



Addis Ababa University School of Commerce  
Department of Marketing Management

**ANALYZING FACTORS INFLUENCING CUSTOMERS  
PREFERENCE TO USE TRAINING SERVICES OF ETHIOPIAN  
AVIATION ACADEMY**

**By: MenbereTadesse**

May2017  
AddisAbaba,Ethiopia

**ANALYZING FACTORS INFLUENCING CUSTOMERS  
PREFERENCE TO USE TRAINING SERVICES OF ETHIOPIAN  
AVIATION ACADEMY**

**A Thesis Submitted To the school of Graduate Studies of Addis Ababa  
University School of Commerce in Partial Fulfillment for the Award of  
Masters of Arts Degree in Marketing Management**

**By  
MenbereTadesse**

**Advisor:  
TewodrosMesfin (Ph.D)**

**May 2017  
Addis Ababa**

### **Statement of Certification**

This is to certify that MenbereTadesse carried out this research on the topic entitled “Analyzing Factors Influencing Customers Preference to use training Services of Ethiopian Aviation Academy: A case study of Ethiopian Aviation Academy” and this work is original in nature and is suitable for submission for the award of the Master of Arts Degree in Marketing Management.

**Advised By:**

---

**Tewodros Mesfin (Ph.D.)**

**May, 2017**

## **Statement of Declaration**

I, MenbereTadesse, hereby declare that this research paper entitled “Factors Influencing Customers Preference to use training Services of Ethiopian Aviation Academy” is my original work and has not been used by others for any other requirements in any other university and all sources of information in the study have been appropriately acknowledged.

**Declared by:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Confirmed by Advisor:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

**Approved by Examiner:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

# **APPROVAL SHEET**

Addis Ababa University School of Commerce, Graduate Studies  
Program Department of Marketing Management

## **ANALYZING FACTORS INFLUENCING CUSTOMERS PREFERENCE TO USE TRAINING SERVICES OF ETHIOPIAN AVIATION ACADEMY**

**By: MenbereTadesse**

**Approved by Board of Examiners**

|                            |                    |               |
|----------------------------|--------------------|---------------|
| _____<br>Advisor           | _____<br>Signature | _____<br>Date |
| _____<br>Internal Examiner | _____<br>Signature | _____<br>Date |
| _____<br>External Examiner | _____<br>Signature | _____<br>Date |

## **Acknowledgments**

God is the first I should thank, for giving me the strength I needed during all the challenges that I went through. I praise him for his grace and unconditional love. Thank You Almighty God!

I then would like to express my appreciation to my thesis advisor Tewodros Mesfin (Ph.D) for his comments and unreserved support during my study.

I am very grateful for my husband Sidrak G. for his encouragement and support throughout my journey and for taking a good care of the kids when I was not around. Thank you my three joys (Natan, Kaleb and Yafet) for being patient with me all the time. My Father (Abaye) and Gash Girma, God bless you for your kind encouragements and support. I am very blessed to have you all in my life.

Finally, I would like to acknowledge my family, friends and all other participants of this study who gave their time and provided their valuable information. My heartfelt thanks go to everyone that has contributed to this thesis directly or indirectly. THANK YOU.

## Abstract

*The objective of this research paper was to examine factors influencing customers' preference to use training services of Ethiopian Aviation Academy. The researcher thus tried to analyze the applicability of Jackson's (1982) hybrid model in regards to brand preference of Ethiopian aviation academy. The selected conceptual framework was on factors affecting students' college choice preference; from college characteristics which are costs/price, reputation of the institution, academic program/availability, facilities and advertizing was analyzed. A quantitative research design was applied to research the causal relationship of the college choice preference and determinants of college choice. A stratified sampling technique was conducted to contact the sample respondents' form the five training schools of the academy. Applying a structured questionnaire written in English the researcher distributed to 170 trainees in person. The analysis was done using descriptive and inferential statistics by using SPSS version 20. The research finding clearly indicates that College Reputation has positive relationship with college choice decision/preference. Price has a negative relationship with customers' college choice preference. This means that a one unit increase in price will result a decrease in customers college choice preference. Advertising has also a positive relationship with college choice decision/preference. Therefore, the academy has to work on its branding to maintain its reputation, must increase its promotional activities on Television and Radio and design best pricing policy to maintain and attract customers brand preference.*

# Table of Content

|                                                  |             |
|--------------------------------------------------|-------------|
| <b>CHAPTER ONE:</b>                              |             |
| Introduction.....                                | <b>Page</b> |
| 1.1. Background of the Study.....                | 1           |
| 1.2. Overview of African Aviation Industry ..... | 2           |
| 1.3. Statement of the Problem .....              | 4           |
| 1.4. Basic Research Questions.....               | 5           |
| 1.5. Objectives of the Study .....               | 5           |
| 1.5.1. General objective .....                   | 5           |
| 1.5.2. Specific objectives .....                 | 5           |
| 1.6. Significance of the Study .....             | 5           |
| 1.7. Scope of the Study .....                    | 6           |
| 1.8. Limitation of the Study .....               | 7           |
| 1.9. Definition of the Terms .....               | 7           |
| 1.10 Organization of the Study .....             | 9           |
| <b>CHAPETR TWO:</b>                              |             |
| <b>Review of Related Literature</b>              |             |
| Introduction.....                                | 10          |
| 2.1. Theoretical Framework .....                 | 10          |
| 2.2. Empirical Literature Review .....           | 14          |
| 2.3. Conceptual Framework .....                  | 17          |
| <b>CHAPTER THREE:</b>                            |             |
| <b>Research Design and Methodology</b>           |             |
| Introduction.....                                | 22          |
| 3.1. Research Approach .....                     | 21          |
| 3.2. Research Design .....                       | 21          |
| 3.3. Sampling Design.....                        | 22          |
| 3.4.1. Population of the Study .....             | 22          |
| 3.4.3. Sample Size .....                         | 23          |
| 3.4.3. Sampling Technique.....                   | 24          |

|                                       |                                                       |    |
|---------------------------------------|-------------------------------------------------------|----|
| 3.4.                                  | Data Sources and Types.....                           | 24 |
| 3.5.                                  | Data Collection Procedures.....                       | 24 |
| 3.6.                                  | Data Analysis.....                                    | 24 |
| 3.7.                                  | Ethical Consideration.....                            | 25 |
| 3.8.                                  | Validity and Reliability.....                         | 26 |
| 3.8.1.                                | Validity.....                                         | 26 |
| 3.8.2.                                | Reliability.....                                      | 26 |
| <b>CHAPTER FOUR:</b>                  |                                                       |    |
| <b>Data Analysis and Presentation</b> |                                                       |    |
|                                       | Introduction.....                                     | 27 |
| 4.1.                                  | Demographic Data.....                                 | 27 |
| 4.2.                                  | Descriptive Data and Presentation.....                | 32 |
| 4.3.                                  | Scale validity and Reliability                        | 37 |
| 4.3.1.                                | Normality Assumption .....                            | 37 |
| 4.3.2.                                | Reliability test.....                                 | 38 |
| 4.3.3.                                | Homoscedasticity.....                                 | 38 |
| 4.4.                                  | <b>Inferential Analysis of Variables</b>              |    |
| 4.4.1.                                | Correlation Test between Variables.....               | 39 |
| 4.4.2.                                | Test of Linear Regression.....                        | 43 |
| 4.4.3.                                | Multiple Linear Regression Analysis .....             | 43 |
| 4.4.4.                                | Hypothesis Testing and Interpretation of Results..... | 46 |
| <b>5 CHAPTER FIVE</b>                 |                                                       |    |
| 5.1.                                  | Introduction.....                                     | 48 |
| 5.2.                                  | Conclusion.....                                       | 50 |
| 5.3.                                  | Recommendation.....                                   | 51 |

| <b>Hypothesis</b> | <b>Independent Variable</b> | <b>Dependent Variable</b> | <b>Relationship</b> | <b>Data analysis method</b> | <b>Result</b> |
|-------------------|-----------------------------|---------------------------|---------------------|-----------------------------|---------------|
| H1                | Academic Programs           | College Choice Decision   | Positive            | Correlation and Regression  | Rejected      |
| H2                | College Reputation          | College Choice Decision   | Positive            | Correlation and Regression  | Supported     |
| H3                | Educational Facility        | College Choice Decision   | Positive            | Correlation and Regression  | Rejected      |
| H4                | Cost or Price               | College Choice Decision   | Negative            | Correlation and Regression  | Supported     |
| H5                | Advertising                 | College Choice Decision   | Positive            | Correlation and Regression  | Supported     |

# CHAPTER ONE

## **Introduction**

This chapter describes an introduction of the study and will include background of the study, statement of the problem, basic research questions, general and specific objectives, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the paper.

### **1.1. Background of the Study**

Brand preference reflects a desire to use a particular company's products or services, even when there are equally priced and equally-available alternatives. In fact, more often than not, brand preference indicates a desire to seek out a specific product or service, even when it requires paying more or expending more effort to obtain it. Brand preference is important to companies because it provides an indicator of their customers' loyalty, the success of their marketing tactics, and the strength of their respective brands as noted by Orin Davis(2003)

### **Elements of Brand Preference**

Even if our competitor's prices are low, people still have many reasons to shop with our company, and successful marketing tactics put those reasons front and center in the hearts and minds of current and potential consumers. When people believe that our company is superior and, likewise, its products and services, that means our company has good brand strength. People believe that they will get results that are worthwhile from their company in terms of aspects like quality, value, customer support, variety, and accessibility as noted by Orin Davis(2003)

According to Wharton University of Pennsylvania (2012) Consumer choices refers to as the decisions that consumers make with regard to products and services. When we study consumer choice behavior, we examine how consumers decide which products to purchase or consume over time.

**Customer choice** is also the right of customers to purchase energy from a supplier other than their traditional supplier or from more than one seller in the retail market as noted by Mark McCracker(2005)

According to the free encyclopedia the theory of consumer choice is the branch of microeconomics that relates preferences to consumption expenditures and to consumer demand curves. It analyzes how consumers maximize the desirability of their consumption as measured by their preferences subject to limitations on their expenditures, by maximizing utility subject to a consumer budget constraint.

Studying customers' preference will thus be highly essential to identify Consumer value to come up with a fine segmented target groups having a well-defined position to meet the specific needs of consumers. In order to get loyal customers, firms should exhaustively seek to find out what motivates consumers purchase their products other than their competitors as noted by Mark McCracker(2005)

## **1.2. Overview of the Aviation Industry**

Aviation Trainings has become increasingly important in Africa, the air transport industry is growing at a fast rate of about 10 % especially in the Middle East region. This has created a huge demand for aviation professionals in the region and is expected to continue in the coming years as noted by Kate Bergman(2016)

As global economies expand and airlines take delivery of tens of thousands of new commercial jetliners over the next 20 years, there is extraordinary demand for people to fly and maintain these airplanes. To meet this tremendous growth, the 2016 Boeing Pilot and Technician Outlook forecasts that between now and 2035, the aviation industry will

need to supply more than two million new aviation personnel 617,000 commercial airline pilots, 679,000 maintenance technicians, and 814,000 cabin crew as noted by Kate Bergman(2016)

Meeting this demand will require innovative solutions, focused on customers' preference, educational outreach and career pipeline programs to inspire the next generation of pilots, technicians, and cabin crew. New technologies, devices, and training methods will be needed to meet a wide range of learning styles. The growing diversity of aviation personnel will also require instructors to have cross-cultural and cross-generational skills to engage tomorrow's workforce. Even though, graduates from the Aviation colleges and apprentices can be employed by different Airlines for commercial and technical occupations, there is no substitute for formal Aviation training due to the increased regulatory and certification requirements for formal training.

Ethiopian Airlines is the flag carrier of Ethiopia wholly owned by the Country's government. During the past Seventy years, Ethiopian has become one of the continents leading carriers. In line with its vision 2025, Ethiopian Airlines designs its strategy to accommodate seven Strategic Business Units, Ethiopian International, Domestic & Regional Services, Cargo Transport, Maintenance Repair & Overhaul, Ground Services, Catering and **Ethiopian Aviation Academy**.

Ethiopian Aviation Academy is thus striving to meet the Airlines' strategy through trainings of its employees and private (self-sponsored) applicants. Lack of identifying customers' preference and organized Aviation marketing strategy resulted customers dissatisfaction in pricing of the Aviation products. Customers expect timely response to their inquiries about prices of trainings. While there is no proper studied pricing guide book for customized trainings and there is no benchmarking done for price setting. Therefore, the delayed and the inconstancy of pricing process create customer dissatisfaction. There has been no study conducted to establish how trainees select their preferred Aviation Training Center in the case of Ethiopian Aviation Academy.

Furthermore, these factors may differ from one country to another country and even regions. Hence, this study attempts to establish these factors under the Ethiopian Aviation Academy context. This is anticipated to establish key factors that actually influence Customers to refer Ethiopian Aviation Academy.

This research will lay the foundation for a preparation of a detailed study of factors influencing customers' preference while selecting the Academy and streamlines fulfillment of the expectations. It also contributes to set out a proposed Marketing Strategy for Ethiopian Aviation Academy that will help to implement the goals set in its Vision 2030 strategic road map.

### **1.3. Statement of the Problem**

This study addressed consumer preference as the most important factor for developing and executing a successful marketing strategy. The researcher recognized the gaps and attempted to fulfill them by analyzing the different factors which influence preferences of Customers in Ethiopian Aviation Academy context.

Firms use marketing activities to get in touch with the public. Marketing is about clearly defining our unique identity and strengthening it with authentic integrity to build a strong image (Kotler, Kartajaya & Setiawan, 2010). The marketing mix activities of the academy are not well designed to communicate the benefits of their products and services to potential consumers.

In addition to these external influences, consumers use socio-cultural influences as sources of information about a particular product. Socio-cultural factors influence consumers' product-related values, attitudes and behavior and when internalized affect the consumer's preference or purchase decisions. These include comment of a friend, an editorial in the newspaper, usage by a family member, an article in consumer reports, or the views of experienced consumers participating in a special interest discussion group on the internet (Schiffman et al 2010). However, the Ethiopian Aviation Academy does not

build its strong image through intensively engaging on social Medias like tutor, Facebook, and LinkedIn to have an impact on social influences.

A well-defined and executed brand strategy affects all aspects of a business and is directly connected to consumer needs, emotions, and competitive environments. Brand strategy is a long-term plan for the development of a successful brand in order to achieve specific goals as noted by Susan Gunelius (2016). However, the academy doesn't have its own brand & branding strategy. Without a strong brand foundation built on a well-defined strategy, brands have little chance for success as noted by Susan Gunelius (2016)

In addition, the academy lacks a well-established and structured prices and pricing mechanisms for its products which resulted customers dissatisfaction.

#### **1.4. Basic Research Questions**

Thus the researcher raises the following basic questions that guide over all process.

- ✓ What are the impacts of College Reputation on Customers brand preference of the Ethiopian Aviation Academy?
- ✓ What are the impacts of Pricing, Advertizing and Educational Facilities on the brand preference of the Aviation Academy?
- ✓ What are the impacts of academic programs/availability on the brand preference of Ethiopian Aviation Academy?

#### **1.5. Research Objectives**

##### **1.5.1. General Objectives**

- ✓ To examine the factors influencing Customers brand preference of Ethiopian Aviation Academy.

### **1.5.2. The Specific Objectives**

- ✓ To assess the impacts of College Reputation on Customers brand preference of the Aviation Academy.
- ✓ To assess the impacts of Pricing, Advertising and Educational Facilities on the brand preference of the Aviation Academy.
- ✓ To examine the impact of academic programs/availability on brand preference of Ethiopian Aviation Academy.

### **1.6. Significance of the Study**

This research would identify criteria from a trainee's perspective that influences their selection of the Aviation training center. The Aviation Academy will also be able to focus on the essential criteria so as to meet the needs of the trainees.

This research can be utilized by the marketing department where it would identify specific area that should be focused to attract more trainees. The Aviation Academy as a whole can customize its branding, advertising and pricing strategy in making it more attractive to students; thus attracting higher enrolment. Study can also identify partially the ideal marketing mix and strategies that the academy should implement to market penetration and visibility.

The end result of the research shows the importance of identifying the opportunities and treats the Aviation Academy faces. The recommendation of the researcher at end of the study shows possible solutions and improvement areas.

### **1.7. Scope of the Study**

## **Geographically**

This research focuses on the brand preferences of trainees who are located in Ethiopian Aviation Academy, Addis Ababa. While excludes geographically distant sponsors & trainees of the academy.

## **Theoretically**

The Hanson and Litten's (1989) model describes variables affecting the college choice process, including: background characteristics (parental income, education, and gender); personal characteristics (academic ability, class rank, and self-image); high school characteristics (social composition, programs, and curriculum); and college characteristics (costs, reputation of the college, size, programs, and punctuality in responding to questions).Hossler(1990) also examined the influence of advertisement on student college selection.

Therefore, this study is theoretically focuses only on the college characteristics dimension and analyzes its influence on college brand preference.

## **Methodologically**

In this study a survey in the form of questionnaires was used. This type of methodology is used because of its low cost, widely spread, free of bias as answers are in respondent's own words and respondents can be reached according to their convenience.

### **1.8. Limitation of the Study**

Due to time and resource limitation the researcher cannot include all other variables that contribute to the brand preference of Ethiopian Aviation Academy. The research also excludes other aviation Academy's in Addis Ababa.

As the study was delimited to the respondents/trainees in Addis Ababa it may limit the representativeness of the research. The sampling technique that was used for this study was a stratified sampling method which the respondents were selected from different strata/schools of the academy. This research also excludes trainees who are employed by Ethiopian Airlines but focuses on those private or third party applicants.

## **1.9. Definition of Terms**

### **Elements of Marketing Mix**

The elements of marketing mix are often called the four P's of marketing as per MSG Management study Guide, [www.managementstudyguide.com/marketing-mix.htm](http://www.managementstudyguide.com/marketing-mix.htm)

#### **1. Product**

Goods manufactured by organizations for the end-users are called products. Products can be of two types - Tangible Product and Intangible Product (Services). An individual can see, touch and feel tangible products as compared to intangible products. A product in a market place is something which a seller sells to the buyers in exchange of money.

#### **2. Price**

The money which a buyer pays for a product is called as price of the product. The price of a product is indirectly proportional to its availability in the market. Lesser its availability, more would be its price and vice a versa.

#### **3. Place**

Place refers to the location where the products are available and can be sold or purchased. Buyers can purchase products either from physical markets or from virtual markets. In a physical market, buyers and sellers can physically meet and interact with each other whereas in a virtual market buyers and sellers meet through internet.

#### **4. Promotion**

Promotion refers to the various strategies and ideas implemented by the marketers to make the end - users aware of their brand. Promotion includes various techniques employed to promote and make a brand popular amongst the masses.

#### **5. Advertising**

Print media, Television, radio are effective ways to entice customers and make them aware of the brand's existence.

Billboards, hoardings, banners installed intelligently at strategic locations like heavy traffic areas, crossings, railway stations, bus stands attract the passing individuals towards a particular brand.

Taglines also increase the recall value of the brand amongst the customers.

- **Word of mouth**

One satisfied customer brings ten more customers along with him whereas one dissatisfied customer takes away ten more customers. That's the importance of word of mouth. Positive word of mouth goes a long way in promoting brands amongst the customers.

**Lately three more P's have been added to the marketing mix. They are as follows:**

- **People** - The individuals involved in the sale and purchase of products or services come under people.
- **Process** - Process includes the various mechanisms and procedures which help the product to finally reach its target market

- **Physical Evidence** - With the help of physical evidence, a marketer tries to communicate the USP's and benefits of a product to the end users.

### **Four C's of Marketing Mix**

Now days, organizations treat their customers like kings. In the current scenario, the four C's has thus replaced the four P's of marketing making it a more customer oriented model. Koichi Shimizu in the year 1973 proposed a four C's classification.

- Commodity - (Replaces Products)
- Cost - (Replaces Price) involves manufacturing cost, buying cost and selling cost
- Channel - The various channels which help the product reach the target market.
- Communication - (Replaces Promotion)

### **1.10. Organization of the Study**

This study comprises four chapters in total, with Chapter One being the introduction and Chapter Five the conclusion. The three chapters that follow the introduction and precede the Conclusion constitute the research methodology, the literature review and the core analysis.

The chapters covers a wide and detailed presentation about factors influencing Customers brand preference to use Training Services of Ethiopian Aviation Academy, explanation of the research methods employed, and statistical analysis of the data will takes place.

The introductory chapter contains background of the study, statement of the problem, research questions, objectives of the study, research hypotheses, definition of terms, significance of the study, and limitations of the study.

The Second chapter is concerned with the review of pertinent literature on Customers brand preference and definitions of marketing mix elements.

The Third chapter will go through Methodology, description of the study, research approach, research design, population and Sample, Data Source and Types, Data collection procedures, Ethical consideration and Data analysis.

The fourth is about data analysis. The fifth chapter is on conclusion, recommendation and future research recommendations.

# CHAPTER TWO

## Review of Related Literature

### Introduction

After an extensive review of different literatures the definition of all variables, their measurement instrument, and the finding of different studies in different countries will be presented in this chapter.

### 2.1. Theoretical Framework

**Customer Preference** is defined as a set of assumptions that focus on consumer choices that result in different alternatives such as happiness, satisfaction, or utility. The entire consumer preference process results in an optimal choice. Consumer preferences allow a consumer to rank different bundles of goods according to levels of utility, or the total satisfaction of consuming a good or service, as per Jennifer Lombardo (2015)

It is important to understand that consumer brand preferences are not dependent upon consumer income or prices. So a consumer's capacity to buy goods or services does not reflect a consumer's likes or dislikes as noted by JenniferLombardo(2015)

### Branding

Anctil (2008) defined branding as “creating a clear message about an intangible product and helps to build awareness and relevance in an often crowded marketplace”. He explained that a strong brand is something people can rally behind, resulting in strong loyalty and affinity. The process involved in creating a unique name and image for a product in the consumers' mind, mainly through advertising campaigns with a consistent theme. Branding aims to establish a significant and differentiated presence in the market that attracts and retains loyal customers.

According to (Keller, 2013), “Brand is a name, term, sign, symbol, or design, or a combination of these, intended to identify the goods and services of one seller or group of sellers from another and to differentiate them from those of competition.” Brands, as further explained by (Keller, 2013), have a significant role both to consumers and manufacturers. To consumers for instance, brands can play an important role in the functions of identifying the source or maker of a product and thus, let consumers assign responsibility to a particular manufacturer or distributor. But more than serving any identifying purposes, brands take on special meaning to consumers through past experiences with the product and its marketing program over the years, which in turn help consumers to be able to find out which brands satisfy their particular needs and which of them don’t.

As a result, brands are stated to provide a shorthand device or means of simplification for customers’ product decisions. A brand also provides distinct benefits to consumers. For example, it promises and delivers high level of assurance to consumers. Therefore, it is a mental guarantee that the product will deliver the desired value promised; it is also a mental patent as it promises certain amount of value to its customers. A brand serves as an assurance to the customer about product performance. A brand helps customers identify the product on the shelf and helps in making an informed choice. A brand, as symbols of status and social significance, give psychological satisfaction to consumers. A brand also serves as a medium of social stratification, as it reflects a person’s choice and social class due to specific usage and value orientation (Ghodeswar, 2008).

## **Brand Image**

Brand Image is one of the essentially important aspects of the brand that is reflected through the associations that consumers make of a given brand. It is valuable for marketers to make a distinction between lower level considerations, related to for example, consumer perceptions of specific performance and imagery attributes and benefits, and higher level considerations related to overall judgments, feelings, and relationships (Keller, 2013).

Brand image also depicts the picture that is perceived by target customers that were formed through a number of long time contacts with a particular brand. The external image may arise from the learning processes that are instigated by all brand experiences (Rogers, 2008).

## **Brand Associations**

Brand associations are those abstract associations (attributes and benefits) that characterize or symbolize the most important features of a given brand. They can serve as the basis of brand positioning in terms of how they create points of parity and points of difference (Keller, 2013).

Brand associations which mark a point of difference are naturally expected to be strong, unique, and favorable in order to create a competitive advantage. On the other hand, points of parity are those brand associations that are not exclusive to the particular brand. For the development of strong brand associations, emotions and modality specific impressions play a pivotal role. Strong brands evoke intense emotions, images and keen sensory experiences (Rogers 2008).

## **Brand Image and its importance to an organization**

Today's generation is quite impressionable and hence in order to enhance their personality, or to meet social standards, they gravitate towards branded products that are creating a stir in the market. This brand image is simply an impression or an imprint of the brand developed over a period of time in the consumer's mindset.

This image of a brand is ultimately a deciding factor that determines the product sales. The brand image is very important, as it is an accumulation of beliefs and views about that particular brand. The character and value of the brand is portrayed by its image, as it is the main component in the scheme of things. The brand image is eventually the mirror through which the company's key values are reflected as noted by Hitesh Bhasin (2016)

### **Relationship Marketing**

Al-Alak (2006, as cited by Helgesen, 2008) defined relationship marketing as "a set of marketing activities or actions that attract, motivate, and enhance existing and potential student. Relational, or relationship marketing, is embraced by higher education because of its ability to facilitate loyalty.

OlyNdubisi, N., (2007) Relationship marketing is a side of customer relationship management (CRM) that focuses on customer loyalty and long-term customer engagement rather than shorter-term goals like customer acquisition and individual sales. The goal of relationship marketing (or customer relationship marketing) is to create strong, even emotional, customer connections to a brand that can lead to ongoing business, free word-of-mouth promotion and information from customers that can generate leads.

### **Consumers Decision Making Model**

The consumer decision making is a complex process with involves all the stages from problem recognition to post purchase activities. All the consumers have their own needs in their daily lives and these needs make them make different decisions according to Bruner (1993)

## **1. Problem/Need Recognition**

Recognition of need or a problem is the first stage of the model. According to Bruner (1993) recognition of a problem arises in the situation where an individual realizes the difference between the actual state of affairs and desired state of affairs. Neal and Quester (2006) further state that the recognition of a problem or need depend on different situations and circumstances such as personal or professional and this recognition results in creation of a purchasing idea. Solomon et al (2006) classifies the human needs into two different categories depending on their nature. The following categories are mentioned: psychological and functional or physical needs. The authors state that the psychological needs are the outcome of emotional feeling of consumers whereas functional or physical needs are usually the results of necessity.

The human need has no limit therefore; the problem recognition is a repetitive in nature. According to Maslow theory, human being is always dissatisfied, when an individual's one need is satisfied another one will come out and this trend continues repetitively.

## **2. Information Search**

The next stage of the model is information search. Once the need is recognized, the consumer is likely to search more product-related information before directly making a purchase decision. However, different individuals are involved in search process differently depending on their knowledge about the product, their previous experience or purchases or on some external information such as feedback from others.

Search of information process itself can be divided into two parts as stated by Oliver (2011): the internal search and external search. In internal search, the consumers compare

the alternatives from their own experiences and memories depending on their own past experiences and knowledge.

Colleagues, peers, friends and family members are highlighted as another important source of information by Kahle and Close (2006). Moreover, according to Kahle and Close (2006) the nature of influence of peers, friends and family members upon information search and consumer decision making process in general depends on a range of factors such as the nature of relationships, the level of personal influence, the extent of 'opinion leadership' associated with specific individuals etc.

### **3. Evaluation of Alternatives**

After gathering enough information at the first stage the consumer gets into comparing and evaluating that information in order to make the right choice. In this stage the consumer analyzes all the information obtained through the search and considers various alternative products and services compares them according to the needs and wants. Moreover, another various aspects of the product such as size, quality, brand and price are considered at this stage. Therefore, this stage is considered to be the most important stage during the whole consumer decision making process.

Furthermore, the process of evaluation of alternatives can sometimes be difficult, time consuming and full of pressure for a consumer. This is because it is quite hard to find an ideal product or service that satisfies the needs of the customer as there are numerous factors that hinder the consumer purchasing decision making process. Factors such as age, culture, taste and budget have all impact on the evaluation process by the consumer according to Ha et al (2010).

### **4. Purchase Decision**

Once the information search and evaluation process is over, the consumer makes the purchasing decision and this stage is considered to be the most important stage throughout

the whole process. In this stage, the consumer makes decision to make a final purchase as he or she has already reviewed all the alternatives and came to a final decision point. Purchase further can be classified into three different types: planned purchase, partially purchase and impulse purchase (Kacen, 2002).

## **5. Post-Purchase Evaluation**

The final stage in the consumer decision making process is post-purchase evaluation stage. This stage can be the most important one as it directly affects the future decision making processes by the consumer for the same product. Therefore this stage reflects the consumer's experience of purchasing a product or service. This view is further supported by Ofir (2005) mentioning that the consumer decision making process is a repetitive action and a good experience is vital in reducing the uncertainty when the decision to purchase the same product or service is considered the exact time.

The opinions of peers, friends and family regarding the purchases made is specified as one of the most important factors affecting the outcome of post-purchase evaluation by Perrey and Spillecke (2011)

Brink and Berndt (2009) also highlights the importance of the post-purchase evaluation stage. According to the authors, the consumer may either get satisfaction or dissatisfaction depending on the evaluation of the purchase and comparison of their own expectations. The outcome forms the experience of the customer and its experience is believed to have a direct impact on the next decision of the consumer to purchase the same product from the same seller. Simply, if the consumer is satisfied with the purchase it is likely that the purchase may be repeated while if they have a negative experience from the purchase it is unlikely that the consumer may make the decision to buy the same product from the same seller or even may not buy the product at all.

## **2.2. Empirical Literature Review**

Previous literatures defined the college brand preference of students in regards to higher education revolves around several issues: first, students who finish their high school education must decide whether to pursue their tertiary education; second, students who choose to further their education must make a choice regarding their program or field of

education and the institution of higher education. This study focuses on the last issue, or the criteria that influences students' choice as noted by Jacqueline Liza Fernandez (2010)

Several theoretical models attempt to describe the factors that influence a student's choice of a specific institution of higher education. The tertiary institution choice models include the following: Economic model, human capital model and combined models as noted by Jacqueline Liza Fernandez (2010)

Economic models of human capital investment emphasize rational decision-making behavior when examining students' college choice. Individuals are assumed to act rationally in ways that maximize their utility, given their personal preferences. Students choose a college based on the level of value that each institution offers by comparing costs with perceived benefits. The underlying assumption of the *Jacqueline Liza Fernandez* economic models is that students will select a particular institution if the benefits of attending the institution are greater than the perceived benefits of enrolling in other institutions as noted by Jacqueline Liza Fernandez (2010)

Various researchers (Ellwood and Kane, 2000; Avery and Hoxby, 2004; Long, 2004) have used the human capital investment model to examine college choice. An important contribution of the human capital investment approach is its focus on the effects of pecuniary factors (e.g., family income, tuition, and financial aid) on enrolment. For example, Ellwood and Kane (2000) used a human capital investment model to analyze the relationship between family income and college enrolment while controlling for academic ability, tuition and financial aid, and preference (measured by parental education).

Jackson's (1982) model proposes that students' college choices involve three stages: the preference stage; the exclusion stage; and the evaluation stage. Jackson explains that the preference stage, which includes a student's educational aspirations and attitudes about college enrolment, is shaped by his or her level of academic achievement, family background and social context (e.g., the influence of peers, neighborhood, and school). In

the second stage, the exclusion stage, the student goes through a process of eliminating some institutions from the prospective list.

Chapman's (1981) model posits that student college choice is influenced by a set of student characteristics in combination with a series of external influences. These external influences can be grouped into three categories: the influence of significant persons; the fixed characteristics of the institution; and the institution's own efforts to communicate with prospective students. Both the student characteristics and external influences contribute to and, in turn, are shaped by generalized expectations of college life.

Hanson and Litten's (1989) model describes college selection as a continuing process. The five-step process is as follows: having college aspirations; starting the search process; gathering information; sending applications; and finally, enrolling. Hanson and Litten identified a broad set of variables affecting the college choice process, including: background characteristics (e.g., parental income, education, and gender); personal characteristics (e.g., academic ability, class rank, and self-image); high school characteristics (e.g., social composition, programs, and curriculum); and **college characteristics (e.g., costs, size, programs, and punctuality in responding to questions)**. This also includes introduced public policies, such as financial support, as intervening variables. The Hanson and Litten model is a cross between Jackson's student-based model and the more institutional-based Chapman model.

Having reviewed the various models describing students' college choice, the three most representative models (i.e., Jackson, Chapman, and Hanson and Litten) and integrates them into a hybrid-combined model. This integrated or hybrid model takes into account nine factors pertaining to students' college choice; these are **costs, reputation of the institution, course availability, facilities**, market links, location, distance, parental influence, and peer recommendation. The hybrid model is a useful tool consistent with the purpose of this research, which is the development of a comprehensive students'

college preference model that incorporates all relevant factors that can be used to assist administrators in their marketing efforts.

On the other hand Marketing Mix, Marketing efforts and channels also found to be an important factor in influencing student's college choice. Many researchers study this variable and found it a very significant contributor of enrollment decisions. Felix (2006) while investigating the impact of marketing mix strategies explained that Program and Price attribute of Marketing mix are significant determinants of student enrollment choice than other marketing mix variables. Hossler(1990) also examined the influence of advertisement on student college selection and found that radio and television ads provide a good vehicle for educational marketers to communicate a good image and build strong brand recognition among students in an effective way.

Bnsadi al Ekwnlujo (2003) highlighted that students are becoming more critical and analytical in their selection of education institutions. Ivy (2001) on the other hand identified that students' perceptions about the reputation and image of an institution are shaped by hearsay, past experience and marketing activities that promote the institution. Studies have also shown that an institution's good image can strongly affect students' preference for the institution (Mazzarol, 1998; Bowhe, 2000; Gutman and Miaoulis, 2003).

### **2.3. Conceptual Framework & Hypothesis**

Competitive pressure has forced the higher educational institutions to look for more competitive marketing strategies in order to compete for students in their respective markets. To study the important attributes especially institutional factors that affect students' college choice decision in higher education institutions become pertinent on the part of marketing strategy planning for students' recruitment of higher educational institutions.

Joseph & Joseph (2000) concluded that course and career information, and physical aspects and facilities are critical issues that must be kept in mind when educational institutions are trying to create sustainable competitive advantages in marketing strategies. LeBlance and Nguyen (1999) identified perceptions of price in the form of the price/quality relationship as most important factors, while Ford et al. (1999) recognized academic reputation, /time issues and program issues as the determinants of universities choice.

## **1. Academic programs**

A study conducted in Kuala Lumpur and Selangor, Malaysia by Yusof et al. (2008) also found that availability of the required program as “the very importance attributes” for first year university students to choose a particular higher education institution. Ford et al (1999) also found that program issues such as range of programs of study, flexibility of degree, diploma or certificate program, major change flexibility and range of degree options are the most important factors for students to choose higher education institutions. Ismail (2009) indicated that students are satisfied with college choice based on their information satisfaction with respect to academic recognition (external influence).

Consequently, this study hypothesizes that there is a significant positive relationship between academic programs and college choice decision.

***H1: There is a significant positive relationship between academic programs and college choice decisions.***

## **2. Cost/Price**

Perceived price is how a consumer perceives a price as high, low or fair and it has a strong influence on purchase behavior. There is a significant amount of research that proves price consciousness as an important variable in consumer purchase decision

making (e.g. Lichtenstein et al., 1993; Estalami& Lehman, 2001; Moon et al., 2006; Campbell, 2007).

Jackson (1986) concluded that price is a negative influence on college choice while financial aid to reduce costs is a positive influence. As a result, this study hypothesizes that cost is a significant predictor that influences college choice decision.

***H2: There is a significant Negative relationship between cost and college choice decision.***

### **3. College Reputation**

Institutional image and reputation has a tremendous effect on college choice. It is a powerful influence on potential student and college reputation is extremely persuasive in the college search and selection process. Students value the reputation of a college and it rates as an influential factor by students in the college choice process (Lay & Maguire, 1981). Keling (2007) stated that the most influential factor that students will evaluate in selecting their choice of institution was reputation of the institution.

The study was conducted in Malaysia with an average mean score of 3.730. The existence of this relationship justifies that there is a positive relationship between college reputation and college choice decisions.

***H3: There is a significant positive relationship between college reputation and college choice decisions.***

### **4. Educational Facilities**

Absher& Crawford (1996) stated that educational facilities such as classrooms, latest technologies, equipment's, laboratories and libraries are important in a student's selection of a college or university. Consequently, this study hypothesizes that educational facilities is a significant predictor that influences college choice decision.

*H4: There is a significant positive relationship between educational facilities and college choice decisions.*

## **5. Advertising**

Advertising is a core component of integrated marketing communications (IMC). IMC describes the process of developing and coordinating a communications program that allows a brand to reach a wide variety of consumers through the use of various media channels (Kotler et al., 2010; Eagle and Kitchen, 1999). Advertising has evolved to become a vital communications system to help consumers make every day purchase decisions in their lives (Belch & Belch, 2003).

College marketing through the media has grown tremendously in the last ten years. Television and radio advertising have been shown to be particularly effective in building institutional image and visibility, especially in specific geographical areas (Hossler et al., 1990). As a result, this study hypothesizes that advertising is a significant predictor that influences college choice decision.

*H5: There is a significant positive relationship between advertising and college choice decision.*

### **Proposed Conceptual Framework**

#### **Independent variables**

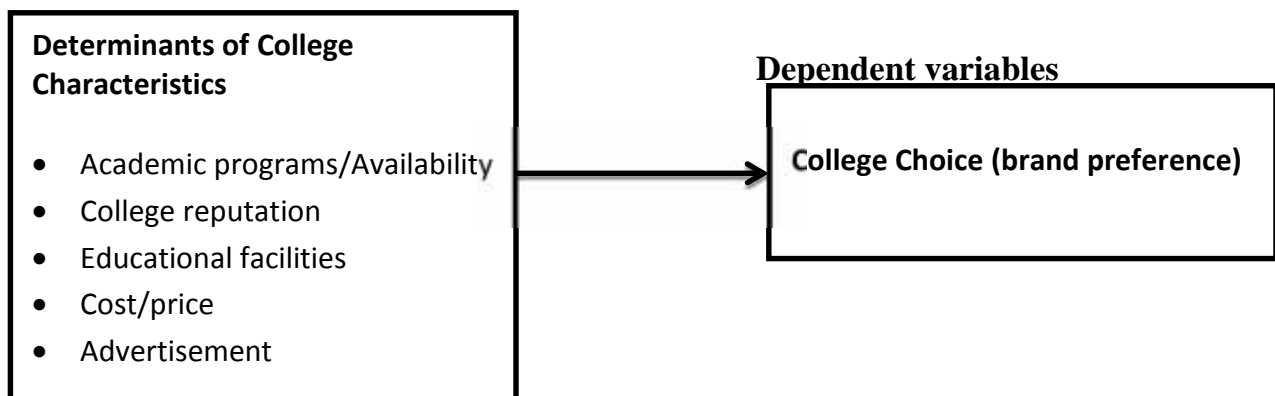


Figure 1.1: A Conceptual Framework.

Source: Adopted from Ming, J.S.K., 2010. Institutional factors influencing students' college choice decision:

This conceptual framework aims to develop a framework on customers brand preference of Ethiopian Aviation Academy in line with the stated research question and objectives in chapter one, the theoretical and empirical works reviewed in the second chapter and the conceptual framework and the hypothesized provided above to be tested with the aim of finding out factors influencing college brand preference of Ethiopian Aviation Academy.

## **CHAPTER THREE**

### **Research Design and Methodology**

#### **Introduction**

In this chapter, the researcher made discussion about the research approach, research design, sampling design (population of the study, sample size, sampling technique), data source and types, data collection procedures, data analysis used by the study. In addition survey related reliability, validity and ethical considerations has been presented.

#### **3.1. Research Approach**

A deductive, or "top-down," approach to research methodology begins with hypotheses based on existing knowledge or literature. In other words, it seeks to test an established theory. Deductive reasoning is a logical process in which a conclusion is based on the concordance of multiple premises that are generally assumed to be true. Deductive reasoning is sometimes referred to as top-down logic.

The researcher used deductive research approach and employs a quantitative research approach as it tested objective theories by examining the relationship among variables and the variables are measured, typically on instruments, so that numbered data can be analyzed using statistical procedure and the final written report will have a set of structure consisting of introduction, literature review, methods, results and discussion. (Creswell, 2009)

### **3.2. Research Design**

Explanatory research frequently includes descriptive elements but goes beyond this to identify the causes lying behind the effects and the nature of the relationships between the two. An explanatory study would seek to differentiate between, and measure, the relative influence of the factors and explain the cause and effect relationship between them. In this sense, the explanatory study clearly has more applied value than the descriptive one. Correlational research attempts to discover or establish the existence of a relationship or interdependence between two or more aspects of a situation (Wyk 2009).

Based on the above clarifications, the research design that was applied for this study was an explanatory research design as its aim was to identify any casual links between the factors or variables that pertain to the research problem. The study tried to identify the relationship between and among the research variables advertising, college choice, educational facility, academic program, price/cost and collegebrand preference.

### 3.3. Sampling Design

#### 3.3.1. Population of the Study

The population of the study needs to be chosen. Population is defended as “the complete set of units of analysis that are under investigation, while element is the unit from which the necessary data is collected”(Davis 2000,pp. 220)

The target populations of the study were those Ethiopian Aviation Academy private trainees at Addis Ababa. This gives us the total population of local and international trainees based at Addis Ababa which are 283 on 2017 fiscal year.

Table 3.1. Population Size of Trainees in Ethiopian Aviation Academy

| <b>Training Schools of the Academy</b>                |                       |                                      |                                         |                                                |                                                    |
|-------------------------------------------------------|-----------------------|--------------------------------------|-----------------------------------------|------------------------------------------------|----------------------------------------------------|
| <b>Type of Third Party Trainees</b>                   | <b>Pilot Training</b> | <b>Aviation Maintenance Trainees</b> | <b>Cabin Crew and Catering Training</b> | <b>Commercial and Ground Services Training</b> | <b>Leadership and Carrier Development Training</b> |
| <b>Ethiopians</b>                                     | -                     | 9                                    | -                                       | 77                                             | 82                                                 |
| <b>International</b>                                  | 25                    | 24                                   | 66                                      | -                                              | -                                                  |
| <b>Total Number of Trainees in each School</b>        | 25                    | 33                                   | 66                                      | 77                                             | 82                                                 |
| <b>Total Population in Ethiopian Aviation Academy</b> |                       |                                      |                                         |                                                | <b>283</b>                                         |

#### Sample Size Selection



### 3.3.2. Sample Size

Based on the above population size which was 283 the Raosoft sample size calculator provides the sample size of 164 trainees. The researcher thus allocates proportional sample size using stratified sampling from the five schools of Ethiopian Aviation Academy; Pilot Training, Aviation Maintenance Trainees, Cabin Crew and Catering Training, Commercial and Ground Services Training, Leadership and Carrier Development Training.

Table 3.2. Samples taken from Training Schools of the Academy

| Type of Third Party Trainees | Pilot Training | Aviation Maintenance Trainees | Cabin Crew and Catering Training | Commercial and Ground Services Training | Leadership and Carrier Development Training | Total      |
|------------------------------|----------------|-------------------------------|----------------------------------|-----------------------------------------|---------------------------------------------|------------|
| <b>Total Population Size</b> | 25             | 33                            | 66                               | 77                                      | 82                                          | <b>283</b> |
| <b>Samples Size</b>          | 14             | 19                            | 38                               | 45                                      | 48                                          | <b>164</b> |

|                                               |  |  |  |  |  |  |
|-----------------------------------------------|--|--|--|--|--|--|
| <b>Based on Stratified Sampling Technique</b> |  |  |  |  |  |  |
|-----------------------------------------------|--|--|--|--|--|--|

### **3.3.3. Sampling Technique**

The researcher used stratified sampling technique and the samples were taken from different strata of the five schools of the academy as shown above.

### **3.4. Data Sources and Types**

The necessary data for the study was collected from both primary and secondary sources of data. Primary Data was generated and presented through a structured questionnaire was fully applied. The data was also collated personally by the researcher. Secondary data was collected from publications including journals, articles, and various materials including brochures, journal, strategy document of the academy and other relevant materials.

In order to see the factors affecting customers' preference to prefer the academy, the researcher used questionnaire which is arranged in to a five point Likert scale anchored form "Strongly agree" to "strongly disagree" on the scale.

### **3.5. Data Collection Procedures**

A structured and detailed questionnaire was distributed to international and local trainees who are using the training services of Ethiopian Aviation Academy.

Three steps were taken to conduct the survey:

Step1: The researcher selected respondents (trainees) based on stratified sampling method from local and international trainees and from the five training schools.

Step2: The questionnaire was distributed and respondents were communicated the purpose of the questionnaire.

Step3: All questionnaires were coded and proceed for data analysis.

### **3.6.Data Analysis**

For the analysis of the primary data, descriptive and inferential statistical analysis techniques were employed. With regards to the descriptive analysis percentages, means, standard deviations and frequencies were calculated using SPSS version 20. This analysis revealed the demographic profile of Ethiopian Aviation Academy trainees the list of most influential variables on collage choice determinants as well as differences in customers brand preference between the categories of the training.

With regards to inferential statistics, correlation as well as a regression analysis was used to investigate the most important questions and objectives of this study and to arrive at the core findings of the study with regards to the hypotheses forwarded. The correlation analysis reports on the magnitude and direction of relationships between variables in the study. These variables are the five independent variables and the dependent variable (college choice brand preference).

A multiple regression analysis was also employed in order to investigate the impact of the hypothesized factors on the college choice preference of customers in Ethiopian Aviation Academy in Addis Ababa. This has enabled hypotheses testing revealing which of the hypothesized independent variables have a statistically significant influences on the decision of customers in each of the five independent variables. The regression analysis also reveals the amount of variance explained by the conceptual framework. Structural equation modeling with SPSS version 20 was also used for the analysis of the data.

### **3.7. Ethical Consideration**

The researcher believes that establishing trust with the research participants'/trainees of the academy is very important. And thus the researcher ensured anonymity and confidentiality to all respondents by carefully explaining the research process how the data will be projected, its aim and objectives without influencing responses.

The researcher also communicated the trainees to fill the consentforms (which state overall purpose and any risks or benefits of participating), Potential risks that could be involved in any questioning is emotional distress. The researcher was ensured that the participants will participate in the study voluntarily, avoid harm to the participants and showed that the research is independent and impartial.

### **3.8. Validity and Reliability**

#### **3.8.1. Validity**

Validity is the extent to which differences found with a measuring instrument reflect true difference among those being tested, (Kothari, 2004). In other words, validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure. In order to ensure the quality of the research design content and construction validity of the research were checked.

Each attribute was derived from relevant literature to ensure the validity of the questionnaire. Based on this definition the content validity was verified by the advisor of this research who looked into the appropriateness of the questions and the scales of measurement. In addition, discussions with fellow researchers as well as the feedback from the pilot survey were another way of checking the appropriateness of the questions.

#### **3.8.2. Reliability**

A pilot test was used on 20 local and international trainees to measure the reliability and consistency of the responses by customers. The coefficient alpha was also used to measure the reliability and internal consistency of each of attributes.

Table 3.3. Reliability Statistics

| <b>Variables</b>     | <b>Cronbach's Alpha</b> | <b>No. of Items</b> |
|----------------------|-------------------------|---------------------|
| Academic Program     | .847                    | 5                   |
| College Reputation   | .892                    | 6                   |
| Cost/Price           | .847                    | 6                   |
| Educational Facility | .872                    | 6                   |
| Advertising          | .886                    | 5                   |

The scale reliability for this study was also checked using the Statistical Package for Social Sciences Software (SPSS) version 20.0 and the Cronbach's alpha was .847, .892, .847, .872 and .886 for Academic Program, College Reputation, Cost/Price, Educational Facility and Advertising respectively. Thus the data generation was reliable and free of random errors.

## **Chapter Four**

### **Data Analysis and Presentation**

#### **Introduction**

This chapter describes the response rate, demographic data, descriptive data and presentation, Scale Validity and Reliability (Normality Assumptions, Reliability test and Homoscedasticity), Inferential Analysis of variables (correlation test, test of linear regression, Regression Analysis and Hypothesis testing and interpretation).

To get a representative data total number of 170 questionnaires were distributed to trainees of Ethiopian Aviation Academy. A total of 142 of these questionnaires were completed and used for the data analysis which means at 88% respond rate.

Table 4.1: Response Rate of Questionnaires Administered

| Questionnaires | Number | Percentage |
|----------------|--------|------------|
|----------------|--------|------------|

|            |     |      |
|------------|-----|------|
| Returned   | 142 | 84%  |
| Unreturned | 28  | 16%  |
| Total      | 170 | 100% |

#### 4.1. Demographic Data

This part discussed the general demographic characteristics of respondents such as gender, age, nationality, training school, how long a trainee stayed in the schools, how do trainees' know about the academy was presented in part one of the questionnaire.

#### Respondents' gender

The gender composition of respondent trainees is presented in the below table and figure.

Table 4.2. Gender of Respondents

|              | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------|-----------|---------|---------------|--------------------|
| Male         | 95        | 66.9    | 66.9          | 66.9               |
| Valid Female | 47        | 33.1    | 33.1          | 100.0              |
| Total        | 142       | 100.0   | 100.0         |                    |

Source: Survey data (2017)

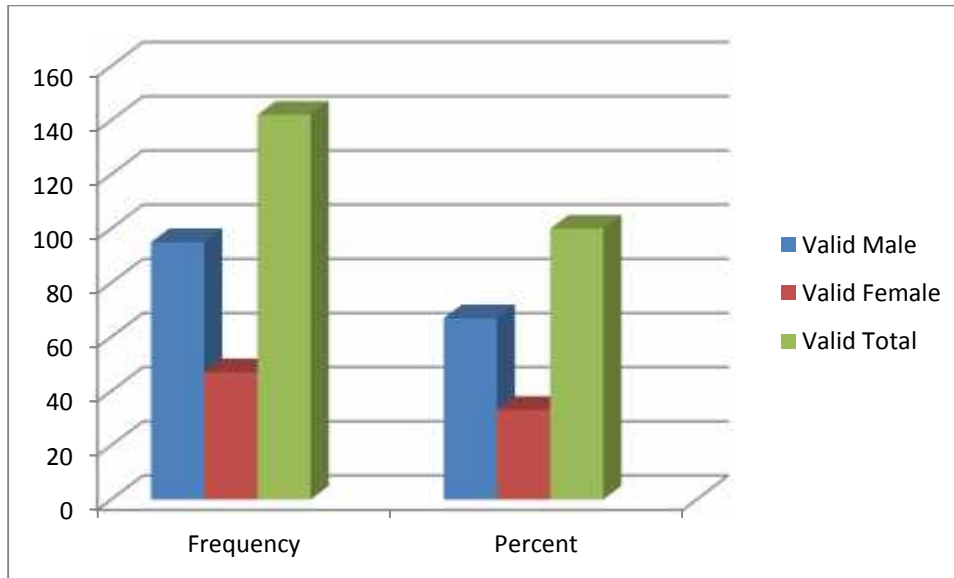


Figure 4.2 Gender of respondents

From the above table and figure, it is noted that out of the total 142 respondents, 95 (66.9%) were male and 47 (33.1%) were females and this shows that males were greater than female and the difference is almost double which is 48.

### Respondents' Age

The distribution of age of respondents is presented in the following table and figure.

Table 4.3 Ages of Respondents

|               | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| Valid 18 - 30 | 99        | 69.7    | 69.7          | 69.7               |
| 31 - 45       | 37        | 26.1    | 26.1          | 95.8               |
| 45 - 60       | 6         | 4.2     | 4.2           | 100.0              |
| Total         | 142       | 100.0   | 100.0         |                    |

Source: Survey data (2017)

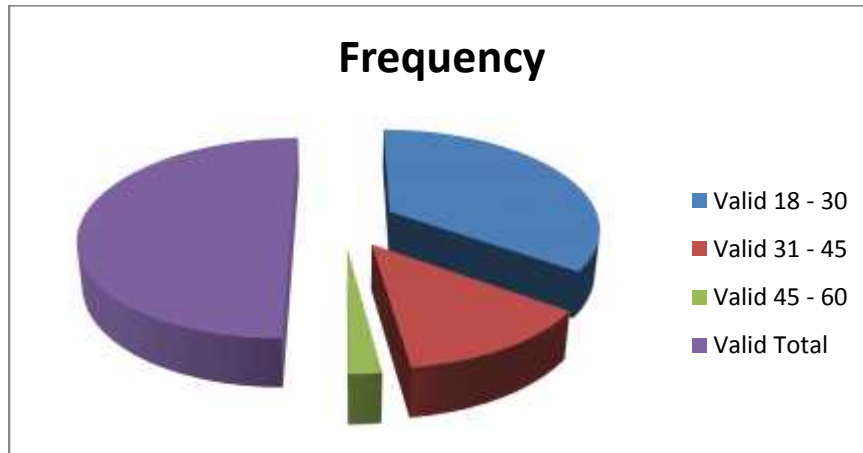


Figure 4.3 Ages of Respondents

Regarding age group of the respondents' 18-30 years old dominated with 69.7% followed by 31-45 years old with 26.1% and next is 45-60 years old with 4.2%. This data shows that the majority of the respondent's trainees are from the younger generation who were recent high school graduates.

### **Respondents' Nationality**

The below table and figure will discuss the nationality of respondents in the academy which shows dispersed group.

Table 4.4 Nationality of respondents

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| American    | 1         | .7      | .7            | .7                 |
| Cameroonian | 1         | .7      | .7            | 1.4                |
| Ethiopian   | 112       | 78.9    | 78.9          | 80.3               |
| Mozambican  | 12        | 8.5     | 8.5           | 88.7               |
| Rwandese    | 12        | 8.5     | 8.5           | 97.2               |
| Sudanese    | 2         | 1.4     | 1.4           | 98.6               |
| Tanzanian   | 2         | 1.4     | 1.4           | 100.0              |
| Total       | 142       | 100.0   | 100.0         |                    |

Source: Survey data (2017)

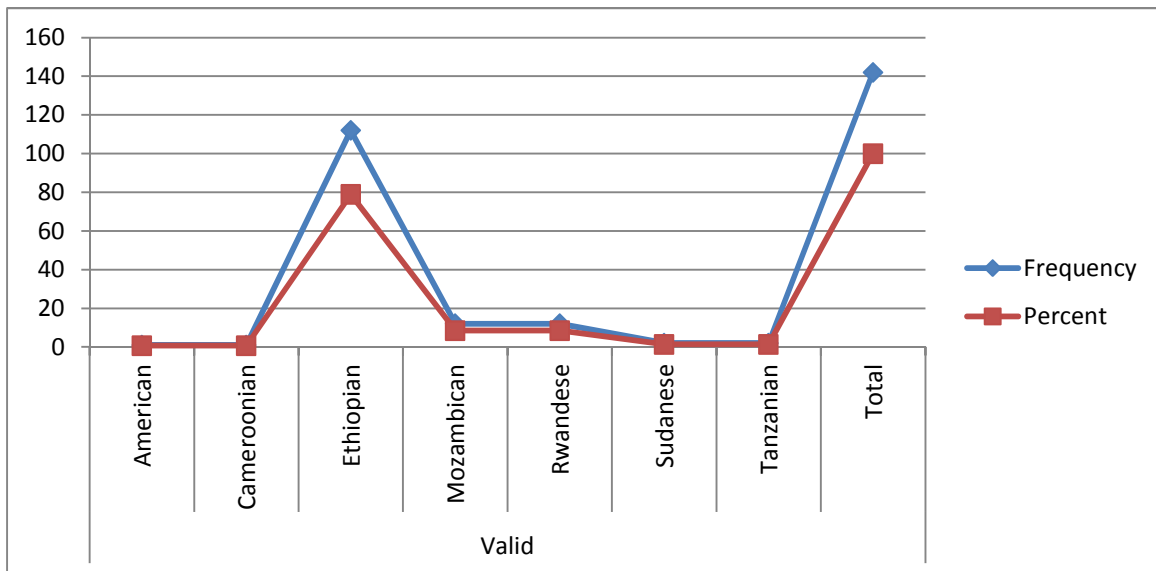


Figure 4.4. Nationality of respondents

As we can see from the above table and figure for the Nationality of respondents, most of them were Ethiopians with 78.9% followed by Mozambican & Rwandese with 8.5% both, Sudanese & Tanzanian 1.4% both and American & Cameroonian 0.7% each. This will show that the trainees who came from African countries are very few as compared to Ethiopians and thus the African Aviation training market is untouched by Ethiopian Aviation Academy.

### Respondents' Training School

The following table describes the Schools that respondent taking their trainings in Ethiopian Aviation Academy.

Table 4.5. Respondents' Training Schools

|                                        | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------------------------|-----------|---------|---------------|--------------------|
| Aircraft Maintenance Training          | 50        | 35.2    | 35.2          | 35.2               |
| Marketing and Ground Services Training | 43        | 30.3    | 30.3          | 65.5               |
| Cabin Crew and Catering Training       | 17        | 12.0    | 12.0          | 77.5               |
| Leadership and Carrier Development     | 32        | 22.5    | 22.5          | 100.0              |
| Total                                  | 142       | 100.0   | 100.0         |                    |

Source: Survey data (2017)

The above table shows for the Training Schools of the respondents, most of them were from Aircraft Maintenance Trainingschool with 35.2% followed by Marketing and Ground Services Training school with 30.3 %, Cabin Crew and Catering Training 12%, Leadership and Carrier Development22.5%. However, there was no trainee found in the pilot training school at the time of the survey as the school is not currently open for private applicants. From this table we can conclude that the Aviation Academy should work more on its marketing activities to attract preference of new trainees towards Cabin Crew and Catering Training which has fewpopulation and respondents.

### **The type of advertisements which is most influential to the respondent**

The below table will describe which advertisements are most influential to the respondents.

Table 4.6The type of advertisements which are most influential

|             | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Valid Radio | 25        | 17.6    | 17.6          | 17.6               |
| TV          | 86        | 60.6    | 60.6          | 78.2               |

|                                       |     |       |       |       |
|---------------------------------------|-----|-------|-------|-------|
| Newspaper and magazine                | 11  | 7.7   | 7.7   | 85.9  |
| Mail and post adverts                 | 7   | 4.9   | 4.9   | 90.8  |
| Email adverts                         | 3   | 2.1   | 2.1   | 93.0  |
| Online Adverts (Internet advertising) | 8   | 5.6   | 5.6   | 98.6  |
| Digital Signage adverts               | 2   | 1.4   | 1.4   | 100.0 |
| Total                                 | 142 | 100.0 | 100.0 |       |

Source: Survey data (2017)

The above table shows for the type of advertisements which is most influential to the respondents. Accordingly 60% of the respondents are mostly influenced by Television advertisement, 17.6 % respondents are influenced by Radio advertisements, 7.7% respondents are influenced by Newspaper and magazines, 5.6% respondents are influenced by Online Adverts, 2.1% respondents are influenced by Email adverts and 1.4 % respondents are influenced by Digital Signage adverts. Therefore, if the academy works more towards advertisement on TV and Radio number of trainees who prefer the academy will increase too.

## 4.2. Descriptive Data and Presentation

**Table 4.7. Summarized Result**

|                      | N   | Minimum | Maximum | Mean   | Std. Deviation |
|----------------------|-----|---------|---------|--------|----------------|
| Academic program     | 142 | 1.20    | 5.00    | 4.1944 | .69566         |
| Price/ Cost          | 142 | 1       | 4       | 2.35   | .698           |
| Educational facility | 142 | 2       | 5       | 3.90   | .849           |
| Advertising          | 142 | 1       | 5       | 3.66   | .874           |
| College Reputation   | 142 | 1       | 5       | 4.19   | .712           |
| Valid N (listwise)   | 142 |         |         |        |                |

Source: Survey data (2017)

As illustrated on the above table the highest mean score is on academic program which is 4.1 with std. Deviation of 0.69 this result indicates that the respondent trainees believed that the Ethiopian Aviation academy has standard academic program. The second

variable which scores highest mean is College reputation with 4.19 and Std. Deviation of 0.874, similarly the respondents believed that Ethiopian Aviation Academy has excellent reputation. Educational Facility and advertising have medium mean values of 3.9 and 3.66 with Std. Deviation of .874 & .849 respectively.

According to this result we can conclude that Ethiopian aviation academy has standard educational facility and appalling advertisements. However, the mean value of price is to the lowest side which is 2.35 with std. deviation of .698. The result shows that the respondents were not satisfied with the pricing of the academy. Except price all have above average mean results.

### **Mean Score of the Five Independent Variables**

The five point Likert scale from 1=strongly disagree to 5=strongly agree was used to test respondents' response to the five variables of academic programs/availability, price/cost, advertisement, educational facility and college reputation in Ethiopian Aviation Academy.

The Cronbach alpha coefficient for this scale was tested in SPSS software version 20.0 and all was found to be more than .847 and according to Zikmund (2003) a Cronbach's alpha value of  $> 0.7$  indicates a considerably high reliability and as the value way exceeded 0.70 the scale is said to be very reliable.

### **Mean Score of Academic Program**

Table 4.8. Mean Score of Academic Program

|                                                     | N   | Minimum | Maximum | Mean | Std. Deviation |
|-----------------------------------------------------|-----|---------|---------|------|----------------|
| The Academy has standard academic program           | 142 | 1       | 5       | 4.44 | .748           |
| The Academy has complete and Comprehensive syllabus | 142 | 1       | 5       | 4.17 | .899           |
| The schedule of the academy is flexible             | 142 | 1       | 5       | 4.00 | 1.004          |

|                                           |     |   |   |      |      |
|-------------------------------------------|-----|---|---|------|------|
| The academy develops customized Trainings | 142 | 1 | 5 | 4.18 | .793 |
| I am satisfied with the academic program  | 142 | 1 | 5 | 4.19 | .945 |
| Valid N (listwise)                        | 142 |   |   |      |      |

Source: Survey data (2017)

The highest mean scores are 4.44 and 4.19 for item 1 and 6 namely “The Academy has standard academic program” and “I am satisfied with the academic program” and the lowest scores is 4.00 for item 4 “The schedule of the academy is flexible”. These results show that Trainees are very satisfied with the academic program of the academy.

### Mean Score of College Reputation

Table 4.9. Mean score of College Reputation

|                                                                                             | N   | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------------------------------------------------------|-----|---------|---------|------|----------------|
| The brand of the academy is reliable                                                        | 142 | 1       | 5       | 4.35 | .851           |
| The academy is reputable college                                                            | 142 | 1       | 5       | 4.20 | .855           |
| Your trust on Ethiopian Airlines brand is a reason to prefer the academy                    | 142 | 1       | 5       | 4.28 | .878           |
| The achievements of Ethiopian brand on passenger services is a reason to prefer the academy | 142 | 1       | 5       | 3.87 | 1.044          |
| Ethiopian Aviation Academy has a strong image                                               | 142 | 1       | 5       | 4.30 | .850           |
| I am satisfied with the reputation of the Academy                                           | 142 | 1       | 5       | 4.13 | .798           |
| Valid N (listwise)                                                                          | 142 |         |         |      |                |

Source: Survey data (2017)

The highest mean score of college reputation is found to be 4.3 for the response of “The brand of the academy is reliable” and the lowest score of mean which is above the mid-point 3.87 (The achievements of Ethiopian brand on passenger services is a reason to prefer the academy) and accordingly it can be concluded that Ethiopian Aviation Academy trainees are highly influenced by the Reputation of the academy.

## Mean Score of Cost/Price

Table 4.10. Mean Score of Cost/Price

|                                                                                    | N   | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------------------------------------------------------------|-----|---------|---------|------|----------------|
| Your perception on the training price of the academy influences your decision      | 142 | 1       | 5       | 3.42 | 1.005          |
| The prices for the training services of the academy worth of the services provided | 142 | 1       | 5       | 2.35 | .947           |
| The academy has adequate installment payment plans                                 | 142 | 1       | 4       | 2.26 | .958           |
| The academy has readily available price                                            | 142 | 1       | 5       | 2.23 | .941           |
| The academy offers a financial aid program                                         | 142 | 1       | 4       | 1.70 | .808           |
| I am satisfied with the price offer of the academy                                 | 142 | 1       | 5       | 2.12 | .887           |
| Valid N (listwise)                                                                 | 142 |         |         |      |                |

Source: Survey data (2017)

The highest mean scores for Cost/Pricescale was item 2 which is “Your perception on the training price of the academy influences your decision” with a value of 3.42. Whereas, the remaining responses have the lowest scores from 2.35 up to 1.70.

These low scores illustrate that trainees in Ethiopian Aviation Academy did not believe that the prices for the training services of the academy doesn’t worth of the services provided, the academy has no adequate installment payment plans, the academy has no readily available price and trainees are not satisfied with the price offer of the academy in general.

## Mean Score of Educational Facility

Table 4.11 Mean score of Educational Facility

|                                             | N   | Minimum | Maximum | Mean | Std. Deviation |
|---------------------------------------------|-----|---------|---------|------|----------------|
| The academy has modern technology equipment | 142 | 1       | 5       | 3.96 | 1.064          |

|                                                                |     |   |   |      |       |
|----------------------------------------------------------------|-----|---|---|------|-------|
| The academy has well furnished library                         | 142 | 1 | 5 | 3.89 | 1.057 |
| The ambiance of the academy made you feel warm and comfortable | 142 | 1 | 5 | 3.80 | 1.200 |
| The recreational facilities of the academy are well organized  | 142 | 1 | 5 | 3.80 | 1.212 |
| The academy has standard dormitory service                     | 142 | 1 | 5 | 3.82 | 1.067 |
| I am satisfied with the Educational Facility of the Academy    | 142 | 1 | 5 | 4.11 | .897  |
| Valid N (listwise)                                             | 142 |   |   |      |       |

Source: Survey data (2017)

The above table shows the result of the respondents' tendency for Educational Facility of Ethiopian Aviation Academy as measured by 6 items. The highest mean scores are item 6 have a mean score of 4.11 and the remaining means are between 3.96 to 3.80. These high mean scores generally showed that Ethiopian Aviation Academy trainees confirm the academy has modern state of the art technology equipment's.

The academy has standard dormitory service, well furnished library, well organized recreational facilities. And the ambiance of the academy made them feel warm and comfortable; In general trainees are satisfied with the Educational Facility of the Academy.

### Mean Score of Advertisement

Table 4.12 Mean score of Advertisement

|                                                                          | N   | Minimum | Maximum | Mean | Std. Deviation |
|--------------------------------------------------------------------------|-----|---------|---------|------|----------------|
| The academy has appealing advertisements                                 | 142 | 1       | 5       | 3.75 | 1.046          |
| The academy advertisements influences your buying decision               | 142 | 1       | 5       | 3.54 | 1.022          |
| The information on the academy's advertisement facilitates your decision | 142 | 1       | 5       | 3.65 | 1.086          |
| The advertisement of the academy is persuasive                           | 142 | 1       | 5       | 3.68 | 1.020          |

|                                                      |     |   |   |      |       |
|------------------------------------------------------|-----|---|---|------|-------|
| I am satisfied with the advertisement of the academy | 142 | 1 | 5 | 3.70 | 1.098 |
| Valid N (listwise)                                   | 142 |   |   |      |       |

Source: Survey data (2017)

The above table shows the result of the respondents' tendency for the advertisements of Ethiopian Aviation Academy as measured by 5 items. The highest mean scores are item 1 have a mean score of 3.75 the remaining means are between 3.7 to 3.54. These high mean scores generally showed that Ethiopian Aviation Academy trainees confirm the academy has appealing advertisements.

The information on the academy's advertisement facilitates their decision process, the advertisement of the academy is persuasive; In general trainees are satisfied with the advertisements of the Academy.

### Mean Score of College Brand Preference

Table 4.13 Mean score of college choice Preference

|                                                                        | N   | Minimum | Maximum | Mean | Std. Deviation |
|------------------------------------------------------------------------|-----|---------|---------|------|----------------|
| I am satisfied with over all training services of the academy          | 142 | 1       | 5       | 4.09 | .922           |
| I will be loyal to Ethiopian Aviation Academy                          | 142 | 1       | 5       | 4.05 | 1.027          |
| I feel like i made right decision choosing Ethiopian Aviation Academy  | 142 | 1       | 5       | 4.13 | 1.003          |
| I will choose the Academy for my future career advancement             | 142 | 1       | 5       | 4.08 | .923           |
| Based on its features and attributes i recommend the academy to others | 142 | 1       | 5       | 3.99 | 1.058          |
| Valid N (listwise)                                                     | 142 |         |         |      |                |

As it is shown in the above table, the highest mean score College Choice Preference of Customers is found to be 4.09 "I am satisfied with over all training services of the

academy”and the other responses are also close to the higher mean which are between 4.08 – 3.99 and the average mean score is 4 which is to the higher side. Therefore, Ethiopian aviation academy trainees are satisfied with the overall training services of the academy.

## **4.2. Scale validity and Reliability**

### **4.3.1. Normality Assumption**

The normality of the data should be tested before running the regression analysis because multiple regressions require the independent variables in the analysis be normally distributed. According to Brooks (2008), if the residuals are normally distributed, the histogram should be bell shaped and thus this study implemented graphical methods to test the normality of data. From the Histogram figure seen on the appendix it can be noted that the distribution is normal curve, demonstrating that the data witnesses to the normality assumption.

The normal probability plots were also used to test the normality assumption as shown on the appendix it is normal P P-Plot figure. It shows the residuals were normally distributed around its mean of zero which indicates that the data were normally distributed and it was consistent with a normal distribution assumption. The P-Plot figures confirmed the normality assumption of the data and imply that inferences made about the population parameters from the sample statistics tend to be valid.

### **4.3.2. Reliability Test**

Reliability is used to test the internal consistency among the variables or items through a summated scale (Hair, Anderson and Tatham, 1998).Cronbach’s Alpha was used to measure how well a set of items or variables measure a single uni-dimensional latent construct and the alpha value is low when data have a multi-dimensional structure. (Malhotra,2007).

Malhotra (2007) suggested that an alpha of 0.60 or greater should be considered adequate whereby Zikmund (2003) suggest that a Cronbach's alpha value of  $> 0.7$  indicates a considerably high reliability.

The scale reliability for this study was also checked using the Statistical Package for Social Sciences Software (SPSS) version 20.0 and the Cronbach's alpha was .847, .892, .847, .872 and .886 for Academic Program, College Reputation, Cost/Price, Educational Facility and Advertising respectively.

Table 4.14. Reliability Statistics

| <b>Variables</b>     | <b>Cronbach's Alpha</b> | <b>No. of Items</b> |
|----------------------|-------------------------|---------------------|
| Academic Program     | .847                    | 5                   |
| College Reputation   | .892                    | 6                   |
| Cost/Price           | .847                    | 6                   |
| Educational Facility | .872                    | 6                   |
| Advertising          | .886                    | 5                   |

Source: Survey data (2017)

### **4.3.3. Homoscedasticity**

Homoscedasticity is an assumption in regression analysis that the residuals at each level of the predictor variables have similar variances. At each point along any predictor variable, the spread of residuals should be fairly constant. We first plot \*ZRESID (Y-axis) against \*ZPRED (X-axis) on SPSS because this plot is useful to determine whether the assumptions of random errors and homoscedasticity have been met (Field, 2009). The graph of \*ZRESID and \*ZPRED should look like a random array of dots evenly dispersed around zero. If this graph funnels out, then the chances are that there is heteroscedasticity in the data. If there is any sort of curve in this graph, then, the chances are that the data does not fulfill the assumption of linearity (Field, 2009).

The scattered plot attached on the appendix shows the residuals at each level of explanatory variables are evenly dispersed around zero and that the graph is not scattered and cone shaped. Therefore, this study has no homoscedasticity problem.

#### 4.4. Inferential Analysis of Variables

##### 4.4.1. Correlation Test between Variables

Correlation analysis deals with relationships among variables and helps to gain insight into the direction and strength of relation between the variables. Correlation coefficients take values between -1 and 1 ranging from negatively correlated (-1) to uncorrelated (0) to positively correlated (+). The sign of the correlation coefficient defines the direction of the relationship. The absolute value indicates the strength of the correlation. Dancy and Reidy (2004) state that a correlation result which is 0 indicates zero correlation, a result which is between 0.1 and 0.3 indicates a weak correlation among variables, a result which is between 0.4 and 0.6 shows a moderate correlation, a result between 0.7 and 0.9 indicates a strong correlation among variables, while a result which is equal to 1 indicates perfect correlation. To test the relationship between patriotism and consumer ethnocentrism, Karl Pearson’s coefficients of correlation was computed and the result is stated in the below table.

Table 4.15. Correlation result between College Choice Decision and Academic program

|                         |                     | College Choice Decision | Academic programs |
|-------------------------|---------------------|-------------------------|-------------------|
| College Choice Decision | Pearson Correlation | 1                       | .274**            |
|                         | Sig. (2-tailed)     |                         | .001              |
|                         | N                   | 142                     | 142               |
| Academic programs       | Pearson Correlation | .274**                  | 1                 |
|                         | Sig. (2-tailed)     | .001                    |                   |
|                         | N                   | 142                     | 142               |

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

Source: Survey data (2017)

The correlation coefficient between College Choice Decision and Academic program is statistically significant ( $p < .001$ ) and amounts to  $r = .274$ , Thus, the two variables show a significant positive relationship and are weak correlated. These results support hypothesis 1 which was proposed as there is a significant positive relationship between academic program and college choice decisions.

Many previous studies also supported that program issues such as range of programs of study, flexibility of degree, diploma or certificate program, major change flexibility and range of degree options are the most important factors for students to choose higher education institutions as noted by Ford et al (1999).

### **Correlation between College Choice Decision and College Reputation**

Karl Pearson's coefficients of correlation was computed to test the relationship between college choice decision and college reputation, and the result is stated in the below table.

Table 4.16. Correlation result between College Choice Decision and College Reputation

|                         |                     | College Choice Decision | College Reputation |
|-------------------------|---------------------|-------------------------|--------------------|
| College Choice Decision | Pearson Correlation | 1                       | .324**             |
|                         | Sig. (2-tailed)     |                         | .000               |
|                         | N                   | 142                     | 142                |
| College Reputation      | Pearson Correlation | .324**                  | 1                  |
|                         | Sig. (2-tailed)     | .000                    |                    |
|                         | N                   | 142                     | 142                |

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

Source: Survey data (2017)

The correlation coefficient between College Choice Decision and College Reputation also significant ( $p < .000$ ) and amounts to  $r = .324$ , Thus, the two variables show a significant positive relationship and they are correlated. These results support hypothesis

3 which was proposed as there is a significant relationship between college reputation and college choice decision.

Many previous studies also supported that the most influential factor that students will evaluate in selecting their choice of institution was reputation of the institution as noted by Keling (2007)

### **Correlation between College Choice Decision and Educational Facility**

Karl Pearson’s coefficients of correlation was computed to test the relationship between college choice decision and Educational Facility, and the result is stated in the below table.

Table 4.17 Correlation between college choice Decision and Educational Facility

|                         |                     | College Choice Decision | Educational facility |
|-------------------------|---------------------|-------------------------|----------------------|
| College Choice Decision | Pearson Correlation | 1                       | .280**               |
|                         | Sig. (2-tailed)     |                         | .001                 |
|                         | N                   | 142                     | 142                  |
| Educational facility    | Pearson Correlation | .280**                  | 1                    |
|                         | Sig. (2-tailed)     | .001                    |                      |
|                         | N                   | 142                     | 142                  |

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

The correlation coefficient between College Choice Decision and Educational Facility significant ( $p < .001$ ) and amounts to  $r = .280$ , Thus, the two variables show a significant positive relationship and they are weak correlated. These results support hypothesis 4 which was proposed as there is a significant relationship between Educational Facility and college choice decision.

Many previous studies also supported that educational facilities such as classrooms, latest technologies, equipment’s, laboratories and libraries are important in a student’s selection of a college or university as noted by Abshern& Crawford (1996).

### Correlation between College Choice Decision and Cost/Price

Karl Pearson's coefficients of correlation was computed to test the relationship between college choice decision and Cost/price, and the result is stated in the below table.

Table 4.18 Correlation between College Choice Decision and Cost/Price

|                         |                     | College Choice Decision | Price/ Cost |
|-------------------------|---------------------|-------------------------|-------------|
| College Choice Decision | Pearson Correlation | 1                       | -.294**     |
|                         | Sig. (2-tailed)     |                         | .000        |
|                         | N                   | 142                     | 142         |
| Price/ Cost             | Pearson Correlation | -.294**                 | 1           |
|                         | Sig. (2-tailed)     | .000                    |             |
|                         | N                   | 142                     | 142         |

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

The correlation coefficient between College Choice Decision and Cost/Price is significant ( $p < .000$ ) and amounts to  $r = -.294$ , Thus, the two variables show a significant negative relationship and they are negatively correlated. These results support hypothesis 2 which was proposed as there is a significant negative relationship between cost/price and college choice decision.

Many previous studies also supported that price has a negative influence on college choice as noted by Jackson (1986).

### Correlation between College Choice Decision and Advertising

Karl Pearson's coefficients of correlation was computed to test the relationship between college choice decision and advertising, and the result is stated in the below table.

Table 4.19 Correlation between College Choice Decision and advertising

|  | College Choice Decision | Advertising |
|--|-------------------------|-------------|
|  |                         |             |

|                         |                     |        |        |
|-------------------------|---------------------|--------|--------|
| College Choice Decision | Pearson Correlation | 1      | .435** |
|                         | Sig. (2-tailed)     |        | .000   |
|                         | N                   | 142    | 142    |
| Advertizing             | Pearson Correlation | .435** | 1      |
|                         | Sig. (2-tailed)     | .000   |        |
|                         | N                   | 142    | 142    |

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

The correlation coefficient between College Choice Decision and advertising is highly significant ( $p < .000$ ) and amounts to  $r = .435$ . Thus, the two variables show a significant positive relationship and with a moderate correlation. These results support hypothesis 5 which was proposed as there is a significant relationship between advertising and college choice decision.

Many previous studies also supported that Advertising has evolved to become a vital communications system to help consumers make every day purchase decisions in their lives (Belch & Belch, 2003).

#### 4.4.2. Test of Linear Regression

##### Correlation R and R<sup>2</sup>

Multiple R is the correlation between the observed values of Y and the values of Y predicted by the multiple regression model. Therefore, large values of the multiple R represent a large correlation between the predicted and observed values of the outcome. A multiple R of 1 represents a situation in which the model perfectly predicts the

observed data. Coefficient of determination: the proportion of variance in one variable explained by a second variable. It is the Pearson correlation coefficient squared (R<sup>2</sup>). Adjusted R<sup>2</sup> is a measure of the loss of predictive power or shrinkage in regression. The adjusted R<sup>2</sup> tells us how much variance in the outcome would be accounted for if the model had been derived from the population from which the sample was taken (Field, 2009).

**Table 4.20. Model Summary**

**Model Summary<sup>c,d</sup>**

| Model | R                 | R Square <sup>b</sup> | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|-----------------------|-------------------|----------------------------|---------------|
| 1     | .560 <sup>a</sup> | .314                  | .289              | .68704                     | 1.966         |

- a. Predictors: Academic programs, reputation college, Price/ Cost, Advertising, Educational facility
- b. Dependent variable College choice decision

This summary gives the R and R<sup>2</sup> of the model that has been derived. R has the value of 56.0 % which represents the overall correlation between the independent variables (academic programs, reputation of the college, price/cost, advertizing and educational facility) with the dependent variable of college choice decision.

The R<sup>2</sup>, which is the coefficient of determination, was found to be close to 31.4% which means that the independent variables, determinants of college choice can account for only 31.4% of the variation on the dependent variable college choice decision. Therefore, there may be many factors that can explain the variation college choice decision of trainees in Ethiopian Aviation Academy, but the model used in this study, which includes the five independent variables of Academic programs, reputation college, Price/ Cost, Advertising and Educational facility, can explain close to 31.4% of it. In other words, 68.6% of the variation in college choice decision cannot be explained by these five dimensions and that there must be other variables that have an influence on the outcome.

**Table 4.21. ANOVA****ANOVA<sup>a,b</sup>**

|   | Model      | Sum of Squares      | df  | Mean Square | F      | Sig.              |
|---|------------|---------------------|-----|-------------|--------|-------------------|
| 1 | Regression | 29.550              | 5   | 5.910       | 12.520 | .000 <sup>c</sup> |
|   | Residual   | 64.668              | 137 | .472        |        |                   |
|   | Total      | 94.218 <sup>d</sup> | 142 |             |        |                   |

a. Dependent Variable: college choice decision

b. Predictors: Academic programs, reputation college, Price/ Cost, Advertising, Educational facility

The summary table analysis of variance (ANOVA), shows the various sums of squares described in the Figure above and the degrees of freedom associated with each. From these two values, the average sums of squares (the mean squares) can be calculated by dividing the sums of squares by the associated degrees of freedom. The most important part of the table is the F-ratio, which is a test of the null hypothesis that the regression coefficients are all equal to zero. That means this F statistic tests whether the R<sup>2</sup> proportion of variance in the dependent variable accounted for by the predictors is zero and the table also shows the associated significance value of that F-ratio (Field, 2009). For this data, F is 12.52, which is significant at  $p < 0.001$  (because the value in the column labeled *Sig.* is less than 0.001). This result tells us that there is less than a 0.1% chance that an F-ratio would happen, if the null hypothesis proposed about F-ratio were true.

Therefore, we can conclude that our regression model results in significantly better prediction of trainees college choice decision/preference and that the regression model overall predicts college choice decision/preference significantly well.

#### **4.4.3. Multiple Linear Regression Analysis**

Multiple regression analysis is a statistic technique used to investigate the relationships between a dependent variable and two or more independent variables (Kothari, 2007). Multiple regression analysis is a statistical technique that allows researchers to predict

someone's score on one variable on the basis of their scores on several other variables (Julie, 2005).

A multiple regression analysis was performed in order to assess relative importance of the previously mentioned antecedents of College choice decision. College Choice Decision/preference was regressed on five antecedents namely Reputation of the college, price/cost, Educational facility, advertising and academic programs.

Table 4.22 Multiple regression result on determinants of college choice decision and College Choice

**Coefficients<sup>a,b</sup>**

| Model                | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|----------------------|-----------------------------|------------|---------------------------|--------|------|
|                      | B                           | Std. Error | Beta                      |        |      |
| 1 (constant)         | .566                        | .092       |                           | .895   | .000 |
| College reputation   | .206                        | .087       | .180                      | 2.382  | .019 |
| Price/ Cost          | -.431                       | .081       | -1.295                    | -5.299 | .000 |
| Educational facility | .066                        | .086       | .321                      | .764   | .446 |
| Advertising          | .328                        | .083       | 1.515                     | 3.937  | .000 |
| Academic programs    | -.105                       | .084       | -.548                     | -1.246 | .215 |

a. Dependent Variable: college choice decision

b. Linear Regression through the Origin

Source: Survey data (2017)

The values of the regression coefficient  $b$  represent the change in the outcome, resulting from a unit change in the predictor and if a predictor is having a significant impact on our ability to predict the outcome, then, this  $b$  should be different from 0 (and big, relative to its standard error). And also the  $t$ -test tells us whether the  $b$ -value is different from 0.

SPSS provides the exact probability that the observed value of  $t$  would occur if the value of  $b$  in the population were 0. If this observed significance is less than 0.05, then scientists agree that the result reflects a genuine effect (Field, 2009).

From the five independent variables of this study only the three college reputation, price and advertising the probabilities are less than 0.05. While the two variables Educational facility and Academic Program are found to be insignificant. Therefore, we conclude that the probability of these  $t$ -values or larger occurring, if the values of  $b$  in the population were 0, is less than 0.05. Therefore, the  $b$ s are different from 0 and we can conclude that reputation of the college, price and advertising make a significant contribution ( $p < 0.05$ ) in predicting customers college choice decision/preference.

#### **4.4.3. Hypothesis Testing and Interpretation of Results**

***Hypothesis One: There is a significant positive relationship between academic programs and college choice decisions.***

Based on the tables and justifications provided in the preceding paragraphs, academic program have no significant relationship with the dependent variable college choice decision, where the  $t$ - statistic value was calculated to be -1.246 at  $p$  value  $> 0.05$  which is .215. This implies that, a change in the academic program has no impact on the customers' college choice decision of trainees before the joined the academy other factors remaining constant. Therefore,  $H_1$  is rejected.

***Hypothesis Two: There is a significant Negative relationship between price/cost and college choice decision.***

The second hypothesis testing provided that the coefficient of price/cost was calculated to be -0.431% which indicates that keeping other factors constant, a unit change in price causes a negative effect of 43.1% decrease in the college choice decision. And the

relationship of the independent factor price/cost (at p-value of 0.000). The relationship with that of the dependent variable college choice decision is found to be Negative and statistically significant, which leads to the acceptance of H2.

***Hypothesis Three: There is a significant positive relationship between College Reputation and college choice decisions.***

The third hypothesis testing provided that college reputation has a positive and significant relationship with the dependent variable college choice decision, where the t- statistic value was calculated to be 2.38 at p value  $< 0.05$ . The value of the coefficient of college reputation was also found to be 0.206 which means, if the academy works to increase its college reputation, the model predicts that 20 % customers will decide to choose the academy other factors remaining constant. Therefore, H3 is accepted.

***Hypothesis Four: There is a significant positive relationship between educational facilities and college choice decisions.***

This hypothesis was also rejected because the p-value  $> .005$ . The coefficient was computed to be .446, which represents the fact that any upgrade in educational facility has no considerable effect on the college choice decision of the customers. This implies that educational facilities have no significant relationship with customers' college choice decision before they joined the academy. Therefore, H4 is rejected

***Hypothesis Five: There is a significant positive relationship between advertising and college choice decision.***

The fifth hypothesis testing provided that advertising has a positive and significant relationship with the dependent variable college choice decision, where the t-statistic value was calculated to be 4.9 at p value  $< 0.000$ . The value of the coefficient of advertising was also found to be 0.328. This implies that, if the academy increases its advertisements, then the model predicts 32.8 % of new customers will decide to prefer the academy other factors remaining constant. Therefore, H5 is accepted.

**Table 4.26 Hypothesis Testing and Interpretation of Results**

| <b>Hypothesis</b> | <b>Independent Variable</b> | <b>Dependent Variable</b> | <b>Relationship</b> | <b>Data analysis method</b> | <b>Result</b> |
|-------------------|-----------------------------|---------------------------|---------------------|-----------------------------|---------------|
| H1                | Academic Programs           | College Choice Decision   | Positive            | Correlation and Regression  | Rejected      |
| H2                | College Reputation          | College Choice Decision   | Positive            | Correlation and Regression  | Supported     |
| H3                | Educational Facility        | College Choice Decision   | Positive            | Correlation and Regression  | Rejected      |
| H4                | Cost or Price               | College Choice Decision   | Negative            | Correlation and Regression  | Supported     |
| H5                | Advertising                 | College Choice Decision   | Positive            | Correlation and Regression  | Supported     |

## **Chapter Five**

### **Summary, Conclusion and Recommendation of the Study**

#### **Introduction**

The fifth and last chapter of this study revolves around the major findings of the study, what we can conclude from the findings and recommendation based on these findings. This chapter highlighted the limitations of this work and indicated future research areas for anyone interested in the applicability of college choice decision/preference.

The information in this study would assist the aviation academy in avoiding the assignment of resources to recruitment efforts that ultimately may not significantly contribute to the final decision regarding attendance.

#### **5.1. Summary of the Major Findings**

- This study has attempted to examine factors influencing college choice preferences of trainees in Ethiopian Aviation Academy. On the process of examining the factors for college choice preference of trainees, this study identified the key determinates of college choice decision/preference. The study also identified which determinant has major influence on the overall college choice preference and the below major results were the findings.

- The primary objective of this study was examining the factors influencing Customers brand preference to use training services of Ethiopian Aviation Academy. In general terms it was to find out the impacts of determinants on the customers' college choice decision/preference. The study considered five determinates namely academic program, college reputation, price/cost, educational facility and advertizing. Based on the conceptual frame work and objectives of the study questionnaire was prepared and distributed to 170 trainees of both Ethiopian and Non Ethiopians.
- Among the distributed questionnaires, only 142 workable data was added on the SPSS version 20 programs where the descriptive analysis of the data assigned respondents to the different categories of gender, age, nationality and five training schools in the academy the trainees belong. The gathered data has been analyzed by means of descriptive and inferential statistics using SPSS.
- The finding indicates that the majority of the respondents' nationalities were from Ethiopia, while there are only few African trainees. 78.9% from Ethiopia, 8.5% from Mozambican & Rwandese, 1.4% from Sudanese & Tanzanian and 0.7% from American & Cameroonain.
- The first Hypothesis which states there is a significant positive relationship between academic programs and college choice decisions was rejected.
- The second Hypotheses was found to be the most influence from all; which state there is a significant Negative relationship between price/cost and college choice decision is accepted.
- The third Hypothesis was also accepted which is the third influential one claiming there is a significant positive relationship between college reputation and college choice decisions.

- The respondent trainees were found less reactive to educational facility before they joined the academy, and found to have no effect on their preference decision. Hypothesis four is thus rejected.
- The fifth hypothesis is also accepted and it is the second influential which states there is a significant positive relationship between advertising and college choice decision.
- The R and R<sup>2</sup> of the model has been derived and R has the value of 56.0 % which represents the overall correlation between the independent variables (academic programs, reputation of the college, price/cost, advertising and educational facility) with the dependent variable of college choice decision. The remaining 44% of the dependent variable (college choice decision/preference) can be explained by other variables.

## **5.2 Conclusions drawn from the study**

This study has undertaken to examine applicability of Jackson's (1982) model. Institutional factors influencing students' college choice decision. The study of analyzing factors influencing customer's college preference was the first in Ethiopian Aviation Academy. Therefore, the study shows the following results.

- College Reputation has positive relationship with college choice decision/preference. This leads to the conclusion that a one unit increase in college reputation of the dimensions, results in a positive increase in customer college choice preference.
- Price has a negative relationship with customers' college choice preference. This means that a one unit increase in price will result a decrease in customers college choice preference.
- Advertising has positive relationship with college choice preference. This leads to the conclusion that a one unit increase in advertising will results in a positive increase in customer college choice preference.

- The above three independent variables have positive and negative significant correlation with college choice decision.

### **5.3. Recommendations of the study**

Based on the findings discussed in chapter four, this study proposes the following recommendations.

The finding shows that the trainees who came from African countries are very few as compared to Ethiopians. Therefore, the academy should activity engaging in its marketing activities towards attracting the unexploded African market.

The academy should increase its reputational capital which is associated with the strong brand of Ethiopian Airlines since prospective students' often associate reputation or name recognition with institutional quality. Sevier (2001) discussed the idea of reputational capital relative to colleges and universities in which he defined it as "intangible wealth that equals brand equity".

The Aviation Academy has to be able to convey the essence of its brand through its marketing activities to put it in the hearts and minds of current and potential consumers. The academy should also enhance its reputation marketing which is associated with its brand. Al-Alak (2006, as cited by Helgesen, 2008) defined relationship marketing as "a set of marketing activities or actions that attract, motivate, and enhance existing and potential student. Relational, or relationship marketing, is embraced by higher education because of its ability to facilitate loyalty.

The academy should develop relationships by upgrading its own appealing website for one to one communications and identifying to what extent the students are aware of the

brand and thereafter its name recognition. This often requires a significant institutional investment to create the desired impact of positive name recognition.

The academy should also increase its visibility on its advertisements to create relationship marketing, attract and motivate its potential students. Television and radio advertising have been shown to be particularly effective in building institutional image and visibility. Therefore, the academy should place appealing advertisement on Television and Radio Medias towards the potential Africa market apart from Ethiopians.

The academy should work on its Social Medias as is a medium utilized for increasing visibility with prospective students. It has the potential to facilitate the type of interaction referred in the study of relational marketing theory. If utilized correctly, social media can create platforms for dialogue between the institution and the individual during their college choice decision.

New product development and Market Research should be part of the academy's marketing activities which will increase customers' preference.

The academy should periodically revise its pricing mechanisms by benchmarking other academies. As Jackson (1986) concluded that price is a negative influence on college choice. The result of the finding also shows same negative effect on college choice decision.

The academy should have adequate installment payments and financial aid programs which facilitates collage choice preference.

The academy should have readily available pricing catalog to respond customized training demands.

The academy should also have long term plans for sponsorship of private trainees which is believed to encourage customers' preference of the academy.

Finally the academy requires an active engagement on its marketing practices so as to retain and attract potential customers.

#### **5.4. Limitations and Future Research**

This study utilized a very small sample size from the five schools of the academy only located in Addis Ababa, through stratified sampling method. The pilot training school which was one of the strata during proposal was closed for private applicant during data collection and thus the researcher was unable to collect the data from the pilot trainees. This fact alone makes an in depth treatment of the findings of this study to be close to impossible.

This study also focuses on the Hanson and Litten's(1989) model of college characteristics, which only examines the five selected independent variables of price/cost, college reputation, educational facility, advertising and academic program. In addition, other researches can expand this research to find out the unexplained impacts of other variables which are background, social and school characteristics on the college choice preference.

## References

- Avery, C. and Kane, T.J., 2004. Student perceptions of college opportunities. The Boston COACH program. In *College choices: The economics of where to go, when to go, and how to pay for it* (pp. 355-394). University of Chicago Press.
- Ammy C. 2015; Understanding Your Customer Preferences: Increase your customs satisfaction
- Bhutto NA, Sarki IH, Khuhro RA, Students Perception about Service Quality level and Significant Determinants of Service Quality for Business: Interdisciplinary Journal of Contemporary Research in Business 3 (8), 1062-1077
- Brown, R.C., Hernandez, M.Y., Mitchell, T.D. and Turner, C.R., 1999. Factors influencing student college choice between in-state and out-of-state students. *Journal of the Student Personnel Association at Indiana University*, pp.30-44.
- Burns, M.J., 2006. *Factors influencing the college choice of African-American students admitted to the college of agriculture, food and natural resources* (Doctoral dissertation, University of Missouri--Columbia).
- Bourdieu 1986, The forms of capital. In J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.
- Clayton, D.D., 2013. Factors and influences contributing to the college selection decision of highachieving high school seniors.

- CRESWELL, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches*. Los Angeles, Sage.
- Chatfield, H.K., Lee, S.J. and Chatfield, R.E., 2012. The Analysis of Factors Affecting Choice of College: A Case Study of University of Nevada Las Vegas Hotel College Students. *Journal of Hospitality & Tourism Education*, 24(1), pp.26-33.
- Draugalis, J.R., 1987. Enhancing Undergraduate Student Interest In Graduate Education and Research Via Videotape(Recruitment).
- Drewes, T. and Michael, C., 2006. How do students choose a university?: an analysis of applications to universities in Ontario, Canada. *Research in Higher Education*, 47(7), pp.781-800.
- Dooley, M.D., Payne, A.A. and Robb, A.L., 2012. The impact of cost on the choice of university: evidence from Ontario. *Canadian Journal of Economics/Revue canadienne d'économie*, 45(2), pp.755-783.
- Fletcher, J.M., 2012. Similarity in peer college preferences: New evidence from Texas. *Social science research*, 41(2), pp.321-330.
- Farhan M., Syed M., Niaz Factors influencing student's enrollment decisions in selection of Higher Education Institutions (HEI's): Interdisciplinary Journal of Contemporary
- Grant, R. G. (2005), Consumer preferences for online and offline resources in the process of buying a high involvement service bundle: a qualitative exploration: *Marketing Academy*, pp. 80 - 86
- Homburg, C., Koschate, N. and Hoyer, W.D., 2005. Do satisfied customers really pay more? A study of the relationship between customer satisfaction and willingness to pay. *Journal of Marketing*, 69(2), pp.84-96.
- Hitesh B., 2016; Brand Image and Its Importance to the Organization: Branding Article 91

- Hossain MK, Kumar S, Rahman MA. 2016, Consumer Perception of Selecting Brand: A Comparative Study between Pepsi Cola and Mojo Cola Global Disclosure of Economics and Business;5(1). *Research in Business*. 2012;4 (5), 558-568
- Kongolo, M. and Imenda, S.N., 2012. Institutional type preferences of South African higher education students. *Research in Higher Education Journal*, 15, p.1.
- Kotler P and Armstrong.G. (2004). Principles of Marketing (10<sup>th</sup>ed). New York DelhPerson prentice Hall, New Jersey:
- Keller, K.L., 2001. Building Customer-Based Brand Equity : A Blueprint for Creating Strong Brands, Cambridge.
- Kallio, R.E., 1995. Factors influencing the college choice decisions of graduate students. *Research in Higher Education*, 36(1), pp.109-124.
- Kane, T.J., 2004. College-going and inequality. *Social inequality*, pp.319-354.
- Lee, S. and Chatfield, H.K., 2011. The Analysis of factors affecting choice of college: A case study of UNLV hotel college students.
- Ming, J.S.K., 2010. Institutional factors influencing students' college choice decision in Malaysia: A conceptual framework. *International Journal of Business and Social Science*, 1(3).
- Manski, C.F., 1993. Identification of endogenous social effects: The reflection problem. *The review of economic studies*, 60(3), pp.531-542.
- Milner, T. and Rosenstreich, D., 2013. A review of consumer decision-making models and development of a new model for financial services. *Journal of Financial Services Marketing*, 18(2), pp.106-120.
- Olson, C. and King, M.A., 1985. A Preliminary Analysis of the Decision Process of Graduate Students in College Choice. *College and University*, 60(4), pp.304-15.

Orin D. (2003), Jennifer Lombardo (2015) “Brand Preference: Definition and Explanation”

OlyNdubisi, N., 2007. Relationship marketing and customer loyalty. *Marketing intelligence & planning*, 25(1), pp.98-106.

Perna, L.W., 2006. Studying college access and choice: A proposed conceptual model. In *HIGHER EDUCATION*: (pp. 99-157). Springer Netherlands.

Poock, M.C. and Love, P.G., 2001. Factors influencing the program choice of doctoral students in higher education administration. *Naspa Journal*, 38(2), pp.203-223.

Penna, R.P. and Sherman, M.S., 1986. Enrollments in Schools and Colleges of Pharmacy, 1985-1986.

Paulsen M. (2014), Higher Education: Handbook of theory and Research: Vol.29

Rogers, B.H.S. and D.L., 2008. HandBook on Brand and Experience Management,

Sultana S. 2015. Factors affecting the Consumer Brand Choice Preference towards New Package of Cellular Phone: *A Study on Comilla Region Global Disclosure of Economics and Business*;4(2):181-196.

Webb, M.S., 1993. Variables influencing graduate business students' college selections. *College and University*, 68(1), pp.38-46.

Xu, M. and Walton, J., 2005. Gaining customer knowledge through analytical CRM. *Industrial management & data systems*, 105(7), pp.955-971.

## **ANNEX-II**

**STRUCTURED QUESTIONNAIRE  
ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE  
DEPARTMENT OF MARKETING MANAGEMENT  
MARKETING MANAGEMENT GRADUATE PROGRAM**

**Dear Sir/Madam**

This questionnaire is prepared by Menbere Tadesse, Masters of Marketing Management graduate student for the purpose of writing thesis on “**Analyzing Factors Influencing Customers Preference to Use Training Services of Ethiopian Aviation Academy**”. As a customer of

Ethiopian Aviation Academy, your participation in this study will be valuable and greatly appreciated. I assure you that the Information gathered will be kept confidential and will not be used for any other purposes.

### Instruction for Filling the Questionnaire

The success of this thesis is obviously possible through your genuine, timely, and complete answers. I thank you so much in advance because you are contributing to its success. Please read each statement carefully and tick (✓) the box that best suits your perspective for each statement. Thank you in advance for your cooperation and sparing your time and energy in filling this questionnaire.

If you have any inquires you are most well come to contact me at [menberet@ethiopianairlines.com](mailto:menberet@ethiopianairlines.com).

### Part I: Demographic or General Information

1. Gender Male  male
2. Age 18 – 30  31 – 45  45 - 60
3. Nationality \_\_\_\_\_
4. Which training school are you now attending your course?
  - Aircraft Maintenance Training School
  - Marketing and Ground Services Training school
  - Pilot Training School/Simulator
  - Cabin Crew and Catering Training School
  - Leadership and Carrier Development Training School
5. How long have you been a trainee to the school?

Below one month

One up to three months

From 3 month up to one year  From one year up to two years

6. How do you know about Ethiopian Aviation Academy?

Through TV Advertisement  Through Friends/Family

Through online adverts  Through your sponsor

7. What types of advertisements are most influential over your buying behavior? Please select the 3 most influential methods and rank them 1 (most influential) to 3 (least influential).

|                          |                                       |
|--------------------------|---------------------------------------|
| <input type="checkbox"/> | Radio adverts                         |
| <input type="checkbox"/> | TV adverts                            |
| <input type="checkbox"/> | Newspaper and magazine adverts        |
| <input type="checkbox"/> | Mail and post adverts                 |
| <input type="checkbox"/> | Email adverts                         |
| <input type="checkbox"/> | Online adverts (internet advertising) |
| <input type="checkbox"/> | Billboard adverts                     |
| <input type="checkbox"/> | Digital signage adverts               |

8. Who is covering for your training fees?

Self-Sponsored  Sponsored by Company  Government

**Part II. Determinant of College Choice**

| Dimensions |                                                                             | Rating Scale      |          |         |       |                |
|------------|-----------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
|            |                                                                             | 1                 | 2        | 3       | 4     | 5              |
| No.        | Academic programs/Availability                                              | Strongly Disagree | disagree | Neutral | agree | Strongly agree |
| 1          | Ethiopian Aviation Academy has standard academic program.                   |                   |          |         |       |                |
| 2          | The academy has complete and comprehensive syllabus.                        |                   |          |         |       |                |
| 3          | The training schedule of the academy is flexible to meet customers' demand. |                   |          |         |       |                |

|                             |                                                                                                                        |  |  |  |  |  |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4                           | The Academy develops customized training programs to meet customers' demand.                                           |  |  |  |  |  |
| 5                           | I am satisfied with the academic program of Ethiopian Aviation Academy.                                                |  |  |  |  |  |
| <b>College Reputation</b>   |                                                                                                                        |  |  |  |  |  |
| 6                           | The brand of Ethiopian Aviation Academy is reliable.                                                                   |  |  |  |  |  |
| 7                           | Ethiopian Aviation Academy is reputable college.                                                                       |  |  |  |  |  |
| 8                           | Your trust on Ethiopian Airlines brand is a reason to prefer Ethiopian Aviation Academy.                               |  |  |  |  |  |
| 9                           | The achievement of Ethiopian Airlines brand on Passenger services is your reason to prefer Ethiopian Aviation academy. |  |  |  |  |  |
| 10                          | Ethiopian Aviation academy has a strong image.                                                                         |  |  |  |  |  |
| 11                          | I am satisfied with the reputation of Ethiopian Aviation Academy.                                                      |  |  |  |  |  |
| <b>Cost/Price</b>           |                                                                                                                        |  |  |  |  |  |
| 12                          | Your perception on the training price of the Academy influences your buying decision.                                  |  |  |  |  |  |
| 13                          | The prices for the training services of the academy worth of the services provided.                                    |  |  |  |  |  |
| 14                          | Ethiopian Aviation academy has adequate installment payment plans for students.                                        |  |  |  |  |  |
| 15                          | The Academy has readily available price for customized trainings.                                                      |  |  |  |  |  |
| 16                          | The academy offers a financial aid program.                                                                            |  |  |  |  |  |
| 17                          | I am satisfied with the price offer of Ethiopian Aviation Academy.                                                     |  |  |  |  |  |
| <b>Educational Facility</b> |                                                                                                                        |  |  |  |  |  |
| 18                          | Ethiopian Aviation Academy has modern technology equipment.                                                            |  |  |  |  |  |
| 19                          | The academy has well-furnished and standard library.                                                                   |  |  |  |  |  |

|                      |                                                                                                |  |  |  |  |  |
|----------------------|------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 20                   | The ambiance of the academy made you feel warm and comfortable.                                |  |  |  |  |  |
| 21                   | The recreational facilities of the academy are well organized for students.                    |  |  |  |  |  |
| 22                   | The academy has standard dormitory service.                                                    |  |  |  |  |  |
| 23                   | I am satisfied with the Educational Facility of Ethiopian Aviation Academy.                    |  |  |  |  |  |
| <b>Advertisement</b> |                                                                                                |  |  |  |  |  |
| 24                   | Ethiopian Aviation Academy has appealing advertisements.                                       |  |  |  |  |  |
| 25                   | Ethiopian Aviation Academy advertisements' influences your buying decision.                    |  |  |  |  |  |
| 26                   | The information on the academy's advertisement Facilitates for your decision-making processes. |  |  |  |  |  |
| 27                   | The advertisement of Ethiopian Aviation Academy is persuasive.                                 |  |  |  |  |  |
| 28                   | I am satisfied with the advertisement of Ethiopian Aviation Academy.                           |  |  |  |  |  |

### Part III. College Choice Decision

| No. | Dimensions                                                                                            | 1                 | 2        | 3       | 4     | 5              |
|-----|-------------------------------------------------------------------------------------------------------|-------------------|----------|---------|-------|----------------|
|     |                                                                                                       | Strongly Disagree | disagree | Neutral | agree | Strongly agree |
| 29  | I am satisfied with the overall Training services of Ethiopian Aviation Academy.                      |                   |          |         |       |                |
| 30  | I will be loyal to Ethiopian Aviation Academy.                                                        |                   |          |         |       |                |
| 31  | I feel like I made right decision choosing Ethiopian Aviation Academy.                                |                   |          |         |       |                |
| 32  | I will choose Ethiopian Aviation Academy for my future career advancement.                            |                   |          |         |       |                |
| 33  | Based on its present features and attributes, I would recommend Ethiopian Aviation Academy to others. |                   |          |         |       |                |

