most of the international students in USIU-Africa were male.
4.2.2 Age Bracket of Students

The Figure 4.2 below shows the results of the findings on the age brackets of the respondents. Most of the international students were aged between ages 18 to 24 years with representations of 81%, and lastly only those who aged between age of 25 to 34 years were 19%.

Figure 4.2: Age of Students
4.2.3 Nationality of Students
The Figure 4.3 below indicates the Nationality of the international students in USIU-Africa. From the findings, most of the students comes from Tanzania with representation of 16% followed by Rwanda with representations of 14%, followed by Uganda and Zimbabwe with both represented by 10%. The rest of the students come from the following countries: Canada, Congo, Danish, Ethiopia, France, Jamaica, Malawian, Nigeria, Senegal, South African, Sudan, Sweden, and USA. The Summary is indicated below.

![Nationality of Students](image)

**Figure 4.3: Nationality of Students**

4.2.4 Level of Study
Figure 4.4 below indicates the findings for the level of study for international students in United States International University. Most of the students who filled the questionnaires were taking their undergraduate studies with a representation of 97% while only 3% were graduate students therefore the study concludes that international students studying in USIU-Africa are those undertaking Undergraduate studies.
4.2.5 Program of Study

The Figure 4.5 below indicates the program of study for the international students where the results reveal that most of the students are undertaking business course with a representation of 47%, followed by International Relations and Computer Science with both represented by 19%, it then followed by communication course which was 15%.

4.3 The Influence of Socio-Cultural Factors on Student Choice

4.3.1 The Influence of Personal factors on student’s choice

The first objective of the study was to determine how socio-cultural factors influence student choice of the institution of higher learning. The first question was to determine whether personal interests influenced students in choosing USIU-Africa where they rated as 13% strongly disagree, 13% disagree, 19% as neutral, 40% agreed and 15% as strongly
agree, a mean of 3.294 and a standard deviation of 1.259 was reported. The career objective was the most important factor which influence choosing the university and in which they rated as 10% strongly disagree, 9% disagree, 19% as neutral, 38% agreed and 24% as strongly agree a mean of 3.559 and a standard deviation of 1.238 was revealed. On choosing the university was because of its known high employment prospects after the completion of the degree course they rated it as 19% strongly disagree, 10% disagree, 28% as neutral, 40% agreed and 3% as strongly agree, a mean of 2.971 and a standard deviation of 1.184 was reported. Choosing the university because of its attraction by their academic programs they rated it as 21% strongly disagree, 4% disagree, 22% as neutral, 38% agreed and 15% as strongly agree a mean of 3.221 and a standard deviation of 1.348 was reported. The question on choosing the university because of the financial assistance that is offered to them they rated it as 52% strongly disagree, 21% disagree, 9% as neutral, 12% agreed and 7% as strongly agree, a mean of 2.029 and a standard deviation of 1.327. The Table 4.2 below indicates the summary of the influence of personal factors on student’s choice.

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My personal interests influenced me in choosing USIU-Africa</td>
<td>13%</td>
<td>13%</td>
<td>19%</td>
<td>40%</td>
<td>15%</td>
<td>3.294</td>
<td>1.259</td>
</tr>
<tr>
<td>My career objective is the most important factor which influenced me to</td>
<td>10%</td>
<td>9%</td>
<td>19%</td>
<td>38%</td>
<td>24%</td>
<td>3.559</td>
<td>1.238</td>
</tr>
<tr>
<td>choose USIU-Africa as my institution of higher learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose USIU because of its known high employment prospects after the</td>
<td>19%</td>
<td>10%</td>
<td>28%</td>
<td>40%</td>
<td>3%</td>
<td>2.971</td>
<td>1.184</td>
</tr>
<tr>
<td>completion of the degree course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I chose USIU-Africa because I was attracted by their academic programs.</td>
<td>21%</td>
<td>4%</td>
<td>22%</td>
<td>38%</td>
<td>15%</td>
<td>3.221</td>
<td>1.348</td>
</tr>
<tr>
<td>I chose USIU-Africa because of the Financial assistance that I was</td>
<td>52%</td>
<td>21%</td>
<td>9%</td>
<td>12%</td>
<td>7%</td>
<td>2.029</td>
<td>1.327</td>
</tr>
<tr>
<td>offered to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3.2 The Influence of Reference group on student’s choice

The students were asked whether the reference groups had an influence on their decision to choose USIU-Africa as their institution of higher learning. The results were rated as follows: 28% strongly disagree, 31% disagree, 15% as neutral, 19% agreed and 7% as strongly agree. A mean of 2.471 and standard deviation of 1.281 was reported on the factor. The Table 4.3 below indicates the influence of reference group on student’s choice.
Table 4.3: Influence of Reference group on student’s choice

<table>
<thead>
<tr>
<th>Variable</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose USIU-Africa because I was influenced by friends who attended the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>institution before.</td>
<td>28%</td>
<td>31%</td>
<td>15%</td>
<td>19%</td>
<td>7%</td>
<td>2.471</td>
<td>1.287</td>
</tr>
</tbody>
</table>

4.3.3 The Influence of family on student’s choice

The study sought to understand the influence of family as a factor that influences students’ choice of an institution of higher learning. The results were as follows: 43% strongly disagree, 12% disagree, 28% as neutral, 9% agreed and 9% as strongly agree a mean of 2.294, and a standard deviation of 1.339 was reported.

The study sought to find out if students consulted their parents in regard to choosing their preferred institution of higher learning. The results were as follows: as 22% of students strongly disagree, 18% disagree, 7% as neutral, 31% agreed and 22% as strongly agree, a mean of 3.132 which was highest and a standard deviation of 1.505. The Table 4.4 below shows the summary of the influence of family on students’ choice.

Table 4.4: Influence of family on student’s choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Parents influenced my choice of USIU-Africa because they attended the</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>institution.</td>
<td>43%</td>
<td>12%</td>
<td>28%</td>
<td>9%</td>
<td>9%</td>
<td>2.294</td>
<td>1.339</td>
</tr>
<tr>
<td>I consulted my parents in regard to joining to USIU-Africa to pursue my</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>studies.</td>
<td>22%</td>
<td>18%</td>
<td>7%</td>
<td>31%</td>
<td>22%</td>
<td>3.132</td>
<td>1.505</td>
</tr>
</tbody>
</table>

4.3.4 The Influence of Social class on student’s choice

The study sought to understand the influence of social class on student’s choice of institution of higher learning. The first question was if their social class influenced them in deciding to study in the university; 31% strongly disagree, 21% disagree, 31% as neutral, 9% agreed and 9% as strongly agree a mean of 2.441, and standard deviation of 1.262 was reported. The next question was if students choose the university because of its international linkages and exchange programs it has with other international universities, they rated it as 13% strongly disagree, 15% disagree, 18% as neutral, 25% agreed and 29% as strongly agree, a mean of 3.427, and 1.396 was reported in which it was the highest. The Table 4.5 below indicates the influence of social class on student’s choice.
Table 4.5: Influence of Social class on student’s choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My social class influenced me in deciding to study in USIU-Africa.</td>
<td>31%</td>
<td>21%</td>
<td>31%</td>
<td>9%</td>
<td>9%</td>
<td>2.441</td>
<td>1.262</td>
</tr>
<tr>
<td>I chose USIU-Africa because of its international linkages and exchange programs it has with other international universities</td>
<td>13%</td>
<td>15%</td>
<td>18%</td>
<td>25%</td>
<td>29%</td>
<td>3.427</td>
<td>1.396</td>
</tr>
</tbody>
</table>

4.3.5 The Influence of Cultural on student’s choice

The study sought to understand the influence of cultural on student’s choice and the question was whether students chose the university because of its cultural diversity they rated it as 12% strongly disagree, 6% disagree, 29% as neutral, 27% agreed and 27% as strongly agree, a mean of 3.500, and standard deviation of 1.275 was reported. The Table 4.6 below shows the summary of the influence cultural on the student choice.

Table 4.6: Influence of Cultural on student’s choice

<table>
<thead>
<tr>
<th>Variable</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose USIU-Africa because of its cultural diversity.</td>
<td>12%</td>
<td>6%</td>
<td>29%</td>
<td>27%</td>
<td>27%</td>
<td>3.5</td>
<td>1.275</td>
</tr>
</tbody>
</table>

4.3.6 Correlational Analysis for Social Cultural factors

Correlation is a measure of linear relationship between two or more variables. It is an approach used to show strength and direction of the relationship being measured. Therefore, the test of correlation between social cultural factors and student’s choice which showed a positive correlation where the correlation coefficient was ($r=0.724$, $p<0.05$). The Table 4.7 below indicate the correlational analysis between social cultural factors and student’s choice.

Table 4.7: Correlational Analysis for Social Cultural factors

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Student’s Choice</th>
<th>Socio-Cultural Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Choice</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>68</td>
</tr>
<tr>
<td>Socio-Cultural Factors</td>
<td>Pearson Correlation</td>
<td>.724**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>
**. Correlation is significant at the 0.01 level (2-tailed).

### 4.3.7 Regression Analysis

The model summary Table 4.8 provides information about the regression line’s ability to account for the total variation in the dependent variable. The results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .724 and $R^2 = 0.524$ which means that 52.4% of corresponding variations in social-cultural factors can be explained by student choice. The remaining 58% is explained by other variables not included in the model.

#### Table 4.8: Model Summary for Socio-Cultural Factors

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.724a</td>
<td>.524</td>
<td>.517</td>
<td>2.89057</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Socio-Cultural Factors

#### 4.3.7.1 Analysis of Variance for Socio-Cultural Factors

The Table 4.9 below shows the ANOVA where the model was found to be significant $F(1,66) = 72.586$, $p< 0.05$ which was large enough to support the goodness of fit model explaining the variations in the dependent variables. This validates that social-cultural factors were a useful predictor of student’s choice.

#### Table 4.9: Analysis of Variance for Socio-Cultural Factors

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>606.485</td>
<td>1</td>
<td>606.485</td>
<td>72.586</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>551.456</td>
<td>66</td>
<td>8.355</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1157.941</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student’s Choice
b. Predictors: (Constant), Socio-Cultural Factors

#### 4.3.7.2 Analysis of Coefficients for Socio-Cultural Factors

Regression coefficients represent the mean change in the response variable for one unit of change in the predictor variable while holding other predictors in the model constant. The
t-statistics is (t=3.716, p<0.000) the significance is 0.000 which is less than 0.05, hence the regression model is statistically significant at 5% level. From the model above, a unit increase in social cultural factors will lead to an increase in student’s choice by 0.712 units. From the Table 4.10 below shows the regression model; Student’s Choice=  5.583 + 0.712 Social-Cultural Factors.

4.4 The Influence of Psychological Factors on Student Choice
4.4.1 The Influence of Motivational factors on student Choice

The second objective of the study was to determine how psychological factors influence student choice where the first question was if students chose the university because of their aspirations they rated it as 6% strongly disagree, 9% disagree, 21% as neutral, 35% agreed and 29% as strongly agree, a mean of 3.735 and standard deviation of 1.154 was reported. The next question was if they were motivated by the institution advertisement in the media to pursue studies in the university they rated it as 24% strongly disagree, 9% disagree, 40% as neutral, 22% agreed and 6% as strongly agree a mean of 2.779 and standard deviation of 1.208 was realized. The question on high school performance influenced their decision to enroll in the institution they rated it as 21% strongly disagree, 19% disagree, 41% as neutral, 13% agreed and 6% as strongly agree a mean of 2.647 and standard deviation of 1.130 was reported. On the enrollment in the institution because friends were enrolling too they rated it as 50% strongly disagree, 18% disagree, 16% as neutral, 12% agreed and 4% as strongly agree, a mean of 2.029 and standard deviation of 1.246 was reported. The next one was if they enrolled to gain skills so that they can be promoted in the workplace they rated it as 18% strongly disagree, 21% disagree, 22% as neutral, 25% agreed and 15% as strongly agree a mean of 2.985 and standard deviation of 1.333 was reported. The Table 4.11 below indicates the summary of the Influence of Motivational factors on student Choice.
Table 4.11: Influence of Motivational factors on student Choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose the university because of my education aspirations (needs)</td>
<td>6%</td>
<td>9%</td>
<td>21%</td>
<td>35%</td>
<td>29%</td>
<td>3.735</td>
<td>1.154</td>
</tr>
<tr>
<td>I was motivated by the institution advertisement in the media to pursue my studies in USIU-Africa.</td>
<td>24%</td>
<td>9%</td>
<td>40%</td>
<td>22%</td>
<td>6%</td>
<td>2.779</td>
<td>1.208</td>
</tr>
<tr>
<td>My high school performance influenced my decision to enroll in this institution.</td>
<td>21%</td>
<td>19%</td>
<td>41%</td>
<td>13%</td>
<td>6%</td>
<td>2.647</td>
<td>1.13</td>
</tr>
<tr>
<td>I enrolled in this institution because my friends were enrolling too</td>
<td>50%</td>
<td>18%</td>
<td>16%</td>
<td>12%</td>
<td>4%</td>
<td>2.029</td>
<td>1.246</td>
</tr>
<tr>
<td>I enrolled to gain skills so that I can be promoted at my place work</td>
<td>18%</td>
<td>21%</td>
<td>22%</td>
<td>25%</td>
<td>15%</td>
<td>2.985</td>
<td>1.333</td>
</tr>
</tbody>
</table>

4.4.2 The Influence of Perceptions on student Choice

The study sought to understand the influence of perceptions on student’s choice. The first question was if the reputation of the university influenced their decision of studying at the university they rated it as 12% strongly disagree, 12% disagree, 34% as neutral, 22% agreed and 21% as strongly agree a mean of 3.279 and standard deviation of 1.256 was reported. The next one was if they enrolled in the institution because they were encouraged by their former students they rated it as 29% strongly disagree, 19% disagree, 32% as neutral, 13% agreed and 6% as strongly agree a mean of 2.471 and standard deviation of 1.215 was reported. On whether students enrolled because their family supported the decision to enroll in the institution they rated it as 13% strongly disagree, 18% disagree, 16% as neutral, 35% agreed and 18% as strongly agree, a mean of 3.265 and standard deviation of 1.311 was reported. The next question was if students felt it was necessary to attend the university they rated it as 15% strongly disagree, 3% disagree, 52% as neutral, 21% agreed and 10% as strongly agree a mean of 3.088 and standard deviation of 1.116 was reported. The Table 4.12 below shows the summary of the influence of perceptions on students’ choice.

Table 4.12: Influence of Perceptions on student Choice

<table>
<thead>
<tr>
<th>Variable</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reputation of USIU-Africa influenced my decision of studying at the university</td>
<td>12%</td>
<td>12%</td>
<td>34%</td>
<td>22%</td>
<td>21%</td>
<td>3.279</td>
<td>1.256</td>
</tr>
<tr>
<td>I enrolled in this institution because I was encouraged by former students</td>
<td>29%</td>
<td>19%</td>
<td>32%</td>
<td>13%</td>
<td>6%</td>
<td>2.471</td>
<td>1.215</td>
</tr>
<tr>
<td>I enrolled because my family supported my decision to enroll in this institution</td>
<td>13%</td>
<td>18%</td>
<td>16%</td>
<td>35%</td>
<td>18%</td>
<td>3.265</td>
<td>1.311</td>
</tr>
<tr>
<td>I felt it was necessary to attend this university</td>
<td>15%</td>
<td>3%</td>
<td>52%</td>
<td>21%</td>
<td>10%</td>
<td>3.088</td>
<td>1.116</td>
</tr>
</tbody>
</table>
4.4.3 The Influence of Values, Beliefs and Attitude on student Choice

The study sought to understand the influence of values, beliefs and attitudes on student’s choice. The first question was if students’ attitude towards institution of learning influenced their decision to join they rated it as 9% strongly disagree, 12% disagree, 38% as neutral, 31% agreed and 10% as strongly agree, a mean of 3.221 and standard deviation of 1.077 was reported. The next question was if the experience in the institution influenced decision to enroll they rated it as 32% strongly disagree, 18% disagree, 32% as neutral, 15% agreed and 3% as strongly agree, a mean of 2.382 and standard deviation of 1.172 was reported. The Table 4.13 below shows the findings on the influence of values, beliefs and attitudes on student’s choice.

Table 4.13: Influence of Values, Beliefs and Attitude on student Choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>My attitude towards USIU-Africa as an institution of learning influenced my decision to join it.</td>
<td>9%</td>
<td>12%</td>
<td>38%</td>
<td>31%</td>
<td>10%</td>
<td>3.221</td>
<td>1.077</td>
</tr>
<tr>
<td>My past experience in this institution influenced my decision to enroll</td>
<td>32%</td>
<td>18%</td>
<td>32%</td>
<td>15%</td>
<td>3%</td>
<td>2.382</td>
<td>1.172</td>
</tr>
</tbody>
</table>

4.4.4 Correlational Analysis for Psychological Factors

Correlation is a measure of linear relationship between two or more variables. It is an approach used to show strength and direction of the relationship being measured. Therefore, the test of correlation between psychological factors and student’s choice which showed a strong positive correlation where the correlation coefficient was (r=0.648, p<0.05). The Table 4.14 below indicate the correlational analysis between psychological factors and student’s choice.
Table 4.14: Correlational Analysis for Psychological Factors

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Psychological Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Choice</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Psychological Factors</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.4.5 Regression Analysis

The model summary in Table 4.15 provides information about the regression line’s ability to account for the total variation in the dependent variable. The results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .648 and R² = 0.420 which meant that 42.0% of corresponding variations in psychological factors can be explained by student choice. The remaining 58% is explained by other variables not included in the model.

Table 4.15: Model Summary for Psychological Factors

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Psychological Factors

4.4.5.1 Analysis of Variance for Psychological Factors

The Table 4.16 below shows the ANOVA where the model was found to be significant F (1,66) = 47.881, p< 0.05) which was large enough to support the goodness of fit model explaining the variations in the dependent variables. This validates that Psychological Factors is a useful predictor of student’s choice.
Table 4.16: Analysis of Variance for Psychological Factors

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>486.856</td>
<td>1</td>
<td>486.856</td>
<td>47.881</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>671.085</td>
<td>66</td>
<td>10.168</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1157.941</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student’s Choice  
b. Predictors: (Constant), Psychological Factors

4.4.6.2 Analysis of Coefficients for Psychological Factors
Regression coefficients represent the mean change in the response variable for one unit of change in the predictor variable while holding other predictors in the model constant. The t-statistics is (t=4.304, p<0.000) the significance is 0.000 which is less than 0.05, hence the regression model is statistically significant at 5% level. From the model above, a unit increase in psychological factors will lead to an increase in student’s choice by 0.672 units. From the Table 4.17 below, the regression model was; Student’s Choice= 7.037 + 0.672 Psychological Factors

Table 4.17: Analysis of Coefficients for Psychological Factors

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>7.037</td>
<td>1.635</td>
<td></td>
<td>4.304</td>
</tr>
<tr>
<td>Psychological Factors</td>
<td>.672</td>
<td>.097</td>
<td>.648</td>
<td>6.920</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student’s Choice

4.5 The Influence of Marketing Mix on Student’s Choice  
4.5.1 The Influence of Price on Student’s choice
The study sought to understand the influence of marketing mix influence student’s choice where the first marketing mix question was price they were asked on whether students chose the university because the fee structure was affordable they rated it as 6% strongly disagree, 10% disagree, 29% as neutral, 38% agreed and 16% as strongly agree, a mean of 3.485 and standard deviation of 1.072 was reported. The next question was if they were attracted by the university flexibility in payment of installments plans for the school fees
they rated it as 25% strongly disagree, 15% disagree, 28% as neutral, 31% agreed and 2% as strongly agree, a mean of 2.691 and standard deviation of 1.200 was realized. The location of the university influenced them in joining to pursue studies they rated it as 21% strongly disagree, 7% disagree, 40% as neutral, 27% agreed and 6% as strongly agree, a mean of 2.897 and standard deviation of 1.186 was reported. They were also asked whether they chose the university because the transport cost of the campus was affordable they rated it as 28% strongly disagree, 22% disagree, 29% as neutral, 19% agreed and 2% as strongly agree, a mean of 2.441 and standard deviation of 1.138. On choosing the university because of the cost of living around was affordable they rated it as 12% strongly disagree, 16% disagree, 38% as neutral, 28% agreed and 6% as strongly agree a mean of 3.000 and standard deviation of 1.079 was reported. The Table 4.18 below shows the summary of the findings on the influence of price on students’ choice.

Table 4.18: Influence of Price on Student’s choice

<table>
<thead>
<tr>
<th>Variable</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I chose USIU because the fee structure was affordable to me.</td>
<td>6%</td>
<td>10%</td>
<td>29%</td>
<td>38%</td>
<td>16%</td>
<td>3.485</td>
<td>1.072</td>
</tr>
<tr>
<td>I was attracted by the USIU flexibility in payment of installments plans for the school fees.</td>
<td>25%</td>
<td>15%</td>
<td>28%</td>
<td>31%</td>
<td>2%</td>
<td>2.691</td>
<td>1.2</td>
</tr>
<tr>
<td>The location of USIU-Africa influenced me in joining to pursue my studies.</td>
<td>21%</td>
<td>7%</td>
<td>40%</td>
<td>27%</td>
<td>6%</td>
<td>2.897</td>
<td>1.186</td>
</tr>
<tr>
<td>I chose USIU-Africa because the transport cost of the campus is affordable.</td>
<td>28%</td>
<td>22%</td>
<td>29%</td>
<td>19%</td>
<td>2%</td>
<td>2.441</td>
<td>1.138</td>
</tr>
<tr>
<td>I chose USIU because the cost of living around is affordable.</td>
<td>12%</td>
<td>16%</td>
<td>38%</td>
<td>28%</td>
<td>6%</td>
<td>3</td>
<td>1.079</td>
</tr>
</tbody>
</table>

4.5.2 The Influence of Promotions on Student’s choice

The study sought to understand the influence of promotion on student’s choice. The question on if advertisement in the local and international press about academic research influenced their choice of the university to pursue the degree program they rated it as 21% strongly disagree, 13% disagree, 43% as neutral, 18% agreed and 6% as strongly agree, a mean of 2.750 and standard deviation of 1.151 was reported. On the publicity about teaching excellence influenced the decision to join the university they rated it as 13% strongly disagree, 12% disagree, 60% as neutral, 9% agreed and 6% as strongly agree a mean of 2.824 and standard deviation of 0.976 was reported. On the advertisement in the electronic media influenced the decision to join the university they rated it as 22% strongly disagree, 16% disagree, 49% as neutral, 10% agreed and 3% as strongly agree, a mean of
2.559 and standard deviation of 1.042 was reported. On the advertisement in communication influenced the decision to join the university the students rated it as 25% strongly disagree, 16% disagree, 46% as neutral, 10% agreed and 3% as strongly agree, a mean of 2.500 and standard deviation of 1.072 was reported. The Table 4.19 below indicates the summary of how price influence student’s choice.

Table 4.19: Influence of Promotions on Student’s choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement in the local and international press about academic research influenced my choice of USIU-Africa to pursue my degree program</td>
<td>21%</td>
<td>13%</td>
<td>43%</td>
<td>18%</td>
<td>6%</td>
<td>2.75</td>
<td>1.151</td>
</tr>
<tr>
<td>Publicity about teaching excellence influenced my decision to join USIU-Africa.</td>
<td>13%</td>
<td>12%</td>
<td>60%</td>
<td>9%</td>
<td>6%</td>
<td>2.824</td>
<td>0.976</td>
</tr>
<tr>
<td>Advertisement in the electronic media influenced my decision to join USIU-Africa.</td>
<td>22%</td>
<td>16%</td>
<td>49%</td>
<td>10%</td>
<td>3%</td>
<td>2.559</td>
<td>1.042</td>
</tr>
<tr>
<td>Advertisement in the marketing communication influenced my decision to join USIU-Africa.</td>
<td>25%</td>
<td>16%</td>
<td>46%</td>
<td>10%</td>
<td>3%</td>
<td>2.5</td>
<td>1.072</td>
</tr>
</tbody>
</table>

4.5.3 The Influence of Place on Student’s Choice

The study sought to understand the influence of place on student’s choice. The first question was the institution attracted students because of affordable accommodation they rated it as 18% strongly disagree, 18% disagree, 29% as neutral, 24% agreed and 12% as strongly agree, a mean of 2.941 and standard deviation of 1.268 was reported. The next question was if they were attracted by the fact that students can transfer degree credits to other recognized universities they rated it as 15% strongly disagree, 13% disagree, 27% as neutral, 13% agreed and 32% as strongly agree, a mean of 3.353 and standard deviation of 1.433 was reported. The students were attracted by the university population since it is made up of students from diverse background they rated it as 7% strongly disagree, 13% disagree, 25% as neutral, 25% agreed and 29% as strongly agree, a mean of 3.559 and standard deviation of 1.250 was reported. The university library attracted them to study at the university they rated it as 16% strongly disagree, 6% disagree, 29% as neutral, 34% agreed and 15% as strongly agree, a mean of 3.250 and standard deviation of 1.262 was reported.

The serene environment/landscaping was the major reason why they chose to study the institutions they rated it as 9% strongly disagree, 16% disagree, 34% as neutral, 28% agreed and 13% as strongly agree, a mean of 3.206 and standard deviation of 1.140 was reported.
The question on the availability of modern computer laboratories attracted them to study in the institutions they rated it as 12% strongly disagree, 12% disagree, 40% as neutral, 28% agreed and 9% as strongly agree, a mean of 3.103 and standard deviation of 1.108 was reported. Availability of most course books attracted them to study in the institutions they rated it as 9% strongly disagree, 15% disagree, 34% as neutral, 27% agreed and 16% as strongly agree, a mean of 3.265 and standard deviation of 1.167. The Table 4.20 below indicates the summary of the findings on the influence of place on student’s choice.

Table 4.20: Influence of Place on Student’s choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution attracted me because of affordable accommodation.</td>
<td>18%</td>
<td>18%</td>
<td>29%</td>
<td>24%</td>
<td>12%</td>
<td>2.941</td>
<td>1.268</td>
</tr>
<tr>
<td>I was attracted by the fact that I can transfer my degree credits to other recognized universities.</td>
<td>15%</td>
<td>13%</td>
<td>27%</td>
<td>13%</td>
<td>32%</td>
<td>3.353</td>
<td>1.433</td>
</tr>
<tr>
<td>I was attracted by the university population since it is made up of students from diverse background.</td>
<td>7%</td>
<td>13%</td>
<td>25%</td>
<td>25%</td>
<td>29%</td>
<td>3.559</td>
<td>1.25</td>
</tr>
<tr>
<td>The USIU-Africa library attracted me to study at the university.</td>
<td>16%</td>
<td>6%</td>
<td>29%</td>
<td>34%</td>
<td>15%</td>
<td>3.25</td>
<td>1.262</td>
</tr>
<tr>
<td>The serene environment/landscaping was the major reason why I choice to study at USIU-Africa.</td>
<td>9%</td>
<td>16%</td>
<td>34%</td>
<td>28%</td>
<td>13%</td>
<td>3.206</td>
<td>1.14</td>
</tr>
<tr>
<td>Availability of modern computer laboratories attracted me to study in USIU-Africa.</td>
<td>12%</td>
<td>12%</td>
<td>40%</td>
<td>28%</td>
<td>9%</td>
<td>3.103</td>
<td>1.108</td>
</tr>
<tr>
<td>Availability of most course books attracted me to study at USIU-Africa.</td>
<td>9%</td>
<td>15%</td>
<td>34%</td>
<td>27%</td>
<td>16%</td>
<td>3.265</td>
<td>1.167</td>
</tr>
</tbody>
</table>

4.5.4 The Influence of Product on Student’s Choice

The study sought to understand the influence of product on student’s choice. The first question they were asked was the availability of most current journal attracted to study in the institution they rated it as 9% strongly disagree, 15% disagree, 53% as neutral, 13% agreed and 10% as strongly agree, a mean of 3.015 and standard deviation of 1.029 was revealed. The university prospect influenced in pursuing studies in the university they rated it as 19% strongly disagree, 10% disagree, 32% as neutral 29% agreed and 9% as strongly agree, a mean of 2.985 and standard deviation of 1.240 was reported. The next question was if the interaction with alumni and personal contacts influenced them to join the university students rated it as 18% strongly disagree, 21% disagree, 24% as neutral, 28% agreed and 10% as strongly agree, a mean of 2.927 and standard deviation of 1.273 was revealed. Tutor credentials attracted to join the university they rated it as 21% strongly disagree, 7% disagree, 35% as neutral, 25% agreed and 12% as strongly agree, a mean of
3.000 which was the highest on the influence of product on student’s choice and standard deviation of 1.281 was revealed. The Table 4.21 below shows the summary of the influence of the product on the student’s choice.

Table 4.21: Influence of Product on Student’s Choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of most current journal attracted me to study at USIU-Africa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.015</td>
<td>1.029</td>
</tr>
<tr>
<td>University prospect (the university prospectus, program booklets) influenced me pursuing my studies in USIU-A</td>
<td>9%</td>
<td>15%</td>
<td>53%</td>
<td>13%</td>
<td>10%</td>
<td>2.985</td>
<td>1.24</td>
</tr>
<tr>
<td>My interaction with alumni and personal contacts influenced me to join USIU-Africa</td>
<td>19%</td>
<td>10%</td>
<td>32%</td>
<td>29%</td>
<td>9%</td>
<td>2.927</td>
<td>1.273</td>
</tr>
<tr>
<td>Tutor credentials attracted me to join USIU-Africa to a great extent</td>
<td>18%</td>
<td>21%</td>
<td>24%</td>
<td>28%</td>
<td>10%</td>
<td>3.000</td>
<td>1.281</td>
</tr>
</tbody>
</table>

4.5.5 Correlational Analysis for Marketing Mix Factors

Correlation is a measure of linear relationship between two or more variables. It is an approach used to strength and direction of the relationship being measured. Therefore, the test of correlation between marketing mix show a positive correlation with student’s choice in the university where the correlation coefficient was (r=0.592, p<0.05). The Table 4.22 below indicate the correlational analysis between marketing mix factors and student’s choice.

Table 4.22: Correlational Analysis for Marketing Mix Factors

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Student’s Choice</th>
<th>Marketing Mix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Choice</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>68</td>
</tr>
<tr>
<td>Marketing Mix</td>
<td>Pearson Correlation</td>
<td>.592**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>68</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.5.6 Regression Analysis

The model summary in Table 4.23 provides information about the regression line’s ability to account for the total variation in the dependent variable. The results of regression analysis revealed that there was a significant positive relationship. Regression analysis
yielded coefficient R value of .592 and R² = 0.351 which meant that 35.1% of corresponding variations in marketing mix can be explained by student choice. The remaining 64.9% is explained by other variables included in the model.

Table 4.23: Model Summary for Marketing Mix

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.592</td>
<td>.351</td>
<td>.341</td>
<td>3.37562</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Marketing Mix

4.5.6.1 Analysis of Variance for Marketing Mix

The Table 4.24 below shows the ANOVA where the model was found to be significant F (1,66) = 35.620, p< 0.05) which was large enough to support the goodness of fit model explaining the variations in the dependent variables. This validates that marketing mix factors is a useful predictor of student’s choice.

Table 4.24: Analysis of Variance for Marketing Mix

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>405.885</td>
<td>1</td>
<td>405.885</td>
<td>35.620</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>752.057</td>
<td>66</td>
<td>11.395</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1157.941</td>
<td>67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student’s Choice
b. Predictors: (Constant), Marketing Mix

4.5.6.2 Analysis of Coefficients for Marketing Mix Factors

Regression coefficients represent the mean change in the response variable for one unit of change in the predictor variable while holding other predictors in the model constant. The t-statistics is (t=3.081, p<0.003) the significance is 0.000 which is less than 0.05, hence the regression model is statistically significant at 5% level. From the model above, a unit increase in marketing mix factors will lead to an increase in student’s choice by 0.654 units. From the Table 4.25 below shows the regression model became; Student’s Choice= 6.224 + 0.654 Marketing Mix.
Table 4.25: Analysis of Coefficients for Marketing Mix

<table>
<thead>
<tr>
<th>Model</th>
<th>Meanings</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>6.224</td>
<td>2.020</td>
<td>3.081</td>
<td>.003</td>
</tr>
<tr>
<td>Marketing Mix</td>
<td>.654</td>
<td>.110</td>
<td>.592</td>
<td>5.968</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Student’s Choice

4.6 Chapter Summary

In conclusions the findings showed on the first objective that correlation between social cultural factors and student’s choice which showed a positive correlation and the results of regression analysis revealed that there was a significant positive relationship. Regression analysis indicated that the variations in social-cultural factors can be explained by student choice. On second objective correlation between psychological factors and student’s choice which showed a strong positive correlation and regression analysis showed that variations in psychological factors can be explained by student choice. The last objective showed a positive correlation between marketing mix show a positive correlation with student’s choice in the university and the regression analysis revealed that there was a significant positive relationship. Regression analysis indicated that the variations in marketing mix can be explained by student choice. The next chapter will provide more detail on the summary of the study, discussion, conclusions and recommendations of the study.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, discussions, and conclusion drawn from the findings and recommendation. The conclusion and recommendations drawn were focused on addressing the purpose of this study which was to determine the factors affecting international student’s choice of the institution of higher education employed by USIU-Africa.

5.2 Summary

The purpose of this study was to determine factors affecting international student’s choice of institution of higher education. The study achieved its objectives by use of the following research questions: How do socio-cultural factors influence student choice in the institution of higher education? How do psychological factors influence student choice in the institution of higher education? Finally, how do marketing mix influence student’s choice in the institution of higher education?

The study adopted a descriptive research design to determine factors affecting international student’s choice of institution of higher education. The study sampled 68 respondents from the target population in collecting data. From the study, 68 out of 97 sample respondents filled in and returned the questionnaire. This response rate further was representative and therefore conclusions drawn from the results had a relatively high validity in relation to the target population contributing to 70%. Statistical Package for Social Sciences (SPSS ver. 24) program was used for analysis and data presented in tables to bring out a clear picture of the research findings. The study used quantitative tools such as frequencies distribution tables and percentages. Correlation and regression were used to describe the degree of relationship between variables and testing of the fitness of the model.

The analysis of the gender ratings on the returned questionnaires where 54% of the international students were male while 46% were female. The study conclude that most of the international students in USIU-Africa were male. Most of the international students were aged between 18 to 24 years with representations of 81% and only those who aged between ages of 25 to 34 years were 19%. On the nationality of international students comes from Tanzania with representation of 16% followed by Rwanda with representations of
14%, followed by Uganda and Zimbabwe with both represented by 10%. The rest of the students come from these countries Canada, Congo, Danish, Ethiopia, France, Jamaica, Malawian, Nigeria, Senegal, South African, Sudan, Sweden, and USA from a sample that filled out the questionnaire.

The outcome on the findings for the level of study for international students in United States International University. Most of the students who filled the questionnaires were taking their undergraduate studies with a representation of 97% while only 3% were graduate students therefore the study concludes that most of the international students studying in USIU-Africa are those undertaking Undergraduate studies. The area of study for the international students where the results revealed that most of the students are undertaking business course with a representation of 47%, followed by International Relations and Computer Science with both represented by 19%, it then followed by communication Course which was 15%.

The outcome of the findings showed on the first objective that correlation between social cultural factors and student’s choice which showed a positive correlation where the correlation coefficient was \( r=0.724, \ p<0.05 \), and the results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .724 and R2= 0.524 which meant that 52.4% of corresponding variations in social-cultural factors can be explained by student choice. On second objective correlation between psychological factors and student’s choice which showed a strong positive correlation where the correlation coefficient was \( r=0.648, \ p<0.05 \), and regression analysis yielded coefficient R value of .648 and R2= 0.420 which meant that 42.0% of corresponding variations in psychological factors can be explained by student choice. And on the last objective of correlation between marketing mix show a positive correlation with student’s choice in the university where the correlation coefficient was \( r=0.592, \ p<0.05 \) and the regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .592 and R2= 0.351 which meant that 35.1% of corresponding variations in marketing mix can be explained by student choice.
5.3 Discussion

5.3.1 The Influence of Socio-Cultural Factors on Students Choice

The findings on the how socio-cultural factors influence student choice showed that personal interests influenced students in choosing higher institution where most of the students rated as strongly agree this is supported by Bhutto, Mehboob, and Shah (2012) where their study showed that interest and career objective is the most important factor which affects students’ choice of university. Besides, perception of personal ability being suitable with chosen major and the school requirements are proved to be crucial in students’ decision (Cabrera & Nasa, 2000). Career objective is the most important factor which influence students to choose higher institution they rated as strongly agree where Gasman and Kim (2011), who perceived that reputation and prestige of a university has significant impact on students’ decision to apply, interestingly; this impact can be indirectly brought to students by their peers. On choosing higher institution because they were influenced by friends who attended the institution before they disagreed as friends have no influence in joining university this is in agreement with a study by Bartkowiak, Sojkin, and Skuza (2014), did a study which they found out that peers have no significant effects on influencing institutional choice.

The parents have an influence on student’s choice of higher institution most rated it as disagree. This is in agreement with Burchell, Rettie and Patel, (2013), they argue that the importance of influence exerted by family and parents may vary between different authors, there is, however, a consistent acknowledgement that family, and especially parents, influence student decision. Therefore, student’s make their decision which include; the location of the university, the study programs, the reputation of the higher education institution, the existence of different educational facilities, the level of the tuition fees, the employment opportunities, the employed promotion, the promotion by university representatives, the possibility to visit the campus, the possibility to obtain scholarships (Domino, 2006). On Choosing higher institution because of the financial assistance that is offered to students they rated it as disagree and choosing higher institution because of its international linkages and exchange programs it has with other international universities they rated it as strongly agree.

The findings on choosing university because of its known high employment prospects after the completion of the degree course they rated it as strongly agree and if they consulted
their parents in regard to joining to university to pursue studies most of the students agreed. According to Ming (2010) who refers to the factors of institutional nature that influence the student’s decision making process and who identified various independent variables such as: the location of the university, the study programs, the reputation of the higher education institution, the existence of different educational facilities, the level of the tuition fees, the employment opportunities, the employed promotion, the promotion by university representatives, the possibility to visit the campus, the possibility to obtain scholarships. Choosing of higher institution because of its attraction by their academic programs they rated it as agree and if student’s social class influenced them in deciding to study in the university most of them disagreed.

The outcomes on the students choosing higher institution because of its cultural diversity they rated it as strongly agree from most of the students which is in line with Lee and Morrish, (2012) they argue that higher education universities would be likely to attract more international student’s groups if they had a greater awareness of culture and values. To achieve this, communication plays a crucial role. Communication occurs when a message is sent from a sender to a recipient with a purpose, an expression and a medium in an environment (Allwood, 2002). The relationship between social-cultural factors and student’s choice which showed a positive relationship where the correlation coefficient was ($r=0.724$, $p<0.05$). The results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .724 and $R^2= 0.524$ which meant that 52.4% of corresponding variations in social-cultural factors can be explained by student’s choice.

5.3.2 The Influence of Psychological Factors on Students Choice

The findings on how psychological factors influence student choice where students chose the university because of their aspirations they rated it as strongly agree this is in line with Kalb and Maani, (2007) who states that student’s personal characteristics are an additional influencing factor on the decision to pursue higher studies. Student ability has been reported to be a major determinant of the student’s educational aspirations. High school performance influences student decision to enroll in the institution they rated it as neither agree nor disagree. On enrollment in the institution because friends were enrolling too they rated it as disagree, and if students enroll to gain skills so that they can be promoted in the workplace they rated it as strongly agree. Individuals’ perception, cognitive and effective intentions, beliefs, ideas, personality and assessments related to forthcoming business
environment contributes to one in changing his/her mind to join a university (Olamide & Olawaiye, 2013). The individual features linked to the demand for higher education include the student’s motives and aspirations, his/her personality, and his/her perceptions and attitudes towards aspects of higher education and/or employment.

On the reputation of higher institution have an influence on their decision of studying at the university they rated it as agreed and if they enrolled in the higher institution because they were encouraged by their former students they rated it as disagree. On student’s enrollment because of their family supported the decision to enroll in the institution they rated it as strongly agree and students felt it is necessary to attend the university they rated it as strongly agree. According to Alonderiene and Klimaviciene (2013), the factors that affects the choice of program is individual characteristics of the applicant which had the larger influence in choosing the program. The opportunity for being accepted and the factors related to studying were considered as important. In choosing a university, its reputation and the city where it is located had the greatest influence, whereas city and university’s infrastructure and social life were the lowest rated. As far as reference group’s influence was concerned in decision-making process, parents and actual students had the highest influence.

They outcome on the attitude towards higher institution influence decision to join students rated it as strongly agree. According to Kotler, (2012), It is evident that attitude can change one’s behavior. When person’s attitudes are very strong, they will motivate one to behave in a certain way. When a person shows a strong awareness of his or her attitudes, when he rehearses them and when the attitude are relevant to the behavior, the more relevant the attitude is to the behavior the more it will predict the behavior. Attitudes put us into a frame of mind: liking or disliking an object, moving toward or away from it. They lead us to behave in a consistent way toward similar objects. The question on if past experience in the institution influenced decision to enroll they rated it as disagree and if students are motivated by the institution advertisement in the media to pursue studies in higher institution they rated it as neither agree nor disagree. A motivated person is ready to act how is influenced by his or her perception of the situation. In marketing, perceptions is more important than reality, because perceptions affect student’s actual behavior on whether to join the university.
The relationship between psychological factors and student’s choice which showed a strong positive correlation where the correlation coefficient was \( r=0.648, p<0.05 \). The results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .648 and \( R^2=0.420 \) which meant that 42.0% of corresponding variations in psychological factors can be explained by student choice. The person’s distinct psychological behavior influences his or her behavior and according to Baker (2012) who states that psychological refers to a combination of long lasting and distinctive behavior, thoughts and emotions that typify how one reads and adopts to other people and situations.

5.3.3 The Influence of Marketing Mix on Student’s Choice

The findings on how marketing mix influence student’s choice where the first 4Ps of marketing mix was price and promoting and students were asked on whether students choosing higher education is because fee structure was affordable they rated it as strongly agree and if students were attracted by the higher education flexibility in payment of installments plans for the fees they rated it as strongly disagree. On the location of institution had an influence on students in joining to pursue studies they rated it as strongly agree this is in line with Beneke and Human, (2010) and Karl and Yousefi (2009) who in their different studies found that location of the institution as well as opinions of other people such as parents, friends, teachers and others had significant moderating influence on how students choose universities to study at. The institution its transport cost of the campus was affordable they rated it as disagree this is because most of the students do not use bus fares of which they leave around the campus and choosing the institution because of its cost of living around was affordable they rated it as strongly agree.

The outcome on the advertisement in the local and international press about academic research have an influence on choice of students to pursue the degree program they rated it as agree and the publicity about teaching excellence has an influence on the decision to join the university they rated it as agree. On the advertisement in the electronic media influenced the decision to join the university they rated it as agree and on the advertisement in communication influenced the decision to join the university they rated it as disagree. Students were also asked on how place and product influence student’s choice and if the institution attracts them because of affordable accommodation they rated it as strongly agree and the fact that students can transfer degree credits to other recognized universities they rated it as agree.
The findings revealed that students were attracted by the university population since it is made up of students from diverse background they rated it strongly agree and if the university library attracted student’s to study at the university they rated it as agree and the serene environment and landscaping is major reason students chose to study in the institution they rated it as strongly agree. According to Fatoki and Mubaira (2012) asserts that access to learning facilities such as information communication technologies, cultural diversity, international partnerships, institutional social life, admission requirements, flexible study modes, and campus attractiveness had significant influence on how students make their decisions about which university to choose for studies.

The analyzed results on the availability of modern computer laboratories attracts students to study in the university was rated it as agreed and is supported by the study of Hom and Willett (2007), who asserts that access to lecture and support materials are increasing becoming available through virtual learning media, like Blackboard and Moodle. Distance learning opportunities have also developed through the post, email, the web, video and teleconferencing, block release options and more recently pod-casts.

The availability of most course books attracted them to study in the university they rated it as strongly agree. The question on availability of most current journal attracted students to study in the university most of those who answered rated it as strongly agree and if the university prospect influenced in pursuing studies in the institution they rated it as strongly agree. The interaction with alumni and personal contacts influenced them to join the institution they rated it as agreed and, on the tutor, credentials attracts them to join the institution they rated it as agreed. The relationship between marketing mix factors showed a positive correlation with student’s choice in the university where the correlation coefficient was \( r=0.592, p<0.05 \). The results of regression analysis revealed that there was a significant positive relationship. Regression analysis yielded coefficient R value of .592 and R2= 0.351 which meant that 35.1% of corresponding variations in marketing mix can be explained by student choice.

5.4 Conclusions

5.4.1 The Influence of Social-Cultural Factors on Student’s Choice

In conclusion there was a strong relationship between social cultural factors and student’s choice and the results of regression analysis revealed that there was a significant positive relationship. Students’ personal interests, career objectives, and perception of personal
ability in choosing the course and the school requirements proved to be crucial in students’ decision choosing the University of their Choice. The family have an influence on student’s choice of higher institution, parents influence their children in making the decision which include; the location of the university, the study programs, the reputation of the higher education institution, the level of the tuition fees, the employment opportunities, the employed promotion, the promotion by university representatives, the possibility to visit the campus, the possibility to obtain scholarships.

5.4.2 The Influence of Psychological Factors on Students Choice
The relationship between psychological factors and student’s choice showed a strong positive correlation where the correlation and the results of regression analysis indicated that variations in psychological factors was explained by student choice. Student’s personal characteristics was one of the influencing factors on the decision to pursue in the university. The ability of the student was reported to be a major influencing factor on the student’s educational aspirations. High school performance also had an influence student decision to enroll in the university and most students enrolled because their friends had joined the university which was seen as another factor that they were motivated. The student’s perception, cognitive and effective intentions, beliefs, ideas, personality and assessments mostly contributes towards joining the university.

5.4.3 The Influence of Marketing Mix on Student’s Choice
The last objective also indicated a strong relationship between marketing mix factors and student’s choice in the university and the regression analysis revealed that there was a significant positive relationship. The characteristics of a university that include the quality of staff, academic programs, educational facilities such as classrooms, modern computer laboritites, location of the institution, as well as employability of graduates, indicated a high influence on how students choose a university to study. The location of institution, publicity about teaching excellence had an influence on students in joining to pursue studies in the university. The existence of the modern library, serene environment and landscaping attracted students to study at the university. The availability academic resources such as the course books, and current journal attracted most students to study in the university.
5.5 Recommendations

5.5.1 Recommendations for the Improvement

5.5.1.1 The Influence of Socio-Cultural Factors on Students Choice

The study recommends that parents should have an influence to choose for their children to pursue higher education studies. They should also have opinions of their children on which place they want to study and see the availability of the study programs so that they can be able to choose the best place to study. It will also make the life of the children comfortable in pursing higher education studies.

5.5.1.2 The Influence of Psychological Factors on Students Choice

Psychological factors have an influence on the student’s choice on higher education. Therefore, institution should provide the necessary environment so as to attract more international students. This will only be possible through having good infrastructure put in place to assist students in their studies. The university should keep the par quality of its programs high as this will build its reputations in the market which will attract the attentions of the international students. Most of the international students join the university because of the beliefs and attitudes they have towards the institutions.

5.5.1.3 The Influence of Marketing Mix on Student’s Choice

For university management to realize increased enrollment in their institutions, more should be done by the university marketing department by coming up with more marketing strategies that could be ideal to all stakeholders. The university should conduct the analysis of the various programs and introduce major course that is not available as this will attract more international students. The management should also consider investing in the research as this will provide more information towards realizing the vision and mission of the university. Investments in research, resources such as books, computers, and recreational facilities will create a conducive and attractions by many students across the globe.

5.5.2 Recommendations for Further Studies

The aim of the study was to determine the factors affecting international student’s choice of the higher education in United States International University-Africa. The research was limited to only one private university thus a comparative research should be done on the factors affecting international student’s choice of institution of higher education of both private and public Universities in Kenya to give more insights on the topic. Future studies should also include other factors that affects choice of Public Universities by students.
REFERENCES


APPENDIX

APPENDIX: I QUESTIONNAIRE

The purpose of this study is purely academic, and your participation is entirely voluntary, and you retain the right to withdraw at any time. All individual responses will be held in strictest confidence and only group data will be reported.

Instructions

Please answer each question to the best of your ability. Remember, all responses are completely confidential and only group data will be reported.

SECTION A: PERSONAL DATA

1. Please state your Gender
   - [ ] Male
   - [ ] Female

2. Please state your Age bracket
   - [ ] 18 – 24 years
   - [ ] 25 – 34 years
   - [ ] 35 - 46 years
   - [ ] Above 47 years

3. Please state your Nationality____________________

4. Level of Study
   - [ ] Undergraduate
   - [ ] Graduate
   - [ ] PhD

5. What is the area of your study at USIU-Africa?
   - Business
   - International Relations
   - Communication
   - Psychology
   - Pharmacy
   - Computer Science

SECTION B: INFLUENCE OF SOCIO-CULTURAL FACTORS ON STUDENT CHOICE OF HIGHER EDUCATION

Please tick (✓) the following socio-cultural factors that influenced your choice of USIU-Africa as your Institution of Higher learning on a scale 1-5 (*where 1 = Strongly Disagree; 2=Disagree; 3=neutral; 4=Agree- 5 Strongly Agree)*.

<table>
<thead>
<tr>
<th>SOCIAL-CULTURAL FACTORS</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
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<tbody>
<tr>
<td>My personal interests influenced me in choosing USIU-Africa</td>
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<tr>
<td>My career objective is the most important factor which influenced me to choose USIU-Africa as my institution of higher learning.</td>
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</table>
I chose USIU-Africa because I was influenced by friends who attended the institution before.

My Parents influenced my choice of USIU-Africa because they attended the institution.

I chose USIU-Africa because of the Financial assistance that I was offered to me.

I chose USIU-Africa because of its international linkages and exchange programs it has with other international universities.

I chose USIU because of its known high employment prospects after the completion of the degree course.

I consulted my parents in regard to joining to USIU-Africa to pursue my studies.

I chose USIU-Africa because I was attracted by their academic programs.

My social class influenced me in deciding to study in USIU-Africa.

I chose USIU-Africa because of its cultural diversity.

**SECTION C: INFLUENCE OF PSYCHOLOGICAL FACTORS ON STUDENT CHOICE OF HIGHER EDUCATION**

Please tick (✓) the following psychological factors that influenced your choice of USIU-Africa as your Institution of Higher learning on a scale 1-5 (where 1 = Strongly Disagree; 2=Disagree; 3=neutral; 4=Agree  5 Strongly Agree).

<table>
<thead>
<tr>
<th>PSYCHOLOGICAL FACTORS</th>
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<tr>
<td>I chose the university because of my education aspirations (needs)</td>
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<td>My high school performance influenced my decision to enroll in this institution.</td>
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<td>I enrolled in this institution because my friends were enrolling too</td>
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<td>I enrolled to gain skills so that I can be promoted at my place work</td>
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<td>The reputation of USIU-Africa influenced my decision of studying at the university</td>
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I enrolled in this institution because I was encouraged by former students
I enrolled because my family supported my decision to enroll in this institution
I felt it was necessary to attend this university
My attitude towards USIU-Africa as an institution of learning influenced my decision to join it.
My past experience in this institution influenced my decision to enroll
I was motivated by the institution advertisement in the media to pursue my studies in USIU-Africa.

SECTION D: INFLUENCE OF MARKETING MIX ON STUDENT’S CHOICE OF HIGHER EDUCATION

Please tick (✓) the following marketing mix factors that influenced your choice of USIU-Africa as your Institution of Higher learning on a scale 1-5 (*where 1 = Strongly Disagree; 2=Disagree; 3=neutral; 4=Agree- 5 Strongly Agree*).

<table>
<thead>
<tr>
<th>MARKETING MIX FACTORS</th>
<th>SD</th>
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<tr>
<td><strong>PRICE</strong></td>
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<td>I chose USIU because the fee structure was affordable to me.</td>
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<td>I was attracted by the USIU flexibility in payment of installments plans for the school fees.</td>
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<td>The location of USIU-Africa influenced me in joining to pursue my studies.</td>
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<tr>
<td>I chose USIU-Africa because the transport cost of the campus is affordable.</td>
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<tr>
<td>I chose USIU because the cost of living around is affordable.</td>
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<tr>
<td><strong>PROMOTION</strong></td>
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<tr>
<td>Place</td>
<td>Motivation</td>
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<td>Advertisement in the local and international press about academic research influenced my choice of USIU-Africa to pursue my degree program</td>
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<td>Publicity about teaching excellence influenced my decision to join USIU-Africa.</td>
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<td>Advertisement in the electronic media influenced my decision to join USIU-Africa.</td>
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<td>Advertisement in the marketing communication influenced my decision to join USIU-Africa.</td>
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<td><strong>PLACE</strong></td>
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<td>The institution attracted me because of affordable accommodation.</td>
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<td>I was attracted by the fact that I can transfer my degree credits to other recognized universities.</td>
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<td>I was attracted by the university population since it is made up of students from diverse background.</td>
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<td>The USIU-Africa library attracted me to study at the university.</td>
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<td>The serene environment/landscaping was the major reason why I choose to study at USIU-Africa.</td>
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<td>Availability of modern computer laboratories attracted me to study in USIU-Africa.</td>
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<td>Availability of most course books attracted me to study at USIU-Africa.</td>
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<td>Availability of most current journal attracted me to study at USIU-Africa.</td>
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<tr>
<td><strong>Product</strong></td>
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<td>University prospect (the university prospectus, program booklets) influenced me pursuing my studies in USIU-Africa.</td>
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<tr>
<td>My interaction with alumni and personal contacts influenced me to join USIU-Africa.</td>
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</table>
Tutor credentials attracted me to join USIU Africa to a great extent

...........................Thank you..............................