***Research*** **Adhayayan – A Journal of Business Research & Review**

**Sarala Birla University**

---------------------------------------------------------------------------------------------------------------------------------------

**An Exploration into the Factors Driving Students to Select Private Universities- A case of Karnataka state in India.**

*Arabinda Bhandari\**

**Abstract**

The purpose of this research paper is to investigate the factors influencing Indian students to choose a private university for an academic purpose. Inthis is exploratory study with mixed- methods approach. 566 online responses are collected using a structured questionnaire. Descriptive Statistics, Exploratory Factor Analysis (EFA) are used to explore the key factors influencing admissions in private universities. The key factors which influences the students decision to select the Private University in Karnataka are faculty support after class hour, communication to students, safety and security in University Campus, Quality of laboratories, Overall environment and ambience, class room cleanliness and hygiene, availability of personal grooming (soft skill), library resource, University examination system, space outside classroom, course details in program regulations, quality of teaching, university brand equity, hostel food quality and nutrition, hostel accommodation(hygiene and cleanliness), comfortable accommodation in hostel and hostel stuff attitude during emergency**.** This will allow private university of Karnataka to take care of all possible factors to attract and retain customers.

**Keywords:** Private University, Selections Criteria, Factor analysis, Student, Karnataka

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*Faculty of Commerce & Management, Sarala Birla University, Ranchi, Jharkhand.*

***\*Corresponding author:*** *Arabinda Bhandari, Faculty of commerce & Management, Sarala Birla University, Ranchi, E mail:Arabinda\_bhandari@rediffmail.com*

**Introduction**

In India, universities complete both internationally and nationally with an increasing number of institutions, such as other “new” or internationally emerging universities, colleges and even corporate training courses. As the competitions among universities are intensifying, they increasingly behave as a corporation (Jarvis, 2000). Although some raise the questions about the ethicality of considering students as customers. It has been appreciated that, if correctly understood and correctly applied by professionals in education, it can be beneficial rather than harmful (Harvey, 1996). Attracting applicants with a desirable profile is becoming increasingly difficult for universities. Both customers and suppliers in this situation are highly interested in selecting and working with correct “partners”.Because of intensified competition among universities, individual university aim to provide a focused educational experience with required knowledge and transferable skill to the targeted students. The decision about where to attend and which university to select is a difficult task for most of the graduate and post-graduate aspirant. It is a high involvement decision for them. Most of the studies conducted earlier in this area are country-specific. This research on the identification of factors which students are considering to select private universities in India is a unique in nature to fill the research gap of previous studies. This research will help various stakeholders of private universities in India to take a strategic decision.

This research article is organized in the following manner. This section gives a brief introduction about the education industry followed by the emerging university education market in India. The following section explains the literature related to the students determining factors to select the private university in national and international contexts. The third section is described to the objective of the study and followed by the rationale of the study. The fourth section deals with methodology including data source, sample frame and questionnaire design and pre-testing of the questionnaire. In the last section, the researcher analyses the data and presents the empirical results with managerial implication and conclusion.

**Emerging University Education Market in India**

**T**he Indian higher education sector is faced with the daunting challenge of ensuring inclusive and quality education to all in an emerging regime of constrained budgetary allocation for higher education, particularly by state governments, coupled with increasing private sector participation. Further, even though increasing globalization has opened up opportunities in the higher education space, it has also compounded the severity of these challenges. Research shows that the Indian education sector, in terms of revenue, stood at $97.8 billion in 2016. FDI in the education sector in India: $1.4 billion (April 2000-Dec 2016). India has one of the world's largest higher education systems with enrollments of 33.3 million students in colleges, institutions, across 50,000+ higher education institutes and 750+ universities. Presently (2020) the number of universities are more than 930, out of which there are 345 private universities. In the next decade, India will experience enormous growth in its middle classes: from 50 million now, to 500 million by 2025. By 2020, India will be the world’s third largest economy. The relationship between economic growth and growth in the tertiary enrolment ratio is particularly strong for economies with lower levels of GDP (purchasing power parity) per capita. As India’s economy continues to grow, a huge number of first generation learners will demand access to higher education. In ten years’ time, 25 million households across India will have an income equivalent to $15,000 and will be able to pay fees for higher education, an increase of 15 million on today’s enrolment rates. As per the UGC annual report 2018-19, after independence, there has been a phenomenal growth in university and students number in India. Now, it is a recorded fact that there is an increase of 52.35 times in the number of Degree awarding Universities/Institutes, 83.87 times increase in the number of colleges, and the students enrolment has gone up to over 178.09 times in the system of higher education as compared to the figures of Independence Year of India. The phenomenal increase in enrolment of this order would not have been possible without the growth in the number of institutions of higher learning, both universities and colleges in particular and increase in intake capacity of courses. Gross Enrolment Ratio (GER) in Higher Education in india is 26.3 per cent which is calculated for 18-23 Years of Age Group. GER for Male Population is 26.3 per cent and for females it is 26.4 per cent.

**Literature review**

There are several studies that contain various criteria for students use to select a university or college (Strasser, 2002). This author has found that determinant factors were divided into various clusters interest in the study, influence of others and career. According to Belanger et al. (2002), organizational literature, campus staff and students and other networking efforts are among the factors that influencing the selection of the university. Trim (2003) asserts the importance of professional relationship and relationship marketing approaches to the students expectations.Hill et al. (2003) have evaluated the quality of the academicians and student support systems as being the best factors in education marketing and education quality. Hawkins et al.,(1998) has found that University reputation, quality, the awareness and response of the universities to the students plays a major factor to select the University by the students. Early research on factors underlying university choice suggested that financial, geographic and academic factors were important (Bowers, 1973). Aurand *et al* (2006) found four factors that a student look into to select the University are: (i) Image or reputation, (ii) cost, (iii) location. (iv) major offered. Conard and Conard (2000) has found out that academic reputation of the institution are closely associate with expertise of the faculty and up- to date technology use in the university.

When choosing to apply to a university by a student, the importance of academic quality is unquestionable (Chapman, 1986), and the most important attributes when assessing this are quality of faculty and degree programmers offered (Coccari, 1995). However, students are often consider other attributes as follows.

* The reputation of the University in general, and the specific program in particular (Hayes, 1989) (Moogan, 1999), (Soutar, 2002), (Vaughn, 1978).
* The location of the university and geography of its surrounding. They are often perceived as aspects which will influence the choice of a specific institutions (Moogan, 1999), (Vaughn, 1978).
* The campus atmosphere is often considered by the student while selecting a University (Soutar, 2002)
* The Institutions’ infrastructure, such as library, classrooms, computer labs, campus security and accommodation provided by the university (Coccari, 1995).
* Some of the infrastructure elements, such as laboratory equipment and the computing resources reported a good indicators (Litten, 1989)
* The costs associated with the study at the university (Chapman, 1986). This might be related to the university fees or and the cost of living in the area, but some suggest that it is the less important category in University selection (Joseph, 2000)
* The future career prospects and opportunities following graduation from the university (Chapman, 1986), (Soutar, 2002), (Hayes, 1989), (Newell, 1996).
* The quality of life during their studies (Chapman, 1986).

The external factor like university marketing communication tools that affect the selection criteria of the students are also discussed by several researchers. Gilley (1989) explained how radio, television, newspaper and magazine can be used to attract the publicity. Steele (2002) shown that how to build the effective communication with university students. According to Mayer et all(1999), communication technologies(Katz et al, 1999), such as CD’s and DVDs in university advertisement (Furbeck et al, 2004) and web page properties(Erdal, 2001), have been preferred factor for consideration of university. Another research has been done by Alonderiene and Klimaviciene(2003) “Insight into Lithuanian students’ choice of university and study program in management and economics”, the empirical study revealed that when choosing a study program students’ personal characteristic as well as study related factors, e.g. career possibilities, study prestige, etc., had the influence. When choosing a university, university reputation and city of the university were ranked top. For the research students preference, there is an interesting article by Jane Schmitt “ Internet is a valuable tool to choosing the right college”. The conclusion is much like the title itself, that the internet is the most helpful tools students use during the potential university research. Cubillo, in a study of “International students’ decision making process” (Cubillo, 2006) Consider personal reasons, country and city image, institution image and program evaluation plays an important role for university selection. A distinct and very important study has been on a topic, “Does graduating from a private university make a difference? Evidence from Italy” (Moris Triventi, 2012), they have concluded the following: “ students from upper – class, well educated, and affluent families were more likely to attend private universities, and graduating from a private institution offered strong advantage, since graduate from private institutions had no better short-term labor market outcome than those from public universities.

The above literature review from various country talked about the factors students has considered to select the universities, but less number of the studies has conducted in the area of private university. As per best of the authors’ knowledge, there is no single study regarding the factors students are considering while selecting a private university in India.

**Objectives**

The objectives of this research study are twofold: (a) to explore the factors driving the graduate or post-graduate students to select private universities for their study in Karnataka state of India, (b) to bring out the suggestion and implications for marketers dealing with private University of Karnataka.

**Justification of the Study**

Today’s education industry faces intensified and rapid changes of competition in the market, due to many factors like globalization, maturing markets and rapid technological change (Santoro, 2002). As a result of increased national and international competition more and more universities are under tremendous pressure to find out a way to generate income. Since the 1990s, universities have become more marketing-focused in the competition to reach their goal ahead (Farr, 2003). According to Drummond (2004) the expression and commercialization of higher education have been seen the wide-scale adoption of marketing techniques within the sector**.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Universities** | **2016** | **2020(01.02.2020)** | **Growth per cent in past 4 years** |
| State University | 345 | 409 | 18.55 |
| Deemed to be University | 123 | 127 | 3.25 |
| Central University | 47 | 50 | 6.38 |
| Private University | 235 | 349 | 48.51 |
| Total | 750 | 935 | 24.67 |

**Table 1.**

Source: Annual report 2018-19, University Grant Commission, India.

As per the University Grant Commission (India), as on 01.02.2020 total number of Universities in India are 935, out of which, 349 universities are Private University. Compare to 2016 academic year it has grown to 48.51per cent. As on 2020, Karnataka state has 17 private University and total numbers of registered students in state, deemed, central and private universities are 1988494 for higher education (UGC annual report, 2018-19). There are 51 colleges or Universities in per lac populations in Karnataka state (UGC, July 2018).

Bangalore, the capital of Karnataka state, has been a Centre of excellence since long in the field of education and research in India. With an average literacy rate of 88.48%, much above the all India rate at 74.04%, Bangalore has some of the best educational institutions in India. Owing to its location that is away from the international boundaries and its round the year pleasant weather, the city is the first choice for educational entrepreneurs, companies and foreign investors. Bangalore is a sought after destination for students seeking an undergraduate, post graduate, doctoral or post-doctoral degree.

Based on the above facts, it will be very helpful to explore factor driving the students to select the private university in this state. This study is valuable for the private university of this state and its marketing team to identify the factors that students are looking for and therefore a study to this end, needless to say, assumes even greater importance. The future researcher may refer this research study to student in general or to conduct transnational studies.

1. **Methodology- Data Source, Sample Frame, Questionnaire Design and Pre-testingg of Questionnaire**

The purpose used for the research problem has been based on factor analysis. This multivariate research methodology has been used by many researchers around the globe for data reduction and summarizations when the variables are large in number. With the help of this methodology, relationship among set of large interrelated variables are examined and represented in terms of few underlying factors.

**Data Source**

The present study has taken the help of a primary database, which has been collected through ‘online’ survey to a particular group of target students, who want to study graduation or post-graduation degree in any private university in Karnataka state of India. In order to get fair and frank responses on factors to select, the respondents were asked to give their opinion about the level of importance on each 35 variables on a five-point Likert scale (ranging from 1 indicating least importance to 5 indicating the most important).

**Table 2:**

Important Variables to select the Private University by students

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | |
| **Criteria** | **Mean** | **Std. Deviation** | **Analysis N** | **Rank** |
| Safety and security in Campus | 3.6855 | 1.33703 | 566 | 1 |
| Class room cleanliness and hygiene | 3.6837 | 1.26518 | 566 | 2 |
| Personal and professional skill(Grooming) | 3.6466 | 1.33789 | 566 | 3 |
| Overall environment and ambience | 3.6237 | 1.29317 | 566 | 4 |
| University examination system | 3.5954 | 1.3078 | 566 | 5 |
| Timely first aid support in emergency | 3.5954 | 1.32795 | 566 | 6 |
| Faculty support after class hours | 3.5883 | 1.27542 | 566 | 7 |
| Quality of Lab Equipment | 3.5848 | 1.31124 | 566 | 8 |
| Responsiveness of Medical Centre | 3.5724 | 1.35707 | 566 | 9 |
| Space outside classroom | 3.5512 | 1.32773 | 566 | 10 |
| Quality of teaching | 3.5477 | 1.29547 | 566 | 11 |
| Communication to Students regarding attendance and performance | 3.5442 | 1.3213 | 566 | 12 |
| Adequacy Library timing for project and assignment | 3.5336 | 1.32295 | 566 | 13 |
| Faculty advice after class hour | 3.523 | 1.31243 | 566 | 14 |
| Relevance of academic program | 3.5194 | 1.28524 | 566 | 15 |
| Library resources | 3.5071 | 1.35115 | 566 | 16 |
| University Brand Equity | 3.5053 | 1.27708 | 566 | 17 |
| Class room orientation session | 3.4717 | 1.23736 | 566 | 18 |
| University transport facility | 3.4629 | 1.44927 | 566 | 19 |
| Drinking water in campus | 3.4558 | 1.43804 | 566 | 20 |
| Efficiency of registration Team | 3.4541 | 1.24964 | 566 | 21 |
| Course handout | 3.447 | 1.298 | 566 | 22 |
| Admission team information correctness | 3.4329 | 1.32568 | 566 | 23 |
| Course details in Program Regulation | 3.4205 | 1.26205 | 566 | 24 |
| Efficiency and adequacy of transport facility | 3.417 | 1.39759 | 566 | 25 |
| Club event to show case the student talent | 3.3746 | 1.37138 | 566 | 26 |
| Quality food in Cafeteria | 3.3657 | 1.46057 | 566 | 27 |
| Inter or Intra University sport facility | 3.3516 | 1.34955 | 566 | 28 |
| Accessible of higher authority in a problem situation | 3.3357 | 1.29821 | 566 | 29 |
| Sport facilities in University | 3.2792 | 1.4129 | 566 | 30 |
| Hostel staff attitude during emergency | 3.2279 | 1.44736 | 566 | 31 |
| Comfortable accommodation in Hostel | 3.2049 | 1.48039 | 566 | 32 |
| Price of product in cafeteria | 3.1979 | 1.48016 | 566 | 33 |
| Hostel accommodation(Hygiene and cleanliness) | 3.1661 | 1.52175 | 566 | 34 |
| Hostel food quality and nutrition | 3.0618 | 1.53821 | 566 | 35 |
|  | | | | |
| **Note: Likert scale with 1= not at all important to 5= very important** |  | | **University selection criteria** | |

**Sampling Frame**

We collected the students’ information (who want to pursue their graduation and post-graduation degree in Karnataka state) from various education consultancy firm in India.

The survey uses a questionnaire and it was circulated among the students who want to pursue their graduation or post- graduation study in Karnataka state. A simple random sampling method was used for this research purpose. The questionnaire ware sent to 1821 respondents and finally 566 completed and valid responses were taken for further analysis with a response rate of 31.08 per cent. According to Sekaran (2000), a response rate of 30 percent is considered to be an acceptable condition in most of the research purpose.

**Questionnaire Design and Pre- testing of the Questionnaire**

To ensure that the data collection is perfect and structured, a formal sample questionnaire has been designed. The questionnaire consists of two parts. The first part consists of demographic profile of the students containing gender, age, Graduation or post-graduation option, belonging states, etc. The second part consist of 35 variables of university selection criteria by a student such as Overall environment and ambience of the university, Faculty advice after class hour, Course details in Program Regulation, University examination system, Class room orientation session, Relevance of academic program, Hostel accommodation(Hygiene and cleanliness), Responsiveness of Medical Centre, Quality of Lab Equipment, Club event to show case the student talent, Hostel food quality and nutrition, Sport facilities in University, University Brand Equity, University fees, Admission team information correctness, Timely first aid support in emergency, Adequacy of Library timing for project and assignment, Quality of teaching, Inter or Intra University sport facility, Comfortable accommodation in Hostel, Drinking water facilities in campus, Hostel staff’s attitude during emergency, Efficiency of admission registration Team, Class room cleanliness and hygiene, availability of Personal and professional skill(Grooming) team, Accessible of higher authority in a problem situation, Library resources, Quality food in Cafeteria, Faculty support to student, Space outside the classroom, Safety and security in Campus, University transport facility, Communication to Students regarding attendance and performance, Efficiency and adequacy of transport facility, Price of product in cafeteria, Course handout etc. A pilot study was conducted with a small sample size of 25 to clarify the overall structure the questionnaire. The respondent provided the comment on some variables and confirmed face validity of the variables in the questionnaire. Based on the response of the students, one variable (University fees) has been deleted. The researcher also checked the reliability of the data. The Cronbach’s alpha value of the 35 variable was .979, which shows that the data is reliable in nature.

**Analysis of Empirical Results**

**Demographic Profile of the Respondents**

A demographic profile of the respondent is given below in Table 3. It is clear that 76.86 per cent respondent are male and 23.14 per cent are female, 97.53 per cent respondent are in the age group of 19- 21 years, 2.47 per cent are in the age group of 21-23 years. 97.53 per cent of students want to pursue any graduation (10+2+3) course and 2.47 per cent respond want to pursue any post-graduation (10+2+3+2) course. All the respondents are from 7 different state of India, the per cent analysis is like- Andhra Pradesh: 1.77, Bihar: 0.35, Jharkhand: 0.18, Karnataka: 95.76, Kerala: 0.88, Maharashtra: 0.35, Uttar Pradesh: 0.18, West Bengal: 0.53.

**Table 3**:

**Demographic Profile of the Respondents**

|  |  |  |
| --- | --- | --- |
|  | **Frequency** | **Percentage** |
| **Gender** | | |
| FEMALE | 131 | 23.14% |
| MALE | 435 | 76.86% |
| **Total** | **566** | 100% |
| **Education** | | |
| Graduation | 552 | 97.53% |
| Post-Graduation | 14 | 2.47% |
| **Total** | **566** | 100.00% |
| **Age in Years** | | |
| **18-21** | **552** | 97.53% |
| **21-23** | **14** | 2.47% |
| **Total** | **566** | 100.00% |
| **State** | | |
| Andhra Pradesh | 10 | 1.77% |
| Bihar | 2 | 0.35% |
| Jharkhand | 1 | 0.18% |
| Karnataka | 542 | 95.76% |
| Kerala | 5 | 0.88% |
| Maharashtra | 2 | 0.35% |
| Uttar Pradesh | 1 | 0.18% |
| West Bengal | 3 | 0.53% |
| **Total** | **566** | **100.00%** |

**Source:** Authors.

**Exploratory Factor Analysis:**

The research has used exploratory factor analysis (EFA) with a varimax rotation and was conducted on the 32 variables to find out the major factors that affect the students to select the University for their Study. All factors with eigenvalues greater than one are reported. The Kaiser- Mayer- Olkin (KMO) measure is an indicator of suitability of the data for factor analysis. It is the ratio of the sum of the squared correlation for all variable in the analysis to the squared correlation of all variable plus the sum of the squared partial correlations for all variables. The denominator of this ratio increases with the variation that is unique to pairs of variables (partial correlation), making the value of KMO less than 1. Small value of KMO indicate that factor analysis may not be appropriate for this data (Table 4). (Kaiser, 1974) suggests that values of 0.09 or higher are great (in this case, it is 0 .983), and value below 0.5 are unacceptable. The Bartlett’s test of sphericity shows the significance level. Both these measures confirmed that sample was adequate to proceed for the factor analysis.

|  |  |  |
| --- | --- | --- |
| **Table 4**. KMO and Bartlett’s Test | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .983 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 55289.062 |
| df | 595 |
| Sig. | .000 |

**Source:** Author’s own findings

There were three factors that were extracted by using the principal component methods explaining 65.77 per cent total variations (Table 5). The principle component matrix was rotated and a factor loading above 0.05 was used for naming the three factors. The rotated component matrix is presented in Table 6.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 5.** Total Variance Explained | | | | | | |
| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
| Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 20.017 | 57.193 | 57.19 | 20 | 57 | 57.19 |
| 2 | 1.958 | 5.595 | 62.79 | 2 | 5.6 | 62.79 |
| 3 | 1.045 | 2.986 | 65.77 | 1 | 3 | 65.77 |
| 4 | 0.941 | 2.689 | 68.46 |  |  |  |
| 5 | 0.731 | 2.089 | 70.55 |  |  |  |
| 6 | 0.67 | 1.916 | 72.47 |  |  |  |
| 7 | 0.589 | 1.682 | 74.15 |  |  |  |
| 8 | 0.534 | 1.527 | 75.68 |  |  |  |
| 9 | 0.521 | 1.49 | 77.17 |  |  |  |
| 10 | 0.465 | 1.328 | 78.49 |  |  |  |
| 11 | 0.455 | 1.301 | 79.79 |  |  |  |
| 12 | 0.44 | 1.256 | 81.05 |  |  |  |
| 13 | 0.427 | 1.219 | 82.27 |  |  |  |
| 14 | 0.402 | 1.15 | 83.42 |  |  |  |
| 15 | 0.396 | 1.131 | 84.55 |  |  |  |
| 16 | 0.379 | 1.082 | 85.63 |  |  |  |
| 17 | 0.37 | 1.056 | 86.69 |  |  |  |
| 18 | 0.363 | 1.038 | 87.73 |  |  |  |
| 19 | 0.338 | 0.966 | 88.69 |  |  |  |
| 20 | 0.327 | 0.933 | 89.63 |  |  |  |
| 21 | 0.317 | 0.907 | 90.53 |  |  |  |
| 22 | 0.304 | 0.868 | 91.4 |  |  |  |
| 23 | 0.29 | 0.829 | 92.23 |  |  |  |
| 24 | 0.279 | 0.797 | 93.03 |  |  |  |
| 25 | 0.256 | 0.733 | 93.76 |  |  |  |
| 26 | 0.255 | 0.729 | 94.49 |  |  |  |
| 27 | 0.24 | 0.686 | 95.17 |  |  |  |
| 28 | 0.232 | 0.662 | 95.84 |  |  |  |
| 29 | 0.228 | 0.652 | 96.49 |  |  |  |
| 30 | 0.225 | 0.644 | 97.13 |  |  |  |
| 31 | 0.218 | 0.622 | 97.75 |  |  |  |
| 32 | 0.211 | 0.603 | 98.36 |  |  |  |
| 33 | 0.199 | 0.569 | 98.93 |  |  |  |
| 34 | 0.194 | 0.556 | 99.48 |  |  |  |
| 35 | 0.182 | 0.519 | 100 |  |  |  |

**Source:** Author’s own findings

**Table 6:**

**Rotated Component Matrix**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rotated Component Matrixa** | | | | |
| **Variables** | Code | Component | | |
| **Factor 1** | **Factor 2** | **Factor 3** |
| Quality of teaching | VAR00030 | 0.752 |  |  |
| Personal and professional skill (Grooming) | VAR00019 | 0.751 |  |  |
| Faculty advice after class hour | VAR00009 | 0.743 |  |  |
| Timely first aid support in emergency | VAR00028 | 0.741 |  |  |
| University Brand Equity | VAR00026 | 0.732 |  |  |
| Quality of Lab Equipment | VAR00021 | 0.731 |  |  |
| Adequacy Library timing for project and assignment | VAR00029 | 0.716 |  |  |
| Responsiveness of Medical centre | VAR00020 | 0.715 |  |  |
| Course details in Program Regulation | VAR00014 | 0.702 |  |  |
| Class room orientation session | VAR00016 | 0.696 |  |  |
| Class room cleanliness and hygiene | VAR00025 | 0.687 |  |  |
| Course handout | VAR00013 | 0.685 |  |  |
| Overall environment and ambience | VAR00008 | 0.681 |  |  |
| Communication to Students regarding attendance and performance | VAR00010 | 0.681 |  |  |
| University examination system | VAR00015 | 0.678 |  |  |
| Relevance of academic program | VAR00017 | 0.671 |  |  |
| Faculty support to student | VAR00004 | 0.654 |  |  |
| Library resources | VAR00002 | 0.642 |  |  |
| Safety and security in Campus | VAR00006 | 0.636 |  |  |
| Space outside classroom | VAR00005 | 0.613 |  |  |
| Admission team information correctness | VAR00027 | 0.606 |  |  |
| Efficiency of registration Team | VAR00035 | 0.508 |  |  |
| Club event to show case the student talent | VAR00022 | 0.488 |  |  |
| Hostel food quality and nutrition | VAR00023 |  | 0.801 |  |
| Comfortable accommodation in Hostel | VAR00032 |  | 0.794 |  |
| Hostel staff attitude during emergency | VAR00034 |  | 0.79 |  |
| Hostel accommodation(Hygiene and cleanliness) | VAR00018 |  | 0.755 |  |
| Sport facilities in University | VAR00024 |  | 0.584 |  |
| Inter or Intra University sport facility | VAR00031 |  | 0.551 |  |
| Drinking water in campus | VAR00033 |  | 0.526 |  |
| Quality food in Cafeteria | VAR00003 |  |  | 0.69 |
| Price of product in cafeteria | VAR00012 |  |  | 0.66 |
| Feedback Channel | VAR00001 |  |  | 0.56 |
| University transport facility | VAR00007 |  |  | 0.55 |
| Efficiency and adequacy of transport facility | VAR00011 |  |  | 0.54 |

**Source**: Author’s own findings

The researcher then rotates the resulting factors by the varimax method to know the interpretation of the result. The extracted factors, the variables under each and the interpreted name of for each are presented in **Table 7.** As can be seen that the first factor, that is academic includes quality of teaching, availability of personal and professional skill class, faculty advice after class hour, timely first aid support in emergence, university brand equity, quality of lab equipment, adequacy of library timing for project and assignment, Responsiveness of Medical centre, Course details in Program Regulation, Class room orientation session, Class room cleanliness and hygiene, Class room cleanliness and hygiene, Course handout, Overall environment and ambience of the university,

The second factor, that is, facilities includes hostel hygiene and cleanliness, comfortable accommodation in hostel, hostel stuff’s attitude during emergency, sport facilities, inter and intra university sports,

**Table 7:**

T**hree Major Factors That Influences Students to Select Private University.**

|  |  |  |
| --- | --- | --- |
| **Factor 1: Academic** | **Factor 2: Synergy** | **Factor 3: Value added** |
| * Quality of teaching | * Hostel food quality and nutrition | * Quality food in Cafeteria |
| * Personal and professional skill(grooming) | * Comfortable accommodation in Hostel | * Price of product in cafeteria |
| * Faculty advice after class hour | * Hostel staff attitude during emergency | * Feedback Channel |
| * Timely first aid support in emergency | * Hostel accommodation (hygiene and cleanliness) | * University transport facility |
| * University Brand Equity | * Sport facilities in University | * Efficiency and adequacy of transport facility |
| * Quality of Lab equipment | * Inter or Intra University sport facility |  |
| * Adequacy of library timing for project and assignment | * Drinking water facility |  |
| * Responsiveness of Medical centre |  |  |
| * Course details in Program Regulation |  |  |
| * Class room orientation session |  |  |
| * Class room cleanliness and hygiene |  |  |
| * Course handout |  |  |
| * Overall environment and ambience |  |  |
| * Communication to Students regarding attendance and performance |  |  |
| * University examination system |  |  |
| * Relevance of academic program |  |  |
| * Faculty support to student |  |  |
| * Library resources |  |  |
| * Safety and security in Campus |  |  |
| * Space outside classroom |  |  |
| * Admission team information correctness |  |  |
| * Efficiency of registration Team |  |  |
| * Club event to show case the student talent |  |  |

**Source:** Prepared by author.

**Scale Development and its Reliability Test**

For reliability of the data, Cronbach’s alpha was calculated for each latent factor, and the resulting alpha values were high and sufficient as shown in Table 6(from 0.864 to .977) (Peterson, 1994). Hence the reliable coefficients indicate a fair degree of internal consistency of each factor.

|  |  |  |
| --- | --- | --- |
| **Table 8.** Reliability Test | |  |
| **Sl. No** | **Factors** | **Cronbach's Alpha Value** |
| 1 | Academic | 0.977 |
| 2 | Synergy | 0.92 |
| 3 | Value Added | 0.864 |

Source: Author’s own findings

**Managerial Implications**

Private University have always been subject to choice of students. Satisfaction of students’ needs, in fact, provide a rationale of university existence. Therefore, students’ behavior lies at the centre of private university’s marketing activities, and this knowledge is vital for any Private University’s growth and success. This research also help any private university to give a guidance how they should position themselves in the market place.

There are number of implications coming out from this research which will contribute to the private university for marketing activities. A few paramount implication of this research study are outlined as follows:

1. The finding in this study will help any private university to understand the students’ behavior to select any private university for their study.
2. For the existing private university, it will be a guideline for the administrator to work on the identified factors for more students’ satisfaction.
3. This research would be guideline for the young entrepreneur who want to start a university and which factor they should give more focus for the success of the university.
4. The findings of this study also indicate that it will be more useful for the private university administrator to take a note of the result and formulate differentiate competitive strategy to attract the more number of students in the university campus.
5. This research also find out that hostel facilities play an important role for the private university.
6. This article has proposed a model **(figure 1)** for the private university administrator with respect to the factors driving students’ choice to select the private university

**Conclusion**

It is seen that there are two broad factors which drive the student to select the private university. They are academic factor and facility factors. These broad factors have various sub-factors which have been mentioned in Table 5. Private university administrator must be aware that students’ determining factor for private university selection can influence the students’ perception about the university.

**Academic Factor**

**Synergy Factor**

Private University Selection by the students

**Value Added Factor**

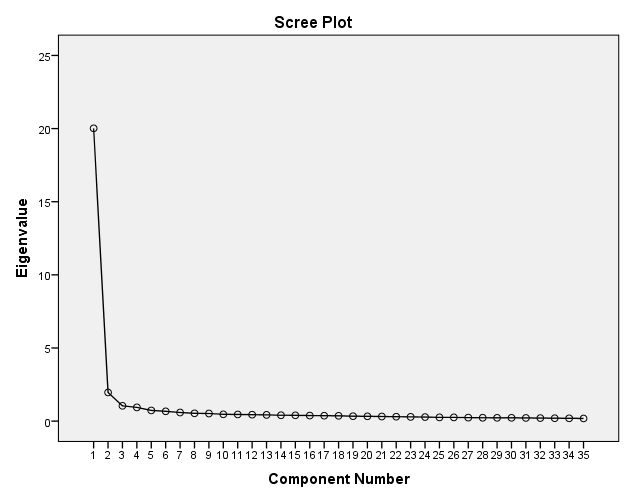
**Fig 1**

**Source**: Prepared by author

To promote the university among the students’, marketer of the university should work on broadly factors like academic. Through better faculty support after class hour, proper up to date information regarding attendance and performance of the students, safety and security inside the campus, quality of lab equipment, overall ambience of the university, class room orientation, library resource, University examination system etc., academic factor can be achieved. While considering the academic factor of the private university, some other important consideration (synergy factors) associated with facilities factors like hostel accommodation(hygiene and cleanliness), comfortable accommodation in hostel, hostel staff attitude during emergency, sport facilities in university, Inter or Intra university sport facility, drinking water facilities also should be taken along with value added service like cafeteria in campus with price sensitivity, good feedback channel, transport facilities( value added factors).

**Acknowledgements**

The authors are grateful to the editors and anonymous referees of the journal for their extremely useful suggestions to improve the quality of this article. Usual disclaimers apply**.**



**Figure.** Confirmation of factors based on Eigenvalue more than one

**Source:** Prepared by authors**.**

# References

Bowers, T. a. (1973). Fcators underlying college choice by students and parents. *Journal of College Students Personel, Vol 13, No 3*, 220-224.

Chapman, R. (1986). Towards a theory of college selection: a model of college search and choice behaviour. *Advances in Consumer Research,* , pp.246-50.

Coccari, R. a. (1995). Analysis of Students' needs in selecting a college or university in a changing environment. *Journal of Marketing for Higher Education*, pp. 27-39.

Cubillo, J. S. (2006). International students' decision- making process. *International Journal of Educational Management, Vol. 20*, pp. 101-115.

Farr, M. (2003). Extending' participation in higher education-implications for marketing. *Journal of Targetting, Measurement and Analysis for Marketing, Vol 11, No.4*, pp. 314-25.

Harvey, J. a. (1996). Marketing schools and consumer choice. *International Journal of Education Management, Vol. 10 No.4*, pp.26-32.

Hayes, T. (1989). How students choose a college: a qualitative approach. *Journal of Marketing for Higher Education*, pp 19-27.

Jarvis, P. (2000). The changing University: meeting a need and needing to change. *Higher Education Quarterly. Vol. 54 No. 1*, pp. 43-67.

Joseph, M. a. (2000). Indonesian students' perception of choice criteria in selection of a tertiary institution: strategic amplications. *The international journal of Educational Management, Vol. 14 No.1*, pp. 40-4.

Kaiser, H. (1974). An index of factorial simplicity. *Psychometrika, Vol. 39, No. 1*, 31-36.

Litten, L. a. (1989). In the eyes if our beholders: some evidence on how high-school students and their parents view quality in colleges. *Journal of Higher Education, Vol. 60 No.3*, pp. 302-24.

Moogan, Y. B. (1999). Decision making behaviour of potential higher education students. *Higher Education Quarterly, Vol. 53 No.3*, pp 211-28.

Moris Triventi, P. T. (2012). Does Graduating from a Private University Make a difference: Evidence from italy. *European Journal of Education, Vol.47. No.2*, pp.

Newell, S. T. (1996). Investigating the undersraduate students decision- making process of selecting a business specialisation: a comparison of marketing and non marketing business students. *Journal of Marketing Education*, pp.57-67.

Peterson, R. (1994). A meta-analysis of Cronbach's coefficient alpha. *Journal of consumer research, Vol. 21, No. 2*, 381-391.

Santoro, M. a. (2002). Firm size and technology centrality in industry- university interactions. *Research Policy, Vol.31*, pp.1163-80.

Soutar, G. a. (2002). Students' preferences for university: a conjoint analysis. *The International Journal of Educational Management, Vol.16, No.1*, pp.40-5.

Strasser, S. O. (2002). Selecting a business college major. *Mid- American Journal of Business, Vol.17 No.2*, 47-56.

Vaughn, R. O. (1978). Understanding university choice: a multi- attribute approach. *Advances in Consumer Research*, PP.26-31.