



College of Business and Economics

School of Commerce

The Effect of Marketing Mix Elements on Students' Choice of Private Universities: The Case of St. Mary's University

By: Tsega Aynalem

**A Research Thesis Submitted In Partial Fulfillment of the
Requirements for the Award of Master Degree of Marketing
Management**

Advisor: Mesfin Workneh (PHD)

Addis Ababa University School of Commerce

Addis Ababa, Ethiopia

June, 2020

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Statement of Declaration

I, the undersigned, declare that, this research paper is my original work, PREPARED UNDER Guidance of Dr. Mesfin Workneh. All resources and materials used here in have been duly acknowledged. The researcher further confirms that the paper has never been presented in this or any other university.

Name: Tsega Aynalem

Signature: _____

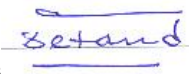
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**CERTIFICATIONADDIS ABABA UNIVERSITYSCHOOL OF GRADUATE
STUDIES**

This is to certify that the thesis prepared by Tsega Aynalem, entitled “**The Effect Of Marketing Mix Elements On Students’ Choice Of Private Universities: The Case Of St. Mary’s University**” and submitted in partial fulfillment of the requirements for the award of the Degree of Master of Arts (Marketing Management) compiles with the regulations of the University and meets the accepted standards with respect to originality and quality. Approved by the Board of Examiners:

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Abstract

The study of service marketing is very essential in the field of marketing as it helps firms to construct a smarter marketing strategy by getting an insight about what affect the decision making of Customers. The purpose of this study is to identify the marketing mix elements that affect students' choice of Private University. A quantitative research approach was implemented. Moreover, a descriptive & explanatory research designs were used for this study. Target population of this study is regular and extension students of St. Mary's University during the study period. A questionnaire derived from previous studies and the relevant literature is completed by 297 students of St. Mary's University, Addis Ababa. Correlation analysis assessed the relationship between Marketing mix elements and student university choice and multiple regression analysis assessed the influence of Marketing mix elements on students' university choice. The findings confirmed that there is positive and significant relationship between all marketing mix elements (Program, Price, Place, Promotion, Process, Physical Facilities and People) and student university choice in St. Mary's University. In addition this study identified program, Place, promotion and process has significant influence on student university choice. Therefore, it is concluded that the Program, Place, Promotion and process of St. Mary's University are as per the need and requirement of customers. And Private universities should pay special attention to conduct marketing strategies which relate these identified factors.

Key words: Marketing mix, Program, Price, Place, Promotion, Process, Physical Facilities and People

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Abbreviations /Acronyms

ANOVA:	Analysis of Variance
ESDP:	Education Sector Development Program
ETP: -	Education and Training Policy
HI:	Higher education
MOE:	Ministry of education
SPSS:	Statistical Package for Social Sciences
VIF:	Variance Inflation Factor

CHAPTER ONE

1. Introduction

This chapter presents background of the study, statement of the problem, research questions and objectives of the study, scope, limitation and organization of the study.

1.1. Background of the study

Higher education plays a significant role in the development of a nation. In addition to providing qualified and skilled man power, it also increases the social, political, and cultural awareness of a society. To achieve the desired social and economic growth many countries in the world are making significant investment to expand and upgrade their education system (Pokhrel, 2015).

To guide the development of the education sector, the Government of Ethiopia prepared the 1994 Education and Training Policy (ETP). The ETP was prepared to guide implementation of various strategies to address the poor performance of the education sector measured by a number of indicators such as low primary enrolment rates, high dropouts, limited access to secondary school and training centers, few higher education institutions, and large regional disparity which were the defining characteristics of the education sector in the 1990s. The policy aimed at the provision of basic education for all, produce a skilled manpower to cater to the growing demands of skills in the economy, develop a curriculum that produces citizens that respect human rights and stand up for their rights, and enhance creativity and productivity of citizens.

The 1994 ETP outlines the requirements for kindergarten, primary education, and secondary education as well as vocational trainings. The key priority areas identified by the policy were changing the curriculum and preparations of supporting education materials, focus on teacher trainings and overall professional development of teachers, and change the educational organization and management.

To implement the ETP, the Education Sector Development Programs (ESDP), periodically rolling programs, were implemented in several phases. To date five ESDPs have been implemented. The various ESDPs implemented are ESDP-I (1997/8 – 2001/02), ESDP-II (2000/01-2004/05), ESDP-III (2005/06-2009/10), ESDP-IV (2010/11-2014/15), and ESDP-V (2015/06 – 2019/20). The ESDPs were aligned to the national development plans. Higher education was introduced into Ethiopia back in the mid-1960s. The Ethiopian government has showed enormous and continued commitment to expanding evenhanded access to quality and pertinent higher education in the past decade. The number of public higher education institutions has increased and Private higher education institutions have also expanded, reaching 98 institutions in total, accommodating around 15% of all student enrolment by the end of the ESDP IV period (FMOE, 2015).

The continuous increasing demand for competent human resource by the corporate sector also induces more pressure on higher education institutions to produce highly acclaimed professional. According to a marketing concept of Schiffman & Kanuk (2010), identifying the needs and wants of specific target markets and delivering the desired satisfactions better than competitors is key for the success of companies. A version of marketing mix specifically designed for higher institutions have also been developed by Kotler and Fox (1995).

Higher Education Institutions (HEIs) respond to competitive pressures by enhancing service delivery and improved governance (Mok, 2007). With the rise of competition in the higher education sector comes a change in attitude of public and private universities on how they regard and treat their students. They started to view students as consumers, as a result of which they began to market their institutions in an intensive manner. According to Kotler (1999) the use of marketing mix is the means, by which the firm attempt to inform, persuade, and remind consumers – directly or indirectly – about the products or services and the brands they offer. This marketing mix consists of seven marketing tools, “7Ps”: ‘program, price, place, promotion, processes, physical facilities and people.’

The increasing number of private universities and the changing demands of prospective students for the attributes and performance of the education services will stimulate an increase in the intensity of competition among private universities. This is a potential reason why some universities are chosen by so many students and others continue having only small number of students. So the factors that contribute more for students to choose a university are going to be the purpose of this study.

Different studies regarding factors affecting student college choice were conducted in different countries. A study in Ghana found that, courses offered, high caliber 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 (Poku, 2014).

A study in universities of Sweden indicated that the marketing mix elements have a positive impact in the students' choice of a university and concluded that the place, price, program, Promotion, people and Physical Evidence are directly related to the student's choice of the higher education (Kwang, 2019).

The study marketing factors that affecting student's decision of choosing higher education institution in the South-northeastern region of Thailand found that product, price, distribution channels, people and physical evidence have relationship with institution type of selection at 0.05 significance level but process of service providing has none relationship with any institution types of selection (Sehanate, 2017).

A study conducted in Botswana found out those academic programs, institutional reputation, advertising, career fairs, staff quality, employment prospects of graduates from the institution had a very high influence. In contrast, factors like tuition fees, scholarship award opportunities and campus visits did not have a very high influence on the decision by students to choose Botho University as an institution to study at (Rudhumbu, 2017).

Currently there are 245 Private universities, university colleges and colleges in Ethiopia containing 257,242 students in regular, extension and distance Education programs out of

which 68 Institutions are in Addis Ababa city (HERCA, 2019). St. Mary's University is one of leading private universities in Addis Ababa.

St. Mary's University (SMU) is an offshoot of an identically named Language School established in 1991 in Addis Ababa, Ethiopia. When St. Mary's University was established back in 1998, its head office was based in Hawassa and had a branch in Addis Ababa. It was established under St. Mary's University General Educational Development PLC. St. Mary's University started operation back in 1991 with three fields of study - Accounting, Law, and Marketing. The first batch students were 70 in number (33 in Hawassa campus, and 37 in Addis Ababa). Currently 8,637 regular, extension and post graduate students and more students remotely are continuing their education in St. Mary's University. The university gives Undergraduate Degree Program Regular/Extension, Undergraduate Degree Program (Open and Distance Learning), Regular post graduate programs, and short term Trainings. Most of the regular and extension programs are offered at Mexico Campus which is main campus. But currently there are also more than 140 coordinating centers of distance education throughout the country (SMU, 2019). Studying the factors that affect student choice of higher education give a useful insight into understanding ways of making the education system demand-driven that prepares graduates fare better in the labor market after graduation.

1.2. Statement of the problem

The ultimate decision making process in choosing the best higher education is essential as every student wants quality education (Yusuf et al., 2017). By nature, human beings share similar needs, although their behaviors, through which individuals choose to satisfy those needs, may greatly vary (Glasser, 1998).

In order to survive and to achieve a sustainable competitive advantage, higher education institutions should use a marketing framework and should satisfy the need of their customers by adding value (Hoyt and Brown, 2003; Kotler and Fox, 1995). This can be attained by applying effective marketing mix tools to influence the demand for the services that the university offers (Ivy, 2008).

Kotler and Fox (1995) suggested that marketing is relevant to higher education institutions because it brings benefits to the institution, includes: greater success in fulfilling the institution's mission, improved satisfaction enhanced marketing resource attraction and enhanced efficiency of marketing activities. Deciding to enroll in higher education is a complicated process that the decision to enroll in further education is a complex process that is the result of various perspectives and countless factors (Brennan, 2001).

Factors influencing student choice to join private university were studied in different countries and found similar but not exactly the same results. A study in universities of Sweden found out that the marketing mix elements have a positive impact in the student's choice of a university. Among the factors directly related to student choice of HE includes promotional mix, price, place, people, physical evidence, and the program itself (Kwang, 2019). This study is in line with study in Thailand which found that product, price, distribution channels, people and physical evidence have relationship with institution type of selection at 95% confidence interval. But the study in Thailand concluded that process of service providing has no relationship with any institution types selection (Seehanate, 2017).

A study conducted in Botswana found out those academic programs, institutional reputation, advertising, career fairs, staff quality, employment prospects of graduates from the institution had a very high influence. In contrast, factors like tuition fees, scholarship award opportunities and campus visits did not have a very high influence on the decision by students to choose Botho University as an institution to study at (Rudhumbu, 2017).

Currently, due to instability of different public Universities in Ethiopia the number of students enrolling private university is getting higher and with the growth and intense competition in Private higher education sector the marketing factors that affect students to choose universities are not studied yet. It is important for students or concerned bodies who want to know what services are given in St. Mary's University and why students choose it. To the university knowing how the students choose their university is very

important whether to continue as before or if there are some gaps that the university has to fill or amend. Generally knowing these factors uses to the policy makers of the university to continue competent in the higher education market.

1.3. Research question

General research question

What are the factors that influence students' choices in the selection of private Higher Education?

Specific research questions

1. How does program affect the students' choice of university?
2. To what extent does price affect the students' choice of university?
3. How does place affect the students' choice of university?
4. To what extent does promotion affect the students' choice of university?
5. How does process affect the students' choice of university?
6. To what extent do physical facilities affect the students' choice of university?
7. How do people affect the students' choice of university?

1.4. Objectives of the study

To address the research questions raised above, the proposed research sets the following objectives

1.4.1. General Objective

The General objective of this research is to identify the marketing mix factors that influence students' choice of a private higher education institution.

1.4.2. Specific Objectives

This research has the following research objectives:

1. Identifying the effect of program on students' choice of University
2. Identifying the effect of price on students' choice of University
3. Identifying the effect of place on students' choice of University
4. Identifying the effect of promotion on students' choice of University

5. Identifying the effect of Process on students' choice of University
6. Identifying the effect of physical facility on students' choice of University
7. Identifying the effect of people on students' choice of University

1.5. Significance of the Study

The results of this study are expected to be useful for students, Universities and policy makers. It could greatly assist high school students to have better understanding on the factors that influence students' decision and in what factors should focus while choosing University to pursue their advanced studies in private universities. This study also let students know why students choose the particular university.

For new higher education institutions it helps to develop effective recruitment strategies for college administrators responsible for recruitment policy because universities need to have a clear understanding of how and why the students choose a higher education institution. This study help Universities to easily identify the marketing mix elements that greatly affect students' choice of University so that they can improve the weak sides they have. It can also be used by Universities to improve their competitiveness in terms attracting students in the higher education Market and increasing profits. It will also help the higher education system to be demand-driven. Such studies can also help policy makers in designing education policies and strategies. Finally, the study can be used as reference for future researchers.

1.6. Scope of the study

The scope of the present study was restricted to private universities in Addis Ababa. Since its major objective is to identify factors that influence student choice to enroll in private higher education institutions, the scope was limited to students of private universities.

This study attempted to show the main factors that affect the student choice of private university. To achieve this aim, the study identified which and how the service marketing factors, namely, *program, price, place, promotion, process, physical evidence* and *people* influence a student choice of private universities in Addis Ababa.

Specifically data was collected from the students of private university learning different programs and in different educational year. By distributing structured questionnaires related with the main variables the researcher wanted to touch within convenient time for the respondents.

1.7. Limitation of the Study

The key limitation of this study is its focus on the service marketing factors that influence student choice of university which may not be relevant for public universities in Ethiopia as joining Public University is not a matter of choice solely. Hence, implications of this study are related to the private higher education sector.

The other limitation is due to the Corona Virus pandemic all students cannot be contacted and the data collection may suffer from selection bias as some respondents couldn't reply to the request to be part of the study due to internet issues. Hence, there may be issues with representativeness (randomness) of the sample. However, while not a nationally representative sample, it provides sufficient variation and valuable information for analysis.

1.8. Definition of terms

Marketing Mix: Marketing mix is defined as the tactical, controllable marketing variables a business combines to produce the services its constituent desire (Hayes, 2009).

University: Is an institution of higher education and research, which awards academic degrees in various academic disciplines (Wikipedia, 2020).

Program: Is all the courses and services that the university makes available. That is, specific courses, the course duration, the certificate issued and the books taught in the institution (Kotler and Fox, 1995).

Price: for students, include monetary cost and other cost, example effort cost, psychological and time costs (Kotler and fox, 1995). Soedijati and Pratminingsih (2011) defined as it involved all issue about tuition fee and other related payments.

Place: Is the system of delivering the program; that is, the making the product available and accessible in terms of time and physical- geographical distribution of the learning and teaching (Kotler and Fox, 1995).

Promotion: Is all the methods that universities use to deliver information on its offerings, advertisement, publicity, public relations and sales promotions to their target markets (Ivy, 2008).

Process: This includes all the administrative functions of the University; these would include enrolment, recording of marks, examining and assessment, the method of teaching, Social events the institute organizes (Kotler and fox, 1995).

Physical facilities: Refers to the physical location of the institution and what the institution looks like, for example the appearance of the building, furnishings, the teaching and learning equipment , and other facilities (Kotler and fox, 1995).

People: Refers to school staffs that provide services to students (Kotler and fox, 1995).

1.9. Organization of the study

The content of this research have five chapters. The first chapter includes the research background, statement of the problem and research questions, objective of the study, significance of the study, scope and limitations of the study and organization of the study. The second chapter is followed by the discussion of theoretical and empirical reviews related to the area of the study. In the third chapter which outlines the research design, participants of the study, the data source, data collection, analysis techniques and procedures has described. The fourth chapter deals with data analysis, result, interpretation and discussion of the findings. Finally, in the last chapter; summery, conclusion and recommendations is provided.

CHAPTER TWO

2. Review of related literature

This chapter presents the theoretical reviews, empirical reviews and the conceptual framework of the study.

2.1. Theoretical Review

There are four special service characteristics that education as a service should consider when designing marketing programs: intangibility, inseparability, variability, and perishability. Kotler & Armstrong (2012) stated the 4 characteristics as follows:

Service intangibility: - Refers to the intangible nature of services in the sense that services cannot be seen, tasted, felt, heard, or smelled before they are bought.

Service inseparability: - Refers to the characteristics that services cannot be separated from their providers, whether the providers are people or machines.

Service variability: - Refers to the quality of services that in turn depend on when, where, how services are provided and who provides them.

Service perishability: - Refers to the property that services cannot be stored for later use or sale.

In the absence of ownership, customers usually derive value from a service of any tangible elements. The need for learning, acquiring knowledge, providing an intangible benefit (increment in knowledge, professional expertise, and skills) can be fulfilled by education as a service. In addition, customers are often actively involved in helping to create the service product by helping themselves or by cooperating with the service personnel and they have to be physically present to receive services. And since services are perishable they cannot be stored like physical product. Educational market has become more dynamic and complex in the last few years. There are many market forces that shape the educational environment. With the purpose of gaining competitive

advantage in mind, many universities are applying marketing theories and concepts to practice (Hemsley–Brown & Oplatka, 2006).

2.1.1. Marketing Mix Model

Businesses refer to the controllable marketing variables that they utilize to produce services clients desire as marketing mix (Hayes, 2009). The underlying conceptual framework adopted for this paper is the concept of the *marketing mix* in higher education, particularly on what Kotler & Fox (1995) have described as the *7Ps model*. These are product, price, place, promotion, processes, physical evidence and people. Moreover, Kotler & Fox (1995) developed a version of the marketing mix specifically for higher education, where product was replaced with program. There are other suggestions of the elements of marketing mix by Ivy and Naude (2004) “*7Ps*” and Ivy (2008) these are “*7Ps*”, *program, prospectus, price, prominence, people, promotion, and premiums*. Since both models have similar component elements but they are grouped differently only the Kotler & Fox (1995) Model is discussed here.

1. Program

The first element within the marketing mix is ‘program’. The difficulty to choose what program to offer and the way to structure and style it within the institutional marketing strategy has been addressed within the literature by Frumkin et al. (2007). An establishment usually begins by identifying the programs and services being offered and made available to the market and customers, whether or not they are students, companies or grants providers. An establishment also questions whether this program matches customers’ needs. Universities with similar programs will find their markets and public differentiating between them on the premise of their programs and their quality (Kotler & Fox, 1995).

It is only when a student gets into the program after purchase that they can assess the service quality. Marketing of education is often challenging in that educational institutions offer professional services that buyers can’t check before actually purchasing the material (White, 1991).

2. Price

Another essential element of the marketing mix is price. The price strategy is the only strategy capable of directly influencing the incomes of an educational institution. An educational program's tuition fee is influenced by costs, public demand and competitor's price.

Price has a major influence on marketing strategies, because most students and parents are concerned about the financial implications of attending the university (Hemelt & Marcotte, 2011). A potential student can compare university prices and label them as affordable and expensive universities. A deduction of tuition can increase the enrolment of fees-paying students (Barr, 2012). Kotler (1999) believes that the fact that people pay more for skilled and well-reputed doctors and consultants is a pricing strategy. It is a pricing strategy in which whoever has a better offering and/or position can request a higher price.

3. Place

Drummond and Ensor (2005) stress '*place*' is more often described as distribution since it is all about making products available to the target audience. Strydom et al. (2013) also specified that distribution's main objective is getting the right product and service to the right place, in the right quantity, with the right quality and at the best market price in order to provide time and place utility to consumers. Kotler & Fox (1995) described this as a way to avail education in terms of time and physio-geographical distribution of teaching and learning.

How to make programs of higher education institution more accessible and acceptable for students which is the main question concerning the delivery of educational services can be answered by providing the service in different ways like regular programs, extension, weekend, distance education and online learning methods because it is not restricted to the physical and geographical location of an institution, as it stretches with the help of information technology to some virtual limits. El-Khawas (1999) for example, highlights how competition between educational institutions has encouraged to offer alternative ways of delivery or to create niche e-markets. Kotler *et al.* (2002) also suggested that the

'place' of an institution includes a Website that allows customers to download information twenty-four hours a day, seven days a week.

4. Promotion

Higher education needs to communicate its services to the targeted market through 'Promotional' strategies. According to Lamb et al. (2004), the promotional strategies of a HE are planned for optimal use of the promotional elements. Promotion can also be broken down into four distinguished elements as Palmer (2001) described: advertising, sales promotion, public relations and personal selling. Information that higher education institutions provide during admission should be subject to reality. Otherwise, Subsequent efforts to ensure good student experience through valuable teaching experience good support services may not succeed. In an effort to prepare students for their profession HEIs try to ensure correspondence between realities and the communicated image (Voss et al. 2007).

5. Process

A significant component of how customers perceive any service product is how the 'processes' of service delivery functions. Procedures, mechanisms and the flow of activities by which services are consumed are thus an essential element of the services marketing mix (Palmer, 2001). Kotler described processes as a way institutions do business and are related to the whole administrative system (Kotler *et al.*, 2002).

Processes are how things happen in an institution, such as the process of management, enrolment, teaching, learning, social and even sports activities. Unlike to customers of manufactured products processes are of critical concern to high contact services such as education (Palmer, 2001).

6. Physical facility/evidence

The 'physical evidence' is the strategy accountable for a concrete meaning of the educational offer. Physical facilities or evidence includes all of the physical tangible items an institution avails to its customers, ranging from infrastructures, pictures in the brochures, or the university home page. As Kotler & Armstrong (2012) noted, first impression matters because customers often see the buildings and other facilities of

universities first. Further Gibbs and Knapp (2002) add that the physical location of a university contributes greatly to the image of the institution.

For example: technologies used, cleanliness of rooms, carpeting, regular washroom cleaning, library, all this sets a context in which the individual learner comes to understand who he or she is in the context of the learning experience.

7. People

Kotler and Fox (1995) referred to all human actors who contribute to the delivery of a service and provide clues to customers regarding the nature of the service as people. In other words, it refers to all the teaching and administrative staff by which the service is delivered, and customer relations built.

Being an inseparable and intangible the educational service is strongly connected with the people involved in delivering it. Both the teaching staff and the administrative staff are very important in attracting students and in delivering a satisfactory service supportive staff also play a role. Despite the fact that the image and status of academic staff play a role in the recruitment of undergraduate students is open for debate, student perceptions of teaching staff reputations can play an important role in the choice process at a graduate level (Cubillo et al., 2006; Ivy, 2008). An institution should invest on developing its staff when designing a marketing strategy. According to Enache (2011) and Soedijati & Pratminingsih (2011)'s argument, the single most essential factor in service marketing that can influence a potential customer are people. Wright (1999) believes that the success of an institution is more dependent on the attitudes, commitment and skills of the whole workforce, than on any other factor.

2.2. Empirical Review

Studies in Indonesia, Thailand and Sweden have similar results regarding the factors that affect student choice. The following are results obtained on similar studies in different countries. Hypotheses are developed based on the theoretical and empirical reviews.

Program

Soedijati & Pratminingsih (2011) studied the case of private university in Bandung, Indonesia and found that program has significant correlation to student decision making. Similarly, a study by Kwang (2019) focusing on Sweden' indicates that the program is directly related to the students' choice of the HE. A Study in Bowen University in Nigeria indicated that 90% of the respondents chose a university because of variety of programs (Afolabi et al., 2019).

H1: program has positive and significant effect on student choice of university

Price

A study by Soedijati & Pratminingsih (2011) in Bandung, Indonesia' found that Price has significant correlation to student decision making. And a study by Kwang (2019) in two state universities in Sweden' indicated that the price is directly related to the student's choice of the HE. A Study in Bowen University in Nigeria indicated that 98% of respondents chose a university on account of price, discount and sponsorship (Afolabi et al., 2019).

H2: price has positive and significant effect on student choice of university

Place

A study by Soedijati & Pratminingsih (2011) with a title 'the impacts of marketing mix on students' choice of university study case of private university in Bandung, Indonesia' found that place has significant correlation to student decision making. A study by (Kwang, 2019) by a title 'the influence of marketing mix, on the student's choice of university – two state universities in Sweden' indicates that the place is directly related to the student's choice of the HE. A Study by a title 'Marketing Mix, a Therapy for low Enrolment in Private Universities in Nigeria' by Afolabi indicated that 80% of the respondents made their choice decision on account of place (Afolabi et al., 2019).

H3: place has positive and significant effect on student choice of university

Promotion

Constantindes (2012) in the Netherlands studied the impact of social media on study selection and university choice concluded dependence of choice factors on social media use. A study by Kwang (2019) by a title ‘the influence of marketing mix, on the student’s choice of university – two state universities in Sweden’ indicate that the promotion is directly related to the student’s choice of the HE.

A study by Soedijati & Pratminingsih (2011), a case study of private university in Bandung, Indonesia found that Promotion has significant correlation to student decision making. A Study in Universities of Nigeria with a title ‘Marketing Mix, a Therapy for low Enrolment in Private Universities in Nigeria’ showed that 60% of respondents made their choice decision based on promotion (Afolabi *et al.*, 2019).

H4: promotion has positive and significant effect on student choice of university

Process

A study by Soedijati & Pratminingsih (2011) in Bandung, Indonesia found that Process has significant correlation to student decision making. A study Thailand by Seehanate (2017) in found that the process have no influence on student’s decision about type of institution. A study by Kwang (2019) in Sweden indicated that the process is directly related to the student’s choice of the HE. A Study in Universities of Nigeria by a title ‘Marketing Mix, a Therapy for low Enrolment in Private Universities in Nigeria’ by Afolabi showed that 72% of the respondents choose a university for its smooth process (Afolabi *et al.*, 2019).

H5: process has positive and significant effect on student choice of university

Physical facilities

A study by Soedijati & Pratminingsih (2011) with a title ‘the impacts of marketing mix on students choice of university study case of private university in Bandung, Indonesia found that Physical facilities has significant correlation to student decision making. A

study by Kwang (2019) by a title ‘the influence of marketing mix, on the students’ choice of university – two state universities in Sweden’ indicates that the physical facilities are directly related to the student’s choice of the HE. A Study in Universities of Nigeria by a title ‘Marketing Mix, a Therapy for low Enrolment in Private Universities in Nigeria’ by Afolabi showed that 76% of respondents choose a university for its Physical facilities (Afolabi *et al.*, 2019).

H6: physical facilities have positive and significant effect on student choice of university

People

A study by Soedijati & Pratminingsih (2011) in Bandung, Indonesia found that people has significant correlation to student decision making. A study by Kwang (2019) in Sweden indicates that the people are directly related to the student’s choice of the HE. Another Study in Nigeria Universities, by a title ‘Marketing Mix, a Therapy for low Enrolment in Private Universities in Nigeria’ by shows that 84% of stakeholders made their choice decision based on people (Afolabi *et al.*, 2019).

H7: people have positive and significant effect on student choice of university

2.3. Conceptual framework

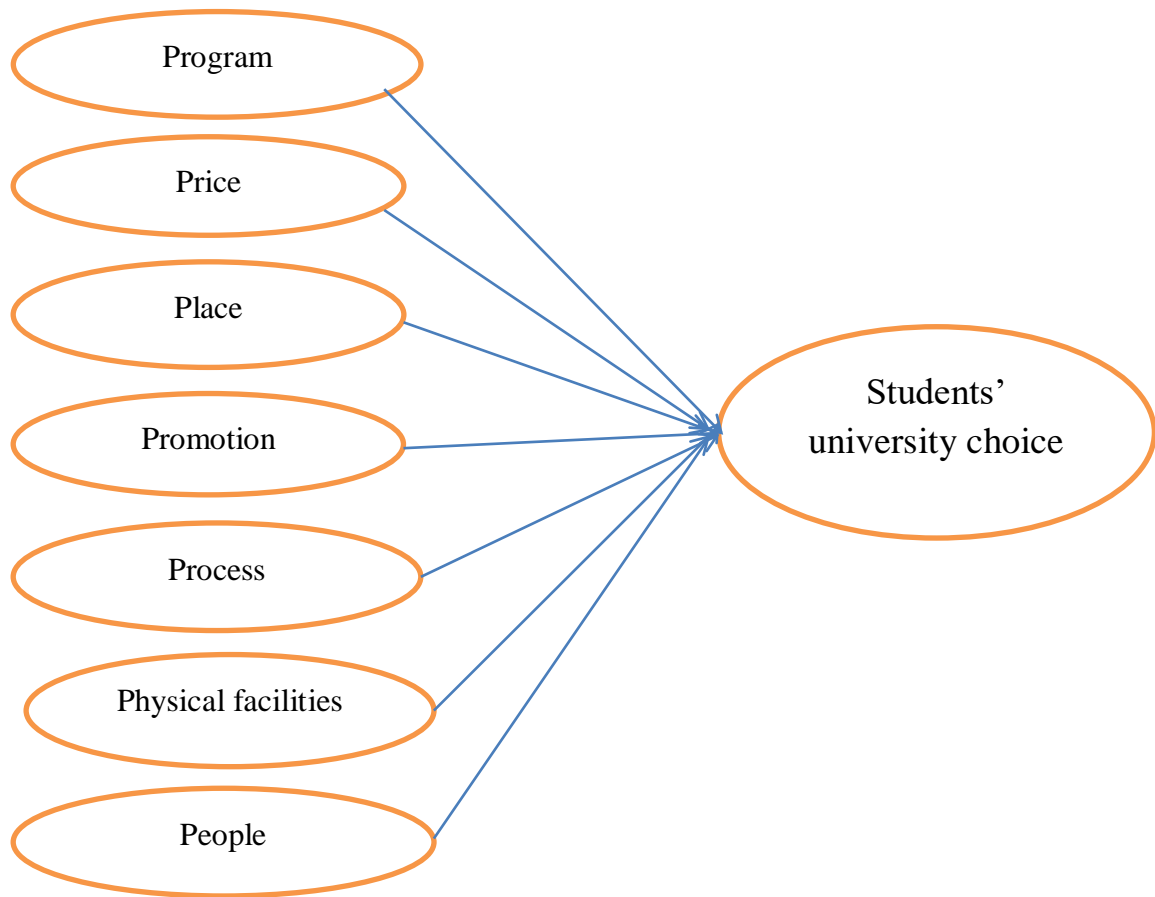


Figure 1: Conceptual frame work on factors that affect student choice of university adopted from Keys of Educational Marketing (Tahir *et al.*, 2017) based on Kotler and Fox (1995) Model

CHAPTER THREE

3. Research methodology

This chapter provides a detailed discussion of the research methodology employed in the current study. Hence, topics related to research design, data type and source, target population, sampling technique and sample size, data collection procedure and method of data analysis was covered. Explanation regarding reliability and validity of the study is also included in this chapter.

3.1. Research Approach

This research used cross sectional study design and is based on quantitative research method. This method deals with use of statistical and econometric tools to address the previously mentioned research questions and to test the constructed hypotheses.

3.2. Research design

This research employed a descriptive and explanatory research design. The descriptive research design is appropriate for this study because it gives detailed description of the findings. Explanatory research type was also applied by empirically testing the hypotheses using data from a university in Addis Ababa, Ethiopia. To accomplish the study objective and to answer the stated research question, descriptive and inferential statistics were employed. Descriptive statistics was used to compute frequency, percentage, mean and standard deviation. Inferential statistics was also used to compute correlation and regression analysis.

3.3. Sampling design

3.3.1. Target population

The target population is the population to which a researcher wants to generalize the result of the study. The target population in this study includes all regular and extension students who enrolled in St. Mary's University during the study period. The study population was proposed to contain selected students in the class rooms of St. Mary's

university in Addis Ababa but due to Covid-19 Pandemic Students cannot be accessible in their class rooms.

Specifically, the data was collected from the Regular and Extension students of St. Mary’s university. The samples of students are from different departments and different level of educational year. Structured questionnaires were distributed using digital means Such as Emails, and social media such as: Telegrams and Viber.

3.3.2. Sampling techniques and Sample size determination

St. Mary’s University was selected purposely because it is one among the pioneer Private higher education institutions in Ethiopia. It is one of the largest private universities in Ethiopia. Sampling frame was used to select samples from each year depending on the number of students. Simple random sampling technique (lottery method) was employed for equal chance of selection and avoiding subjectivity. Students were selected randomly and questionnaires were sent via Telegram to all of them. Simple random sampling which is also referred to as probability sampling, is a method of selecting participants so that every member of the population has an equal chance to be selected (Creswell, 2015). However, selection due to non-response could not be avoided.

The target population was all undergraduate regular and extension students of St. Marys’ University in 2012E.C Academic year, which is total of 7126 students. And the sample size chosen for this paper was based on Krejcie and Morgan (1970) table because it greatly simplified the sample size decision by providing a table that ensures a good decision model and it is suitable for this study. Therefore, from a population of 7126 regular and extension St. Mary’s University students the sample size selected were **364**.

Determining sample size for research activities

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	140	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306

30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Table 1: Sample Size Determination based on Krejcie & Morgan (1970)

Note: “N” is population size

“S” is Sample size

Source: Krejcie & Morgan (1970)

3.4. Source of data

Primary data gathered through structured questionnaires were the sources of data in this research. This primary source of data was collected from under graduate degree students of St. Mary's University.

3.5. Data Collection procedures

In this study cross sectional study survey design with structured questionnaire technique was utilized. This questionnaire asked respondents general and particular inquiries. The general questions were constructed to gather personal and demographic information about the respondents. The specific questions were constructed based on extensive review of the literature on factors affecting students' university choice. The respondents were asked to rate level of influence of the variables on five point Likert scale.

3.6. Validity and reliability analysis

3.6.1. Validity analysis

Internal validity: The quality of data was guaranteed through careful design, pre-testing the questionnaire, close supervision of the data collecting procedures. Before data collection a pre- test was conducted to test the accessibility of the target population, to check if the instrument was able to collect relevant information as desired and to identify potential problem, unsuspected interpretations and cultural objections to any of the questions. 10% of the sample was used from other University students for the pre-test. Appropriate modifications were made after reviewing the pre-test result and overall supervision was made by the principal investigator. Questionnaires were reviewed and checked for completeness, accuracy and validity to clarity by the principal investigator. Content validity of the instrument was tested by being subject to expert opinion. And then Recommendations of experts was incorporated into the final instrument.

External validity: to check the external validity appropriate and representative sample size was taken.

3.6.2. Reliability Analysis

Internal consistency reliability of the instrument was tested using the Cronbach's alpha coefficient (α) after pretest of the measurement. A reliability coefficient that indicates how well the items in a group are positively correlated to one another is called Cronbach's alpha. Cronbach's alpha is calculated with respect to the average inter-correlations among the items measuring the concept. Cronbach's alpha value smaller than 0.60 are thought to be poor; results in the range up to 0.70 are acceptable, and those over 0.80 can be taken as good (Sekaran, 2016).

3.7. Data analysis

This study utilized descriptive and inferential statistics. Inferential statistics include; Correlation and multiple-regression, the most important empirical analysis tools known for this study to test whether the variables of interest have relationship with dependent variable and if they could significantly predict the outcome variable. And then, the study was organized, summarized and analyzed using the statistical Package for social science version 23. SPSS was used for straightforward descriptive data to calculate the mean score of factors and to the advanced statistical producers of correlation, and multiple regressions. The results were presented by using tools such as tables, percentages, averages.

3.8. Ethical considerations

Addis Ababa University ethical review committee reviewed and provided the ethical clearance. In this study the consent was prepared in English. It was written in a simple language that any student can understand. The university students were provided with informed consent.

The confidentiality of each study subject in sampled client information was assured. All individuals had the right to refuse participation.

CHAPTER FOUR

4. Results and Discussions

4.1. Introduction

In this chapter, the data collected from students are summarized and analyzed to achieve the objectives set out in the study. This chapter attempts to analyze and discuss the data collected using appropriate statistical technique mentioned in chapter three. It addresses the research question raised in chapter one and testes the hypothesis postulated based on the literature in the second chapter. The first part of this chapter reports the demographic characteristics of the respondents. The second and main part of the chapter analyzes the data collected using the structured questions.

As discussed in preceding chapters, the data were gathered through structured questionnaire and contains closed ended questions based on the five point Likert scale to measure the effect of marketing mix elements on student university choice. Based on the sample size, 297 questionnaires were considered to the data analysis. The analysis involves the use of statistical procedures including basic descriptive figures and in order to substantiate the relationship between the independent and dependent variables, correlation and multiple regression analysis were conducted using SPSS ver. 23.0.

4.2. Reliability test result

Cronbach's alpha was computed and is equals 0.929 for the whole questionnaire which indicates -very good reliability of the entire questionnaire. Therefore, based on the test, results of the items are reliable and therefore acceptable.

Variables	Cronbach's Alpha	Cronbach's alpha based on standardized items	Number of items
Program	0.721	0.726	7
Price	0.723	0.731	4
Place	0.729	0.739	5
Promotion	0.744	0.738	5
Process	0.710	0.706	7
Physical Facilities	0.716	0.725	7
People	0.799	0.802	5
Student choice	0.719	0.696	7
Overall	0.929	0.929	47

Table 2: Reliability Statistics

Source: Own survey, 2020

4.3. Descriptive analysis

4.3.1. Response rate and Demographic Profile of Respondents

Of the 364 recruited students, 297 of them participated in this study making response rate of 81.59 % and 51(14.01%) of the students didn't respond to my email and the rest 16 questionnaires were out of the analysis due to incomplete response. 168 (56.6%) of the students were female , 255(85.9%) were unmarried and 241(81.1%) were unemployed. This indicates that majority of the students in St. Mary's University were female, unmarried and unemployed. 219(73.7%) students had their high school at private school 11(3.7%) were 1st year, 50(16.8%) 2nd year, 93(31.3%) 3rd year and the rest 67(22.6%) 4th year students. 250(84.2%) of the students were regular and the rest 47(15.8%) extension students. Therefore it can be concluded that about 3/4 of the students had their high school at private college; about 1/3 were 3rd year students and majority were day time

students. And above 2/3 of the students 206(69.4%) had this choice by themselves but 30.6% of them had family and others influence on their choice.

Variables		Frequency	percent	Valid percent	Cumulative frequency
Gender	Male	129	43.4	43.4	43.4
	Female	168	56.6	56.6	100.0
	Total	397	100	100	
Marital status	Married	42	14.1	14.1	14.1
	Unmarried	255	85.9	85.9	100.0
	Total	397	100	100	
Occupation	Employed	56	18.9	18.9	81.1
	Unemployed	241	81.1	81.1	100.0
	Total	297	100	100	
Educational year	1 st year	67	22.6	22.6	22.6
	2 nd year	87	29.3	29.3	51.9
	3 rd year	93	31.3	31.3	83.2
	4 th year	50	16.8	16.8	100
	Total	297	100	100	
High school	Private	219	73.7	73.7	73.7
	Governmental	78	26.3	26.3	100.0
	Total	297	100	100	
Students' time choice	Day time program	250	84.2	84.2	84.2
	Evening program	47	15.8	15.8	100.0
	Total	297	100	100	
Who had an	My self	206	69.4	69.4	69.4

influence in your choice	Family and others	91	30.6	30.6	100
	Total	297	100	100	

Table 3: Demographic characteristics of St. Mary’s University Students

Source: Own survey, 2020

4.3.2. Descriptive Statistics of Variables

The scores were obtained by aggregating items under each variable. The mean and standard deviation of each Student’s University choice factor was analyzed and presented as the following table. In terms of overall means Program was the most important factor and promotion was the least important for students’ to choice a university. And the frequency of all the marketing mix elements was analyzed. (See Annex)

Descriptive statistics					
Variable	N	Minimum	Maximum	Mean	Std. Deviation
Program	297	2.14	4.86	3.8288	.42980
Price	297	2.5	5	3.6263	.55982
Place	297	1	5	3.1515	.99774
Promotion	297	1.2	5	3.0303	.91564
Process	297	1.86	5	3.5402	.70333
Physical facilities	297	2.00	5	3.3521	.75465
People	297	1.00	5	3.1630	.94603
Student choice	297	1.57	5	3.4319	.69306
Valid N(List wise)	297				

Table 4: Descriptive statistics of Marketing mix elements and students’ university choice

Source: Own survey, 2020

4.3.3. Description of Student university choice

There were seven different questions conducted to the students with regard to marketing mix elements that affect them during their university choice as comprised in table 5 below.

For the first question which says program had an influence on University choice 80.8% of the students responded strongly agree and Agree, 17.2% responded neutral and 2% responded disagree and strongly disagree. This result is in line with a study in Botho University, 82.5% (Rudhumbu, 2017) and a bit lower than a study in Nigeria, 90% (Afolabi et al., 2019).

The second question was about prices' influence on university choice and 67.7% strongly agree and agree, 26.6% were neutral and the rest 5.7 % disagree with the idea. This result is much lower than the study in Nigeria that indicates 98% of the students were influenced by price (Afolabi et al., 2019).

The students asked a third question and their responses were 61.3% strongly agree and agree, 20.5% neutral and the rest 18.2% disagree and strongly disagree with influence of place on university choice. This is in line with the study in Botswana (65.5%) and lower than the study in Nigeria which concluded 80% of the students were influenced by place to choose their university (Rudhumbu, 2017; Afolabi et al., 2019) respectively.

40.8% of the students strongly Agree and agree, 26.9% were neutral and 32.3% disagree and strongly disagree with the influence of Promotion during their university choice. The influence of promotion in St. Mary's University is lower than studies in Botswana and Nigeria which were 69.5% and 60% respectively (Rudhumbu, 2017; Afolabi et al., 2019).

The fifth question was about the influence of Process on their university choice and 45.1% strongly agree and agree, 27.9% responded neutral and 27% disagree and strongly disagree with that idea. This result is lower than the study in Nigeria, 72% (Afolabi et al., 2019).

45.5% of the students strongly Agree and agree, 30.3% were neutral and 24.2% disagree and strongly disagree with the influence of Physical facilities during their university choice. This is also lower than studies in Botswana and Nigeria (73.4% & 76%) respectively (Rudhumbu, 2017; Afolabi et al., 2019).

For The last question, people has influence on university choice, 48.5% of the students responded strongly agree and Agree, 22.6% neutral and 28.9% responded disagree and strongly disagree. This result is also lower than the results of studies in Botswana and Nigeria (62.7% and 84%) respectively (Rudhumbu, 2017; Afolabi, 2019).

Variables	Strongly Agree	Agree	Neither Agree nor disagree	Disagree	Strongly disagree	Total
Program had influence on my University choice	87(29.3 %)	153(51.5 %)	51(17.2 %)	5(1.7 %)	1(0.3 %)	100
Price had influence on my University choice	68(22.9 %)	133(44.8 %)	79(26.6 %)	17(5.7 %)	0	100
Place had influence on my University choice	67(22.6 %)	115(38.7 %)	61(20.5 %)	33(11.1 %)	21(7.1 %)	100
Promotion had influence on my University choice	26(8.8 %)	95(32 %)	80(26.9%)	34(11.4 %)	62(20.9 %)	100
Process had influence on my University choice	24(8.1 %)	110(37.0 %)	83(27.9%)	32(10.8 %)	48(16.2 %)	100
Physical facility had influence on my University choice	48(16.2 %)	87(29.3 %)	90(30.3%)	33(11.1 %)	39(13.1 %)	100
People had influence on my University choice	56(18.9 %)	88(29.6 %)	67(22.6%)	33(11.1 %)	53(17.8 %)	100

Table 5: descriptive statistics of factors that influence students' university choice

Source: Own survey, 2020

4.4. Correlation Analysis

This study employed Correlation Analysis, which indicates the strength of relationships between the studied variables. Correlations are probably the most fundamental and essential measures of associations between two or more variables (Marczyk et al., 2005).

In General correlations of 0.10 to 0.30 are considered small, correlations of 0.30 to 0.70 are considered moderate, correlations of 0.70 to 0.90 are considered large, and correlations of 0.90 to 1.00 are considered very large.

The researcher used bivariate correlation analysis in order to determine the existence and level of association. Pearson correlation coefficient falls between -1.0 and +1.0, indicates the strength and direction of association between the two variables (Field, 2005). The Pearson's correlation coefficient(r) was used to conduct the correlation analysis to find the level and direction of the relationships between marketing mix elements and students' university choice. The result indicates the seven factors had positive and significant relationship with students' university choice. The result ranked them from most to least (Promotion, place, process, people, Program, physical facility and Price).

Correlations

Marketing mix elements	Correlations	Student choice
Program	Pearson Correlation	.450 ^{**}
	Sig. (2-tailed)	.000
Price	Pearson Correlation	.329 ^{**}
	Sig. (2-tailed)	.000
Place	Pearson Correlation	.631 ^{**}
	Sig. (2-tailed)	.000
Promotion	Pearson Correlation	.663 ^{**}

	Sig. (2-tailed)	.000
Process	Pearson Correlation	.616**
	Sig. (2-tailed)	.000
Physical Facilities	Pearson Correlation	.413**
	Sig. (2-tailed)	.000
People	Pearson Correlation	.465**
	Sig. (2-tailed)	.000

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

Table 6: Correlation Analysis

Source: Own survey, 2020

The results of correlation analysis in table 6 above shows that all the independent variables were positively and significantly correlated with the dependent variable i.e. Students' university choice at 99 percent confidence level ($P < 0.01$). The highest correlation is signified by promotion ($r = 0.663$) and then place ($r = 0.631$), Process ($r = 0.616$), people ($r = 0.465$), program ($r = .450$), physical facilities ($r = 0.413$) and price ($r = .329$). Based on the Pearson correlation test shown in the table 6, promotion is most positively and significantly correlated with students' university choice. The correlation coefficient between place and students' choice was the second of all correlation results and process was in the third place. This means if the university promotes itself very well, its place is reachable to students and having flexible process then the students' university choice will be improved and the number of students' enrollment increases. Therefore, these have the power to determine the student choice of universities.

4.5. Test of Regression Assumptions

Before applying regression analysis to assess effects of marketing mix elements on students' university choice, Normality, Auto-correlation, Homoscedasticity, Multicollinearity and Linearity tests were conducted in order to ensure appropriateness of the data.

4.5.1. Normality

Normality of residuals can be checked with a normal p-p plot. The plot shows that the points generally follow the normal (diagonal) line with no strong deviation. The plots are different from residual plots in that the standardized residuals are compared with the normal distribution. In general, the normal distribution makes a straight diagonal line, and the plotted residuals are compared with the diagonal. If the distribution is normal, the residual line will closely follow the diagonal. This indicates that the residuals are normally distributed so that the normality plot of this study fits the assumption.

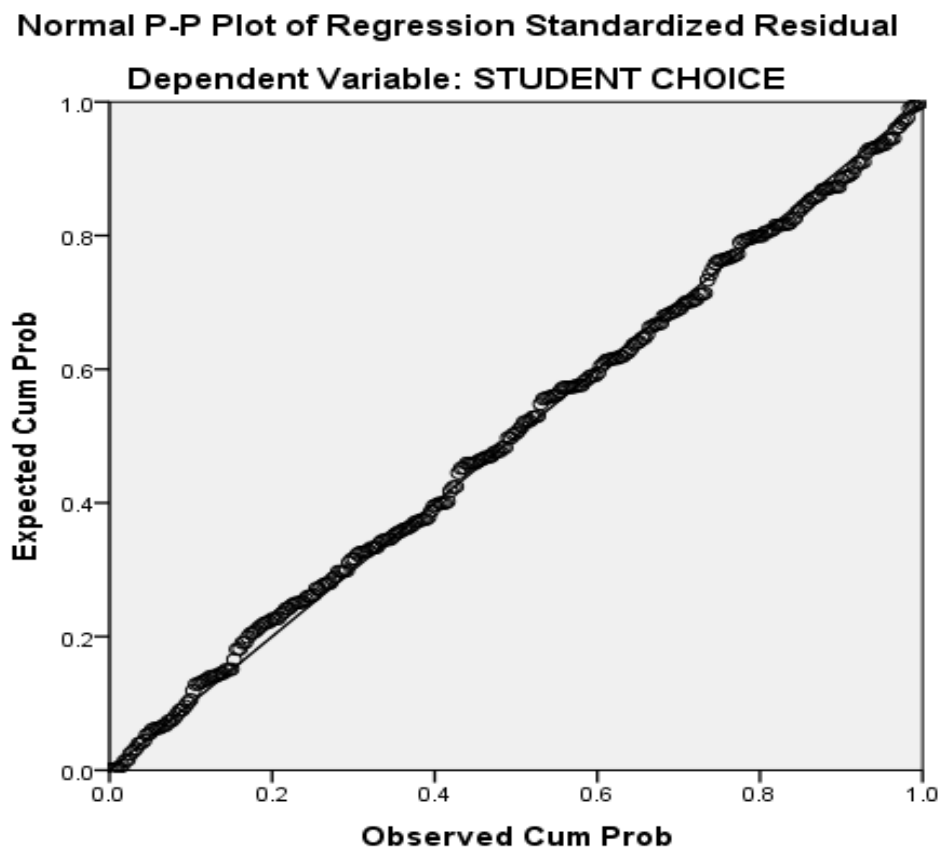


Figure 2: P-P Plot for Regression standardized residuals

Source: Own survey, 2020

Another common test for normality is checking Skewness and Kurtosis. According to (Hair et al., 1998) skewness should be within the range of +2 to -2 and the value of kurtosis should be in the range of -3 and 3 when the data are normally distributed.

Normality analysis for the seven variables was conducted with SPSS version 23.0. As a result, the skewness and kurtosis of all the variables falls within ± 2 and ± 3 respectively. Therefore the input data is normally distributed. (See table below)

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Program	297	-.480	.141	.945	.282
Price	297	.698	.141	.137	.282
Place	297	-.036	.141	-.853	.282
Promotion	297	-.099	.141	-.539	.282
Process	297	.283	.141	-.586	.282
Physical facilities	297	.224	.141	-.887	.282
People	297	.136	.141	-.903	.282
Valid N (list wise)	297				

Table 7: Skewness and Kurtosis tests results

Source: Own survey, 2020

4.5.2. Auto-correlation

Durbin – Watson test was used to determine the autocorrelation between observations used. The Durbin–Watson test results range from 0 to 4. A result near to 2 indicates no autocorrelation; a value approaching 0 indicates positive autocorrelation; a value towards 4 indicates negative autocorrelation (Field, 2005). With Durbin-Watson value of 1.765, which is close to 2, it can be confirmed that the assumption of no Autocorrelation has almost certainly been met.

Model Summary^b

Model	Durbin-Watson
1	1.765

a. Predictors: (Constant), People, Program, Price, Promotion, Physical facilities, Process, Place

b. Dependent Variable: Student choice

Table 8: Level of auto-correlation

Source: Own survey, 2020

4.5.3. Homoscedasticity

The variability in scores for independent variables should be similar at all values of the dependent variable. The scatter plot should show a fairly even rectangular shape along its length. There should be homoscedasticity before running multiple regression analysis; this indicates the differences between the values of the observed variable and predicted dependent variable are normally distributed, and that the residuals have constant variance (Burns & Burns, 2008). If the assumption of homoscedasticity is violated (i.e. there is hetero scedasticity). The following graph has demonstrated homoscedasticity of the study.

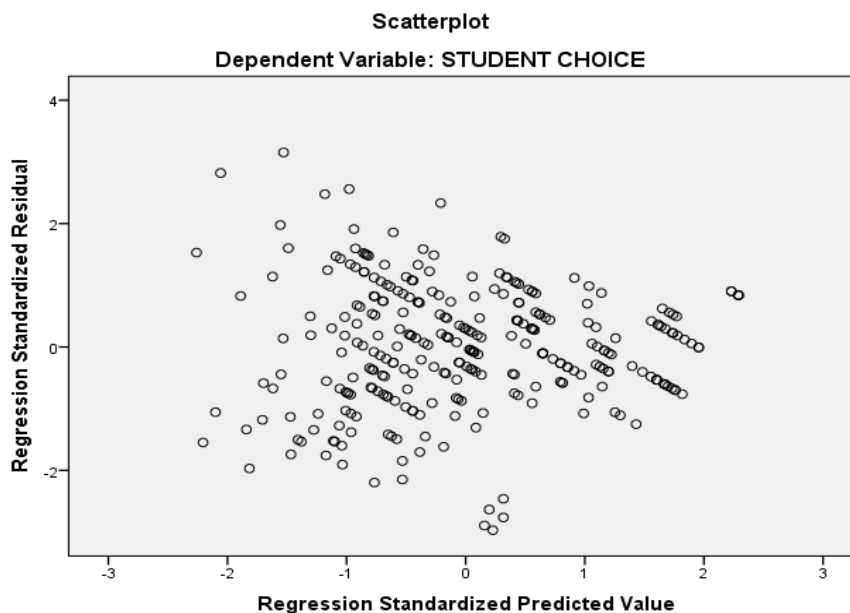


Figure 3: Homoscedasticity of the study

Source: Own survey, 2020

4.5.4. Multicollinearity

Multicollinearity is tested in this study using the variance inflation factor (VIF) which quantifies the severity of multicollinearity in regression analysis. The VIF factor should not exceed 10. Tolerance is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variable in the model. Tolerance is the Reciprocal of the Variance inflation factor (1/VIF). If tolerance is very small (less than 0.10), it indicates that the multiple correlation with other variables is high, suggesting the possibility of multicollinearity (Field, 2005).

Coefficients^a

Model	Marketing mix element	Collinearity Statistics	
		Tolerance	VIF
1	Program	0.661	1.513
	Price	0.665	1.503
	Place	0.320	3.126
	Promotion	0.419	2.386
	Process	0.347	2.881
	Physical facilities	0.408	2.451
	People	0.383	2.614

a. Dependent Variable- Student choice

Table 9: Collinearity Statistics

Source: Own survey, 2020

In this study as table 9 shows the collinearity statistics analysis indicate VIF value ranges from 1.503 to 3.126 and a tolerance value within the ranges of 0.320 to 0.665. Therefore,

according to this values both VIF and tolerance value indicate that this analysis have no serious multicollinearity problem.

4.5.5. Linearity Test

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between the dependent variable; student university choice and the independent variables; program, price, place, promotion, physical facilities and people is linear; plots of the regression residuals through SPSS software had been used.(see annex)

4.6. Multiple Regression Analysis

4.6.1. Significance of the Model

ANOVA^a

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	77.427	7	11.061	49.367	.000 ^b
Residual	64.753	289	.224		
Total	142.180	296			

a. Dependent Variable: Student choice

b. Predictors: (Constant), People, Program, Price, Promotion, Physical facilities , Process, Place

Table 10: Multiple regression output ANOVA table

Source: Own Survey, 2020

This ANOVA table shows us the overall significance of the model ($P < 0.05$) that there is a positive relationship between the independent Variables jointly and the dependent variable as the result of P value is less than 0.05.

The ANOVA test result tells us whether the model, overall, results in a significantly good degree of prediction of the outcome variable (Field, 2005). Since the significance result on the ANOVA table is 0.000 which is $p < 0.05$, the regression analysis proved the presence of a good degree of prediction. The contribution of each marketing mix

elements can be seen from the results of multiple regressions in the coefficient table below.

Coefficients^a

Model	Unstandardized coefficients		Standardized coefficients	Sig.
	B	Std. error	Beta	
Constant	.883	.287		0.002
Program	.212	.079	.132	0.007
Price	-0.092	.060	-0.074	0.128
Place	.154	.049	.221	0.002
Promotion	.271	.046	.358	0.000
Process	.147	.066	.149	0.027
Physical facilities	.036	.057	.039	0.531
People	.039	.047	.053	0.406

a. Dependent Variable: student choice

Table 11: Coefficient of relationship of marketing mix elements with students' university choice

Source: Own Survey, 2020

From the above table one can see that all the marketing mix elements except price positively affect market performance. Unstandardized coefficient (Beta Value) indicates the degree of importance of each Marketing mix elements towards Student choice; accordingly, the dimensions can be ranked in the following manners on the bases of their contribution.

1. Promotion $\beta = 0.271$
2. Program $\beta = 0.212$

3. Place $\beta = 0.154$
4. Process $\beta = 0.147$
5. People $\beta = 0.039$
6. Physical facilities $\beta = 0.036$
7. Price $\beta = -0.092$

Here, β indicates level of effects each dimension has on the dependent variable – students' university choice. The highest beta level is for promotion of $\beta = 0.271$ this means that the more the university works on promoting itself the more it becomes the students' choice. Hence, other things being constant and Promotion increased by one unit then the number of student enroll in the university increases by 0.271. Program has the second highest beta value which means that other things are constant if the programs offered in the university increases by one unit, students' university choice increases by 0.212. Therefore, from among the seven service marketing mix elements, promotion has the strongest effect on students' university choice and should be given the highest focus and price has lowest effect on Students' university choice.

After the study met the regression assumptions next the researcher examined the effect of marketing mix elements on students' university choice. The researcher tested the hypothesis set out to be tested at the beginning based on the regression analysis. The researcher believes that private universities can use the result of the regression analysis for future decision making via identifying factors determining private university choice of students' and which parameters got the highest effect on students' decision on private university selection. This will answer the research question of the effect of each variable on the dependent variable.

MODEL SUMMARY

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	0.738	.545	.534		.47335	1.765

a. Predictors: (Constant), People, Program, Price, Promotion, Physical facilities , Place, Process

b. Dependent Variable: Student choice

Table 12: R square level of the study

Source: Own Survey, 2020

As far as the above table is concerned, in St. Mary's university the R square 0.545 indicates 54.5 percent of the variance of students' university choice is attributed to the seven independent variables entered into the regression and the remaining 45.5 percent of the variance in student university choice may be explained by other factors not indicated here. This result is in line the variance in universities of Novi Sad, Serbia which is 52.2% (Lukić & Lukić, 2016).

4.7. Regression equation

The following empirical model is used to estimate the role of Marketing mix factor on student choice.

Student University Choice (SUC)

$$\begin{aligned} &= 0.883 + 0.212(\text{Program}) - 0.092(\text{Price}) + 0.154(\text{Place}) \\ &+ 0.271(\text{Promotion}) + 0.147(\text{Process}) + 0.036(\text{Physical Facility}) \\ &+ 0.039(\text{People}) \end{aligned}$$

4.8. Hypothesis test results and discussions

The multiple regression analysis is conducted to investigate the influence of independent variable on the dependent variable and identify the relative significant influence; i.e., independent variable (program, price, place, promotion, process, physical facilities and

people) to the dependent variable; i.e. students' university choice. The results of the regression analysis are depicted on table 11 above.

This study evaluated the collected data from the students of St. Mary's University in order to assess the effects of marketing mix elements on students' university choice.

H1: Hypothesis 1 proposed that Program has positive and significant effect on students' choice of university

The results revealed that students' choice of University was significantly predicted by Program ($\beta = 0.212$, $p < .05$), supporting Hypothesis 1. The more the university offers programs that match students' need the higher the students choose the university. This result is in line with a study in private universities in Kwara state, Nigeria, South-Northeastern region of Thailand and a study in Botho University, Botswana, and Indonesia (Tukur et al., 2019; Seehanate, 2017; Rudhumbu, 2017; Soedijati and Pratminingsih, 2011).

The table below illustrates the influence of program on students' choice of university. At this point using this multiple regression coefficient results, the proposed hypothesis for this study was tested as follows.

Model	Unstandardized coefficients		Standardized coefficients	Sig.
	B	Beta	Std. error	
Constant	.883		.287	0.002
Program	.212	.132	.079	0.007

Table 13: Coefficient of program

Source: Own Survey, 2020

H2: Hypothesis 2 proposed that Price have positive and significant effect on students' choice of university

But the results revealed price is not significantly associated with student university choice ($\beta = -0.092, p > .05$), This result is in line with a study in Botho university, Botswana, which concluded that Tuition fees and chance of getting scholarship didn't highly influence students choice of university and a study in India also have similar result (Rudhumbu, 2017; Mahajan & Golahit, 2017). This result is also concurrent with a study in Indonesia (Widowati et al., 2019). So that hypothesis 2 will not be accepted and price doesn't predict student choice of university.

H3: Hypothesis 3 proposed that Place has positive and significant effect on students' choice of university

The results revealed that students' choice of University was significantly predicted by Place ($\beta = 0.154, p < .05$), supporting Hypothesis 3. The more the university is reachable and accessible to students the higher the numbers of students choose the university. The same result is prevailed in Thailand, Botswana and Indonesia (Seehanate, 2017; Rudhumbu, 2017; Soedijati and Pratminingsih, 2011).

The table below illustrates the influence of Place on students' choice of university. At this point using this multiple regression coefficient results, the proposed hypothesis for this study was tested as follows.

Model	Unstandardized coefficients		Standardized coefficients	Sig.
	β	Beta	Std.error	
Constant	.883		.287	0.002
Place	.154	.221	.049	0.002

Table 14: Coefficient of place

Source: Own Survey, 2020

H4: Hypothesis 4 proposed that Promotion has positive and significant effect on students' choice of university

The results revealed that students' choice of University was significantly predicted by Promotion ($\beta = 0.271$, $p < .05$), supporting Hypothesis 4. This result is similar to the study in Kwara state, Nigeria, Botho University, Botswana, & Indonesia (Tukur et al., 2019; Rudhumbu, 2017; Soedijati and Pratminingsih, 2011) respectively. This means the more the university promotes itself using different advertisement strategies the higher the numbers of students choose to join the university.

The table below illustrates the influence of Promotion on students' choice of university. At this point using this multiple regression coefficient results, the proposed hypothesis for this study was tested as follows.

Model	Unstandardized coefficients		Standardized coefficients	Sig.
	β	Beta	Std. error	
Constant	.883		.287	0.002
Promotion	.271	.358	.046	0.000

Table 15: Coefficient of Promotion

Source: Own Survey, 2020

H5: Hypothesis 5 proposed that Process has positive and significant effect on students' choice of university

The results revealed that students choice of University was significantly predicted by Process ($\beta = 0.147$, $p < .05$), supporting Hypothesis 5. The more the university process are Easy and flexible the higher the Number of students choose to join the university. This result is in line with a study in Ghana, Nigeria and Indonesia (Poku, 2014; Afolabi et al., 2019; Soedijati and Pratminingsih, 2011).

The table below illustrates the influence of Process on students' choice of university. At this point using this multiple regression coefficient results, the proposed hypothesis for this study was tested as follows.

Model	Unstandardized coefficients		Standardized coefficients	Sig.
	β	Beta	Std. error	
Constant	.883		.287	0.002
Process	.147	.149	.066	0.027

Table 16: Coefficient of Process

Source: Own Survey, 2020

H6: Hypothesis 6 proposed that Physical facilities have positive and significant effect on students' university choice

The results revealed that students choice of University was not significantly predicted by Physical facilities ($\beta = 0.036$, $p > .05$). Therefore Hypothesis 6 is not supported. The result of this study is concurrent with a study in Indonesia and Iran (Widowati et al., 2019; Samani et al., 2017).

H7: Hypothesis 7 proposed that People have positive and significant effect on students' university choice

The results revealed that students' choice of University was not significantly predicted by People ($\beta = 0.039$, $p > .05$). Therefore Hypothesis 7 is not supported. The result of this study is concurrent with a study in Indonesia (Widowati et al., 2019). It is only when a student gets into the program after purchase that they can assess the teachers and teaching methods generally the people of the university. White (1991) described marketing of education is often challenging in that educational institutions offer professional services that buyers can't check before actually purchasing the material.

According to this study program, Place, promotion and Process are the marketing factors that affect students' choice of private university but price, Physical facilities and people are not. (See table 17 below)

Hypothesis	Reason	Result
H1: Program have positive and significant effect on student choice of university	$\beta = .212, P < 0.05$	Accepted
H2: Price have positive and significant effect on student choice of university	$\beta = -0.092, P > 0.05$	Rejected
H3: Place have positive and significant effect on student choice of university	$\beta = .154, P < 0.05$	Accepted
H4: Promotion have positive and significant effect on student choice of university	$\beta = .271, P < 0.05$	Accepted
H5: Process have positive and significant effect on student choice of university	$\beta = .147, P < 0.05$	Accepted
H6: physical facilities have positive and significant effect on student choice of university	$\beta = .036, P > 0.05$	Rejected
H7: People have positive and significant effect on student choice of university	$\beta = .039, P > 0.05$	Rejected

Table 17: Hypothesis test Results

Source: Own Survey, 2020

CHAPTER FIVE

5. Summary, Conclusion and Recommendations

This chapter provides a summary of the key findings. It provides a summary of the study, implication, conclusions, recommendations of the study and directions for future research.

5.1. Summary of Key Findings

The objective of this research is to identify the effect of marketing mix elements on students' choice of university. In this study, quantitative research approach was implemented and descriptive and explanatory research design was used. The target population of the study was all regular and extension students of St. Mary's University. English and Amharic version of the questionnaires were prepared.

A total of 364 students were sampled for this study but analysis was done based on 297 students that responded to the digital means (email and social media such as Telegram and Viber) which accounts for 81.59% response rate. With Cronbach's alpha result 0.929, the entire questionnaire can be taken as reliable.

The demographic statistics indicate majority, 31.3% of the students were female, 85.9% were unmarried, and 81.1% were unemployed and 56.9% were 3rd year 84.2% were day time students and 69.4% of the students had this choice by themselves.

80.8% of the students strongly agree and Agree with the idea 'program had an influence on University choice', 67.7% strongly agree and agree for the question about the influence of price on university choice and 61.3% strongly agree and agree with the influence of place on student college choice. Only 40.8% of the students strongly Agree and agree with the influence of Promotion during their university choice and for the question about the influence of Process on their university choice 45.1% strongly agree and agree. In addition to this 45.5% of the students strongly agree and agree with the influence of physical facilities on university choice. Finally 48.5% of the students

responded strongly agree and agree with the influence of people on students' university choice.

The correlation analysis this study indicate all independent variables are positively and significantly correlated with the dependent variable i.e. students' university choice at 99% confidence level ($p < 0.01$). The order of correlation is as follows from first to last: promotion($r = 0.663$), place($r = 0.631$), Process ($r = 0.616$), people ($r = 0.465$), program($r = 0.450$), physical facilities ($r = 0.413$) and price($r = 0.329$).

The R square of this study is 0.545 and it means 54.5 percent of the variance in students' university choice is attributed to the independent variables entered into the regression and the remaining 45.5 percent of the variance in students' university choice may be explained by other factors which are not part of this study.

The regression analysis showed us that Program, Place, Process and promotion had significant and positive effect on students' university choice.

5.2. Conclusion

This paper set out to identify marketing mix elements that affect student choice of private university. The findings of this study generally showed that there is significant relationship between the 7 marketing mix elements (Program, Price, Place, Promotion, Process, Physical facilities and People) and students' choice of university. Furthermore the Analysis notifies that 54.5% of the student university choice is attributed to the (7Ps) service marketing mix elements. So the researcher can conclude that more than half of students choose private universities due to the application of marketing mix concept.

The regression analysis pointed that out of the 7Ps marketing mix elements 4 of them namely; Program, Place, Promotion and Process have positive and significant association with the dependent variable students' choice. Hence this result indicates this four are the factors that predict student choice of private university. As universities work on program that satisfy the needs and wants of students then the number of student enrollment increases. The more private universities make themselves reachable to students, promotes

themselves using different advertising strategies and allow flexible process the more they continued to be choices of students.

But the rest three marketing mix elements (Price, physical facilities and People) didn't come out as significant association therefore this factors have no influence on students' private university choice.

Finally the researcher can conclude that the programs, Place, promotional Activities and the Processes in private universities in Addis Ababa are according to the needs and wants of customers.

5.3. Recommendation

The following recommendations are provided Based on the conclusions.

Promotion has positive and significant effect on students' university choice so that public relations of a university must work harder in the promotional mix to provide more information to students. By creating relations with high schools and inviting high school leavers to visit their universities, universities will get the opportunity to create better image of their institutions on minds of the students, and the first impression they create on students can boost the number of student enrollments.

Place has positive and significant effect on students' university choice. Policy makers of universities are recommended to add branches of their universities and arrange morning, afternoon, evening, weekend and distance classes in order to make private universities accessible to the public.

Program also has positive and significant effect on students' university choice. Therefore, Administrative bodies of universities should offer highly demanded programs with major courses for specialization and complete course materials to attract students. Furthermore, they should use economic reforms of a country and the industry demand as biggest opportunities to deal with what specializations to incorporate in the study programs and what additional programs to launch.

Since Process have positive and significant influence on students' university choice, the Administrative bodies and registrar offices of universities should apply fair entry requirements, make smooth rules & regulations, offer flexible payment arrangements and provide flexible teaching timetable so as to increase number of students that enroll to the university.

5.4. Future Research

Future research can focus on several universities to effectively identify casual relationships between the marketing mix factor and students' private university choice. The effect of marketing mix elements on weekends, distance and postgraduate students is not also included in this study. So that since education is back bone of a country and means of income to Private higher education institutions further studies should be encouraged.

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Appendix

Appendix I. Informed Consent

Addis Ababa University School of Commerce

Greetings! My name is Tsega Aynalem, student of marketing management at Addis Ababa University, School of Commerce. I am conducting a research on the ‘The effect of marketing mix elements on students’ choice of private universities in Addis Ababa’, for the partial fulfillment of second degree. Your honest answer to these questions will help me identify factors that influence student choice to enroll in a private higher education institution. You are chosen to participate in this study. The choice is made randomly. The objective of the study is to identify factors that influence student choice to enroll in a private higher education institution. No harm will come to you as a result of participating on this research other than taking 5 – 10min of your time. There will be no direct benefits you will gain from participating. You have the right not to be part of the study or withdraw at any time. The information you give will be kept confidential and be used only for academic research only. I have prepared this questionnaire in Amharic and English languages you can use whatever is comfortable for you. Please forward me your answers via **Telegram, E-mail or Messenger, Viber, WhatsApp and Imo.**

Thank you in Advance for taking your time to participate in this study!

Principal investigator

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E-mail: tsegirom@gmail.com

Signature _____

You can forward me your answers via **Telegram, E-mail or Messenger, Viber, WhatsApp and Imo.**

Appendix II. Questionnaire on College Choice: English version

Part I: personal information

Write a \surd mark on the space provided for choosing

No	Variables	Choice	Remark
1.	Gender of respondent	<input type="checkbox"/> Male <input type="checkbox"/> Female	
2.	Age	_____	
3.	Marital status	<input type="checkbox"/> Married <input type="checkbox"/> Unmarried	
4.	Occupation	<input type="checkbox"/> Employed <input type="checkbox"/> Unemployed	
5.	Educational year	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd <input type="checkbox"/> 3 rd <input type="checkbox"/> 4 th	
6.	High school	<input type="checkbox"/> Private <input type="checkbox"/> Governmental	
7.	Student's time choice	<input type="checkbox"/> Day time program <input type="checkbox"/> Evening program	
8.	Who influenced you to study at this University	<input type="checkbox"/> My self <input type="checkbox"/> Family and others	

Part II: student college/university choice

Please put a " \surd " mark to all your responses in the space provided to each question (if necessary). Indicate the rate of importance of the criteria you did consider in choosing a specific

university from the following listed factors by using the following scale.

5= Very Important

4=Important

3= Neutral

2= Less Important

1= not Important at all

No	Marketing element	University selection criteria	5	4	3	2	1
1	Program	1.1. Courses offered are important for me	5	4	3	2	1
		1.2. Majors and specialization of Courses offered are	5	4	3	2	1
		1.3. There are full course materials	5	4	3	2	1
		1.4. Curriculum and books are available	5	4	3	2	1
		1.5. University Recognition of its qualification by employers	5	4	3	2	1
		1.6. Number of credits per degree (Field of study you need) are enough	5	4	3	2	1
		1.7. Duration of the Program is short	5	4	3	2	1
2	Price	2.1. Tuition fees are relatively affordable	5	4	3	2	1
		2.2. There are possibilities of getting scholarship	5	4	3	2	1
		2.3. There are possibilities of Discounts	5	4	3	2	1
		2.4. Transportation cost to and from the university is cheap	5	4	3	2	1
3	Place	3.1. Location of the university is central	5	4	3	2	1
		3.2. University is close to home or work	5	4	3	2	1
		3.3. Availability of Multiple campuses	5	4	3	2	1
		3.4. Availability of online program	5	4	3	2	1
		3.5. Availability Online semester registration	5	4	3	2	1
4	Promotion	4.1. Much information is available in the University website	5	4	3	2	1
		4.2. Advertisement about the university is attractive	5	4	3	2	1
		4.3. University leaflets or brochures distributed in public places are	5	4	3	2	1

		important					
		4.4. Public relations of the University is very nice	5	4	3	2	1
		4.5. Regular Social media advertisement	5	4	3	2	1
5	Process	5.1. University rules and regulations are smooth	5	4	3	2	1
		5.2. Entry requirements are fair	5	4	3	2	1
		5.3. Flexibility of payment arrangements of tuition fees	5	4	3	2	1
		5.4. Delayed payments are allowed	5	4	3	2	1
		5.5. The lecture timetable is Flexible	5	4	3	2	1
		5.6. There are Good student-staff relationships	5	4	3	2	1
		5.7. Staff & recruitment team were friendly with me on my first visit	5	4	3	2	1
6	Physical Facilities	6.1. There is well stocked library and internet facilities	5	4	3	2	1
		6.2. University infrastructure and buildings are attractive	5	4	3	2	1
		6.3. Accommodation options are available	5	4	3	2	1
		6.4. Availability of well stocked laboratory	5	4	3	2	1
		6.5. The labs and classes are equipped with Technology	5	4	3	2	1
		6.6. Sufficient playing area	5	4	3	2	1
		6.7. Availability of students Cafeteria	5	4	3	2	1
7	People	7.1. Student affairs office's service	5	4	3	2	1
		7.2. Professors' expertise being at high level	5	4	3	2	1
		7.3. Innovative Teaching methods	5	4	3	2	1
		7.4. There are foreign teaching staff	5	4	3	2	1
		7.5. Professors' are accessible most of the time	5	4	3	2	1

8. To what extent do you agree or disagree with the following statement concerning Your University choice. Please tick (√) the number you prefer to rank each statement as follow
1=Strongly Disagree, 2= Disagree, 3=Neutral, 4 =Agree, 5= Strongly Agree

No	University selection criteria	5	4	3	2	1
8.1	Program had influence on my University choice	5	4	3	2	1
8.2.	Price had influence on my University choice	5	4	3	2	1
8.3	Place had influence on my University choice	5	4	3	2	1
8.4	Promotion had influence on my University choice	5	4	3	2	1
8.5	Process had influence on my University choice	5	4	3	2	1
8.6	Physical facility had influence on my University choice	5	4	3	2	1
8.7	People had influence on my University choice	5	4	3	2	1

THANK YOU!

Appendix III. Questionnaire Amharic Version

ተ.ቁ	Variables		ምርመራ
1.	ጾታ	<input type="checkbox"/> ወንድ <input type="checkbox"/> ሴት	
2.	ዕድሜ	_____	
3.	የጋብቻ ሁኔታ	<input type="checkbox"/> ያገባ/ች <input type="checkbox"/> ያላገባ/ች	
4.	የስራ ሁኔታ	<input type="checkbox"/> ስራ እስራሎህ <input type="checkbox"/> ስራ አልሰራም	
5.	የት/ት አመት	<input type="checkbox"/> 1 ^ኛ አመት <input type="checkbox"/> 2 ^ኛ አመት <input type="checkbox"/> 3 ^ኛ አመት <input type="checkbox"/> 4 ^ኛ አመት	
6.	ሃይ ስኩል የተማሩበት ት/ት ቤት	<input type="checkbox"/> የግል <input type="checkbox"/> የመንግስት	
7.	የተማሪው የት/ት ሰአት	<input type="checkbox"/> የቀን መርሃ ግብር <input type="checkbox"/> የማታ መርሃ ግብር	
8.	አሁን በምትማሪ/ር/በት ዩኒቨርሲቲ ስትመዘገቡ/ብ	<input type="checkbox"/> በራሴ ምርጫ ነው <input type="checkbox"/> በቤተሰብ ፍላጎት <input type="checkbox"/> በሌላ ሰው ተጽእኖ	

N.B እባክዎ መልስዎን የተሰጠው ክፍት ቦታ ላይ"√" ያስቀምጡ። ዩኒቨርሲቲውን በሚመርጡ ጊዜ ከታች የተዘረዘሩት ንጥቦች ምን ያክል ጠቃሚ እንደ ነበሩ የተዘረዘሩት መለኪያዎች ተጠቅመው ያመልክቱ።

5= በጣም ጠቃሚ

4= ጠቃሚ

3= መካከለኛ

2= ትንሽ ጥቅም ያለው

1= ምንም የማይጠቅም

ተ.ቁጥር	ማርኬቲንግ ኤለመንት	የኒሽርሲቲ የሚመርጡበት ምክንያት	4	3	3	2	1
1.	Program	1.1. የሚሰጡ የትምህርት ዓይነቶች ለንተ/ቺ ያላቸው ጠቀሜታ	5	4	3	2	1
		1.2. የሚሰጡ ዋና ዋና የትምህርት ዓይነቶች እና ስፔሻላይዜሽን	5	4	3	2	1
		1.3. ለትምህርት የሚያስፈልጉ ነገሮች ሁሉ መሟላት	5	4	3	2	1
		1.4. Curriculum እና መጻሕፍቶች መኖራቸው	5	4	3	2	1
		1.5. የትምህርት ቤቱ በስራ ቀጣሪዎች የጥራት እውቅና ማግኘት	5	4	3	2	1
		1.6. ለምትፈልገው የትምህርት አይነት የሚሰጠው ሰዓት ብዛት(credit hours)	5	4	3	2	1
		1.7. ትምህርቱ የሚሰጥበት ዓመት አጭር መሆን	5	4	3	2	1
		2.	Price	2.1. ክፍያው አቅምን ያገናኘበ መሆኑ	5	4	3
2.2. scholarship የማግኘት እድል መኖሩ	5			4	3	2	1
2.3. የክፍያ ቅናሽ (Discounts) የማግኘት ሁኔታ መኖር	5			4	3	2	1
2.4. ከቤት ወደ ት/ት ቤት የሚፈጀው የ ትራንስፖርት ክፍያ	5			4	3	2	1
3.	Place	3.1. የኒሽርሲቲው የሚገኝበት ቦታ	5	4	3	2	1
		3.2. የኒሽርሲቲው ከቤት/ ከስራ ቦታ ያለው ርቀት	5	4	3	2	1
		3.3. የኒሽርሲቲው ብዙ ካምፓሶች ያሉት መሆኑ	5	4	3	2	1
		3.4. የኒሽርሲቲው online ትምህርት መስጠት መቻሉ	5	4	3	2	1
		3.5. የኒሽርሲቲው online ምዝገባ መፍቀዱ	5	4	3	2	1
4.	Promotion	4.1. በየኒሽርሲቲው website ብዙ	5	4	3	2	1

		information መኖሩ					
		4.2. ስለ ት/ት ቤቱ የሚሰሩ ማስታወቂያዎች ሳቢ(መሳጫ) መሆናቸው	5	4	3	2	1
		4.3. መንገድ ላይ የሚበተኑ ሊፍ ሌቶች እና ብሮሽሮች	5	4	3	2	1
		4.4. ዩቲዩቲቭ ኮሙኒኬሽን ምሳሌዎች ግንኙነት	5	4	3	2	1
		4.5. በSocial media የሚለቀቁ ማስታወቂያዎች	5	4	3	2	1
5.	Process	5.1. የዩቲዩቲቭ ህግና ደንቦች	5	4	3	2	1
		5.2. የዩቲዩቲቭ መግቢያ መለኪያዎች	5	4	3	2	1
		5.3. የክፍያ አከፋፈል ነጻነት መኖሩ/ተቀያይሪ መሆኑ	5	4	3	2	1
		5.4. ክፍያን ዘግይቶ መክፈል መቻል	5	4	3	2	1
		5.5. የት/ት አስጣጥ ፕሮግራሙ ተቀያይሪ መሆኑ	5	4	3	2	1
		5.6. በተማሪዎች እና በstaff ያለው ግንኙነት	5	4	3	2	1
		5.7. የት/ት ቤቱ ሰራተኞች ረጅስትራር ክፍል ለተማሪዎች በመጀመሪያ ቀን የሚያሳዩት ቅርበት	5	4	3	2	1
6.	Physical Facilities	6.1. የዩቲዩቲቭ ቤተ ንባብ ዩቲዩቲቭ በመጻሕፍት እና በኢንተርኔት አገልግሎት መሟላት	5	4	3	2	1
		6.2. የዩቲዩቲቭ ህንጻ እና መሰረተ ልማቶች	5	4	3	2	1
		6.3. የት/ት ቤቱ ለተማሪዎች መኖሪያ ክፍሎች ማቅረብ	5	4	3	2	1
		6.4. የተሟላ ቤተ ሙከራ መኖሩ	5	4	3	2	1
		6.5. ቤተሙከራ እና የመማሪያ ክፍሎች የተሟላ Technology ሲኖራቸው	5	4	3	2	1
		6.6. በቂ የስፖርት ቦታ መኖሩ	5	4	3	2	1
		6.7. የተማሪዎች ካፌቴሪያ መኖሩ	5	4	3	2	1
7.	People	7.1. የተማሪዎች አገልግሎት ክፍል መኖሩ	5	4	3	2	1
		7.2. ብዙ እውቀት ያካበቱ አስተማሪዎች መኖራቸው	5	4	3	2	1
		7.3. የትምህርት አስጣጥ ዘዴው አዳዲስ ፈጠራዎችን ያካተተ መሆኑ	5	4	3	2	1
		7.4. የውጭ ሃገር አስተማሪዎች መኖራቸው	5	4	3	2	1
		7.5. አስተማሪዎች ብዙ ጊዜ መገኘት መቻላቸው	5	4	3	2	1

8. የዩኒቨርሲቲ ምርጫችሁ በሚመለከት በሚከተሉት ነጥቦች ምን ያክል እንደምትስማሙ እና እንደምትሰማሙ ለማወቅ እባክዎ ከሚከተሉት ቁጥሮች በመምረጥ (✓) ምልክት ያስቀምጡ።

1=በፍጹም አልስማማም, 2= አልስማማም, 3=መካከለኛ, 4= እስማማለሁ, 5= በጣም እስማማለሁ,

No	ዩኒቨርሲቲ መምረጥ	5	4	3	2	1
8.1.	የሚሰጡ የት/ት አይነቶች ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1
8.2.	የት/ቤት ክፍያ ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድሮብኛል።	5	4	3	2	1
8.3.	ት/ቤቱ የሚገኝበት ቦታ ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1
8.4.	ስለ ት/ቤቱ የተሰሩ ማስታወቅያዎች ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1
8.5.	የምዝገባ እና ት/ት አሰጣጥ ሁኔታ ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1
8.6.	ህንፃው እና የት/ቤቱ መሰረተ ልማቶች ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1
8.7.	መምህራን እና ት/ቤቱ ዉሰጥ የሚሰሩ ሰዎች ዩኒቨርሲቲ መምረጥ ላይ ተፅእኖ አሳድረውብኛል።	5	4	3	2	1

እናመሰግናለን

Appendix IV: Histogram and Partial regression Plots

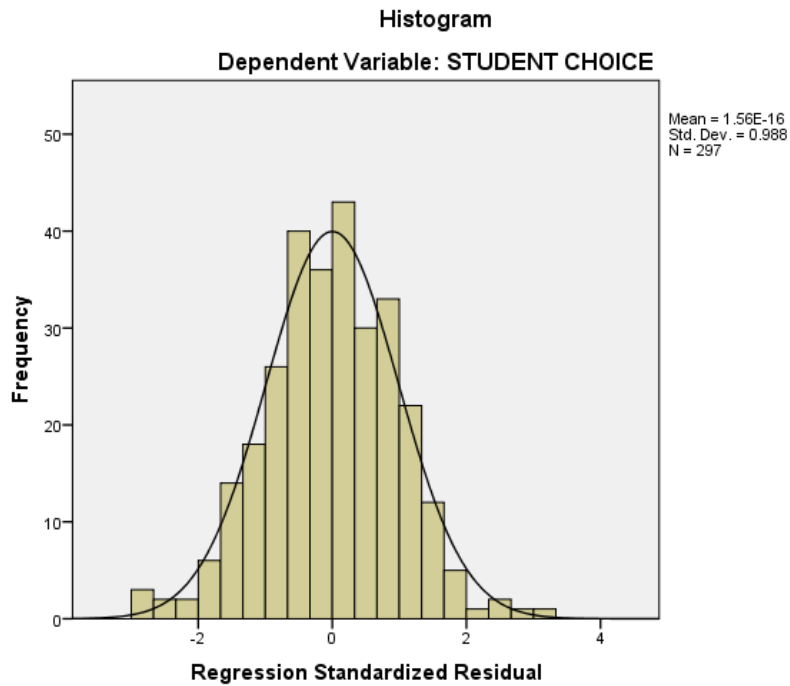


Figure 4: Histogram

Source: Own survey, 2020

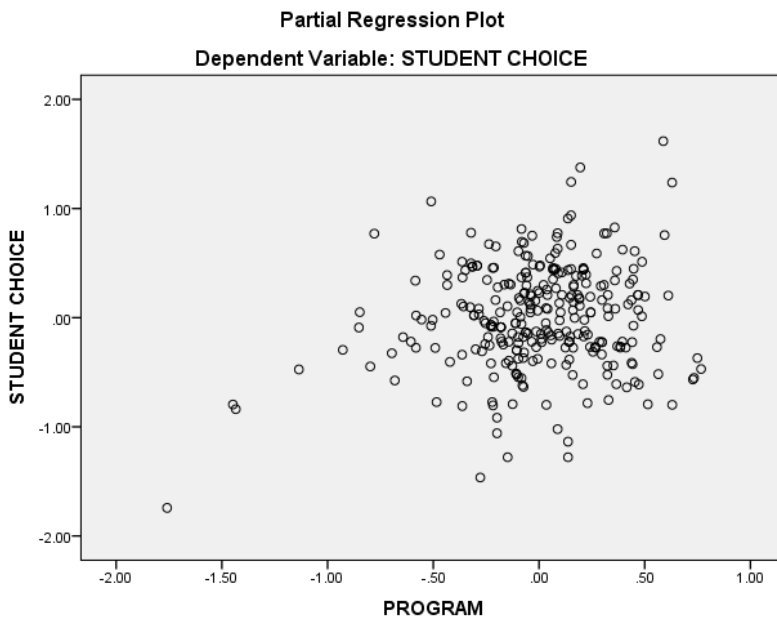


Figure 5: Partial Regression Plot -Program

Source: Own survey, 2020

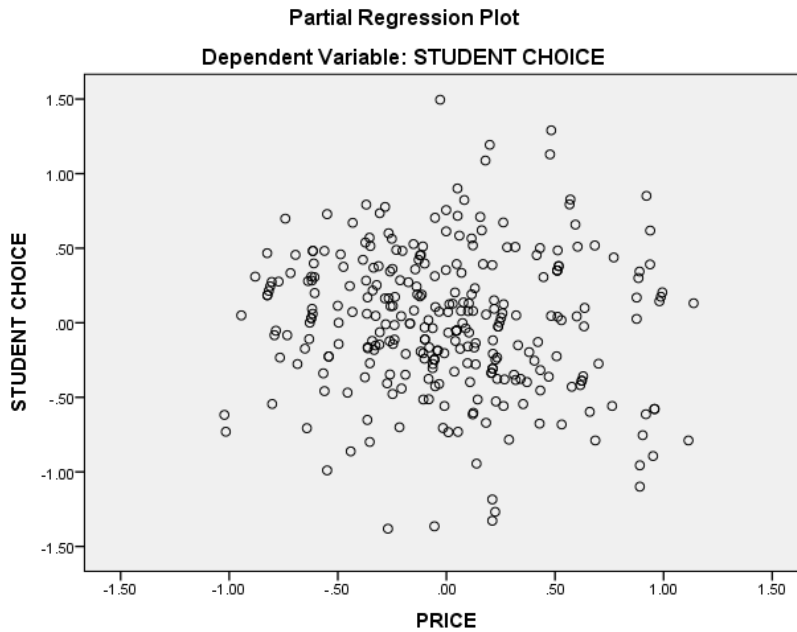


Figure 6: Partial Regression Plot - Price

Source: Own survey, 2020

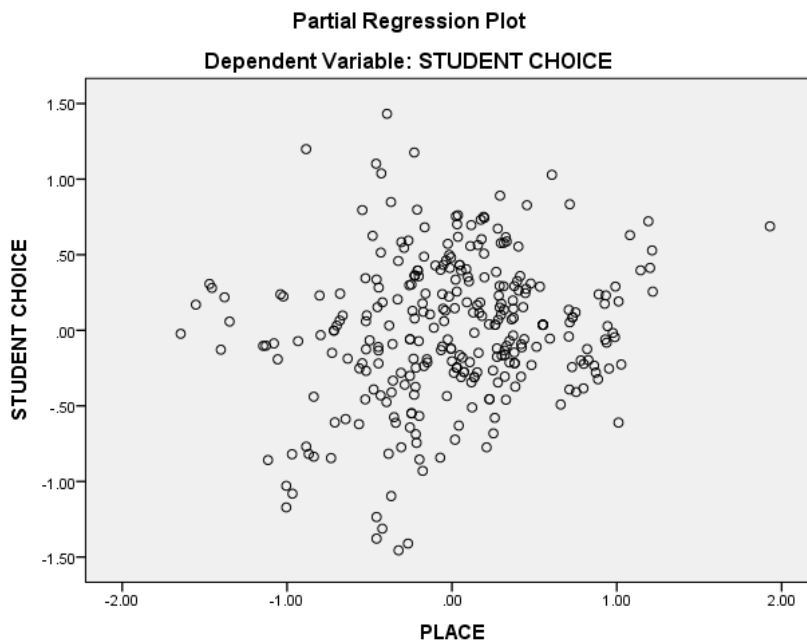


Figure 7: Partial Regression Plot – Place

Source: Own survey, 2020

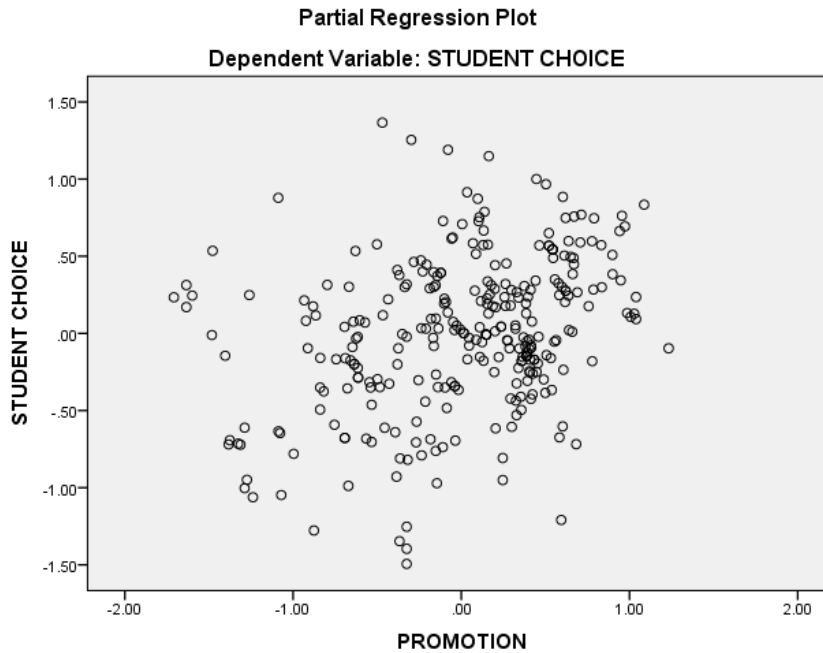


Figure 8: Partial Regression Plot –Promotion

Source: Own survey, 2020

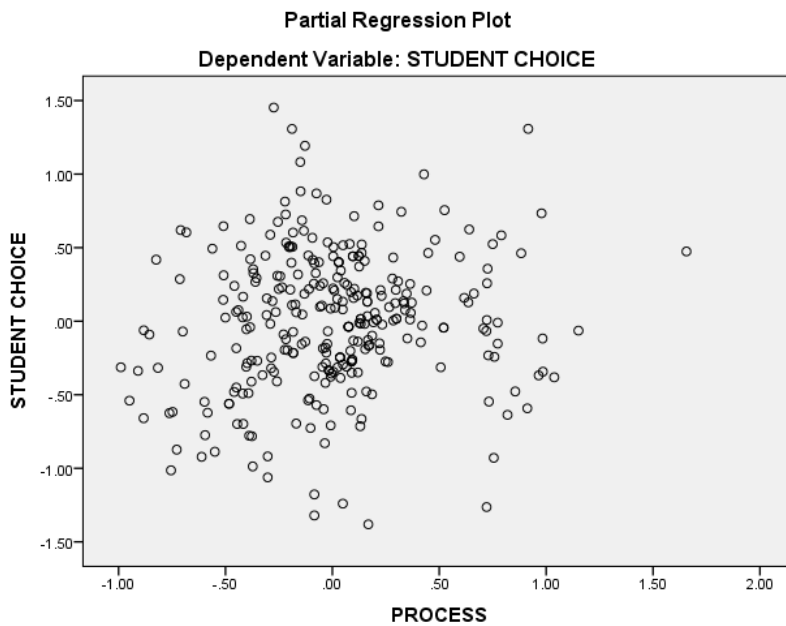


Figure 9: Partial Regression Plot –Process

Source: Own survey, 2020

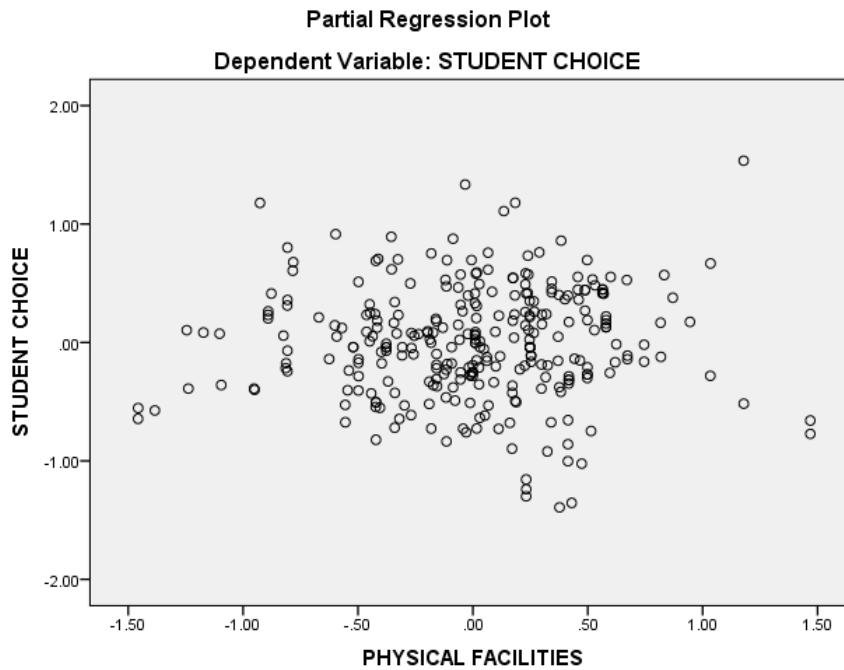


Figure 10: Partial Regression Plot –Physical Facilities

Source: Own survey, 2020

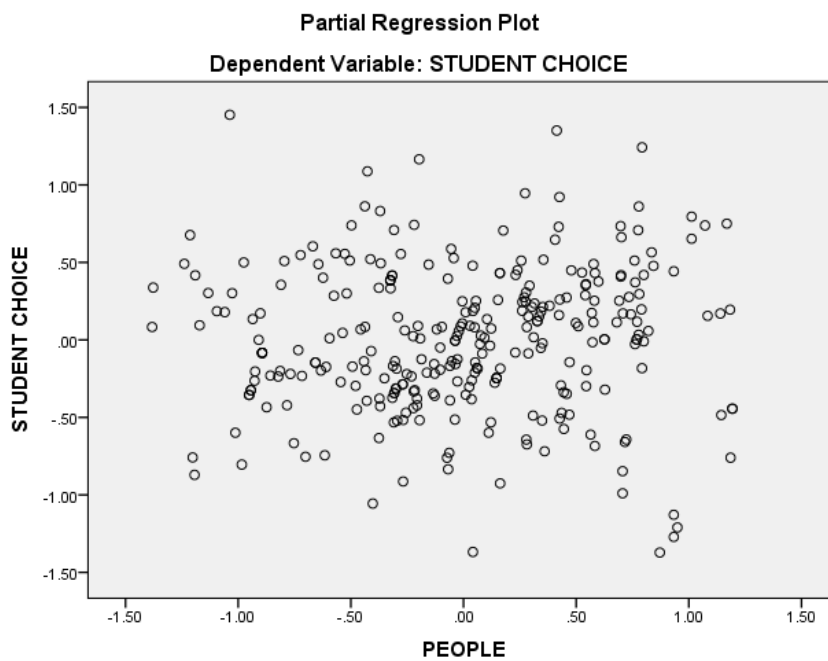


Figure 11: Partial Regression Plot –People

Source: Own survey, 2020

Appendix V: Description of marketing mix elements

Table 18: Descriptive Statistics of Program

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
Courses offered are important for me	86(29 %)	185(62.3 %)	23(7.7%)	3(1 %)	0	100
Majors and specialization of Courses offered are	31(10.4 %)	174(58.6 %)	78(26.3%)	10(3.4 %)	4(1.3 %)	100
There are full course materials	22(7.4%)	164(55.2 %)	94(31.6 %)	14(4.7 %)	3(1%)	100
Curriculum and availability of books	37(12.5%)	169(56.9 %)	73(24.6 %)	17(5.7%)	1(0.3 %)	100
University Recognition of its qualification by employers	41(13.8 %)	156(52.5 %)	95(32 %)	5(1.7 %)	0	100
Number of credits per degree(Field of study you need) are enough	38(12.8 %)	154(51.9 %)	88(29.6 %)	16(5.4 %)	1(0.3 %)	100
Duration of the Program is short	47(15.8 %)	203(68.4 %)	45(15.2 %)	1(0.3 %)	1(0.3 %)	100

Source: Own survey, 2020

Table 19: Descriptive statistics of Price

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
Tuition fees are relatively affordable	50(16.8 %)	174(58.6 %)	71(23.9 %)	1(0.3 %)	1(0.3 %)	100

There are possibilities of getting scholarship	39(13.1 %)	105(35.4 %)	137(46.1 %)	14(4.7 %)	2(0.7 %)	100
There are possibilities of Discounts	33(11.1 %)	143(48.1 %)	115(38.7 %)	6(02 %)	0	100
Transportation cost to and from the university is cheap	28(9.4 %)	87(29.3 %)	151(50.8 %)	24(8.1%)	7(2.4 %)	100

Source: Own survey, 2020

Table 20: Descriptive statistics of Place

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
Location of the university is central	124(41.8 %)	55(18.5 %)	87(29.3 %)	15(5.1%)	(%)	100
University is close to home or work	70(23.6 %)	73(24.6 %)	83(27.9 %)	44(14.8 %)	27(9.1 %)	100
Availability of Multiple campuses	38(12.8 %)	73(24.6 %)	52(17.5 %)	53(17.8 %)	81(27.3 %)	100
Availability of online program	76(25.6 %)	51(17.2 %)	45(15.2 %)	25(8.4 %)	100(33.7 %)	100
Availability Online semester registration	82(27.6 %)	35(11.8 %)	36(12.1 %)	30(10.1 %)	114(38.4 %)	100

Source: Own survey, 2020

Table 21: Descriptive statistics of Promotion

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
Much information is available in the University website	82(27.6 %)	52(17.5 %)	79(26.6 %)	47(15.8 %)	37(12.5 %)	100
Advertisement about the university is attractive	39(13.1 %)	46(15.5 %)	90(30.3 %)	66(22.2%)	56(18.9 %)	100
University leaflets or brochures distributed in public places are important	23(7.7 %)	61(20.5%)	73(24.6 %)	38(12.8 %)	102(34.4 %)	100
Public relations of the University is very nice	94(31.6 %)	84(28.3 %)	70(23.6 %)	32(10.8 %)	17(5.7 %)	100
Regular Social media advertisement	33(11.1 %)	76(25.6 %)	44(14.8 %)	79(26.6 %)	65(21.9 %)	100

Source: Own survey, 2020

Table 22: Descriptive statistics of Process

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
University rules and regulations are smooth	106(35.7 %)	120(40.4 %)	33(11.1 %)	28(9.4 %)	10(3.4 %)	100
Entry requirements are fair	62(20.9 %)	109(36.7 %)	85(28.6 %)	15(5.1%)	26(8.8 %)	100

Flexibility of payment arrangements of tuition fees	67(22.6 %)	98(33 %)	67(22.6 %)	44(14.8 %)	21(7.3 %)	100
Delayed payments are allowed	81(27.3 %)	61(20.5 %)	76(25.6 %)	37(12.5 %)	42(14.1 %)	100
The lecture timetable is Flexible	50(16.8 %)	82(27.6 %)	114(38.4 %)	15(5.1 %)	36(12.1 %)	100
There are Good student staff relationships	81(27.3 %)	103(34.7 %)	73(24.6 %)	34(11.4 %)	6(2.0 %)	100
Staff & recruitment team were friendly with me on my first visit	32(10.8 %)	137(46.1 %)	70(23.6 %)	27(9.1 %)	31(10.4 %)	100

Source: Own survey, 2020

Table 23: Descriptive statistics of Physical facilities

Variables	Very important	Important	Neutral	Less important	Not important at all	Total
There is well stocked library and internet facilities	94(31.6 %)	91(30.6 %)	73(24.6 %)	32(10.8 %)	7(2.4 %)	100
University infrastructure and buildings are attractive	45(15.2 %)	53(17.8 %)	86(29 %)	44(14.8 %)	69(23.2 %)	100
Accommodation options are available	37(12.5 %)	50(16.8 %)	60(20.2 %)	46(15.5 %)	104(35 %)	100
Availability of well stocked laboratory	78(26.3 %)	78(26.3 %)	65(21.9 %)	49(16.5 %)	27(9.1 %)	100
The labs and classes are	122(41.1 %)	101(34 %)	47(15.8 %)	24(8.1 %)	3(1 %)	100

equipped with Technology						
Sufficient playing area	50(16.8 %)	92 (31%)	98(33 %)	26(8.8 %)	31(10.4 %)	100
Availability of students Cafeteria	49(16.5 %)	132(44.4 %)	49(16.5%)	14(4.7 %)	53(17.8 %)	100

Source: Own survey, 2020

Table 24: Descriptive statistics of People

Variable	Very important	Important	Neutral	Less important	Not important at all	Total
Student affairs office's service	49(16.5 %)	132(44.4 %)	49(16.5 %)	14(4.7 %)	53(17.8 %)	100
Professors' expertise being at high level	94(31.6 %)	96(32.3 %)	74(24.9 %)	14(4.7 %)	19(6.4 %)	100
Innovative Teaching methods	67(22.6 %)	70(23.6 %)	85(28.6 %)	36(12.1 %)	39(13.1 %)	100
There are foreign teaching staff	30(10.1 %)	16(5.4 %)	56(18.9 %)	64(21.5 %)	131(44.1 %)	100
Professors' are accessible most of the time	47(15.8 %)	95(32 %)	66(22.2 %)	49(16.5 %)	40(13.5 %)	100

Source: Own survey, 2020