



School of Commerce

Department of Marketing Management

Graduate Program unit

**The Effect of Marketing Mix Elements on Students' Choice of
Private Universities**

By: Muluken Bassie

Advisor: Andinet Worku (PhD)

Addis Ababa University School of Commerce

Addis Ababa, Ethiopia

June, 2021

**THE EFFECT OF MARKETING MIX ELEMENTS ON STUDENTS
CHOICE OF PRIVATE UNIVERSITIES IN ADDIS ABABA, ETHIOPIA**

Addis Ababa University College of Business and Economics

School of Commerce Marketing Management Graduate

Program Unit

**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: Muluken Bassie

ID No. GSE/6178/11

Advisor: Andinet Worku (PhD)

DECLARATIONS

I Muluken Bassie, Identification number I.D. No. GSE/6178/11, do hereby declare that this thesis is my original work and that it has not been submitted partially; or in full, by any other person for an award of degree in any other university/institution.

Submitted by:

Full Name : Muluken Bassie Adane

Signature-----

Date-----

Place: School of Commerce, Addis Ababa University, Ethiopia

Date of submission: Sept, 2021

**CERTIFICATIONADDIS ABABA UNIVERSITYSCHOOL OF
GRADUATE STUDIES**

This is to certify that the thesis prepared by Muluken bassie entitled “**The Effects of Marketing Mix Elements on Students Choice of Private Universities:**” and submitted in partial fulfilment of the requirements for the award of the Degree of Master of Arts (Marketing Management) complies with the Regulation of the University and meets the accepted standards with respect to originality and quality.

Approved by The Board of Examiners.

Advisor-----Signature----- Date-----

Internal Examiner-----Signature-----Date-----

External Examiner-----Signature-----Date-----

Acknowledgment

Above all, I would like to thank God for his untold and all time grace that gave me enthusiasm to start and finish this thesis work.

I would also like to thank my advisor **Andinet Worku (PhD)** for his consistent support in providing me with relevant literatures, critical comments, and advises right from title selection to completion of the paper; and always having opened hands and door for me.

There are many people that I would like to acknowledge for their assistance and support during the course of this research. I have no words to express my heartfelt gratitude to my best friends.

I gratefully acknowledged my family who has directly or indirectly supported me over the time I was involved in this study.

Finally, I would like to acknowledge participants of the study for being willing to participate in the study and provide valuable information. Moreover, those individuals who have been contributing a lot for the entire work, either directly or indirectly deserve to be acknowledged.

Thank you

Abbreviations /Acronyms

ANOVA: Analysis of Variance

ETP: - Education and Training Policy

ESDP: - Education Sector Development Programs

HE:-Higher Education

HEI:- Higher Education Institutions

MOE: Ministry of education

SMU:-St. Mary's University

“7Ps”: -‘program, price, place, promotion, processes, physical facilities and people

VIF:-variance inflation factors

Table of Contents

DECLARATIONS	iii
Acknowledgment	v
Abbreviations /Acronyms	vi
Table of Contents	vii
List of figure	xi
<i>Abstract</i>	xii
CHAPTER ONE	1
Introduction.....	1
1.1. Background of the study	1
1.2 Background of the organization.....	5
1.3. Statement of the problem	6
1.4. Research question	9
1.4.1. General research question	9
1.4.2. Specific research questions	9
1.5. Objectives of the study.....	9
1.5.1. General Objective	9
1.5.2. Specific Objectives	9
1.6. Significance of the Study	10
1.7. Scope of the study	10
1.8. Limitation of the Study	11
1.9. Definition of terms	11
1.10. Organization of the study.....	12
CHAPTER TWO	13
2. Review of related literature.....	13
2.1 Theoretical Review	13
2.1.1 Marketing Mix Model.....	14
2.1.1.1Program.....	14
2.1.1.2 Price	15
2.1.1.3 Place.....	15
2.1.1.4 Promotion.....	16

2.1.1.5Process	16
2.1.1.6People.....	17
2.1.1.7Physical facility/evidence	17
2.1.2 Theory of reasoned action behavior and students choice.....	18
2.2 Empirical Review.....	19
2.3 Conceptual frame work.....	23
CHAPTER THREE	24
Research methodology.....	24
3.1. Introduction.....	24
3.2. Description of the study area	24
3.3. Research Approach	24
3.4. Research design	25
3.5. Population of the study	26
3.6. Sampling procedures.....	26
3.6.1. Sample size determination	26
3.6.2. Sampling techniques	28
3.7. Data sources and data types	31
3.7.1. Data Collection procedures.....	31
3.7.2. Validity and reliability	31
3.7.2.1. Validity Analysis	32
3.7.2.2. Reliability Analysis.....	32
3.8. Method of Data analysis	33
3.9. Ethical considerations	34
CHAPTER FOUR.....	35
RESULT AND DISCUSSION	35
4.1 Introduction.....	35
4.2. Demographic Characteristics of Respondents on students’ private university choice.....	35
4.3. Descriptive Statistics.....	37
4.3.1. Marketing mix elements on Student private University Choice	38
4.3.1.1. Program on students’ private university choice	38
4.3.1.2 Price on students’ private university choice.....	39
4.3.1.3 Place on students’ private university choice	39

4.3.1.4 Promotion on students' private university choice	40
4.3.1.5 Process on students' private university choice.....	41
4.3.1.6 Physical facilities on students' private university choice	41
4.3.1.7 People on students' private university choice.....	42
4.3.1.8 Aggregate marketing mix elements on students' private university choice.....	43
Table 4.9: Aggregate marketing mix elements on students university choice.....	43
4.4 Correlation Analysis Results.....	44
4.4.1 Bivariate Correlation Analysis.....	44
4.5.2 Test of Regression Assumptions.....	46
4.5.3. Normality	46
4.5.5 Multicollinearity	47
4.6 Regression Analysis.....	48
4.6.1 Multiple Linear Regression Analysis.....	48
4.6.2 Significance of the Model on students' private university choice	49
Multiple Linear Regression Model Summaries	49
4.6.3 Regression Mathematical Model	51
4.7 Hypothesis test results and discussions.....	52
CHAPTER FIVE	56
SUMMARY, CONCLUSION AND RECOMMENDATIONS	56
5.1 Summary of Key Findings	56
5.2 Conclusion	56
5.3 Recommendation	58
5.4 Future Research	59
References.....	60
Appendix I Informed Consent	66
Appendix II. Questionnaire on College Choice:.....	67

List of table

Table3.1. Sample Size from a Given Population	27
Table 3.2 Respondents sample from the department	30
Table 3.3: Reliability Test Statistics	33
Table 4.1: demographic characteristics of respondents on students' private university choice ...	37
Table4.2: Program on students' private university choice.....	38
Table 4.3: Price on students' private university choice	39
Table 4.4: Place on students' private university choice.....	40
Table 4.5: Promotion on students' private university choice	40
Table4.6: Process on students' private university choice	41
Table4.7: Physical facilities on students' private university choice	42
Table 4.8: People on students' private university choice	43
Table 4.9: Aggregate marketing mix elements on students university choice	43
Table 4.10: Correlation Coefficient	44
Table 4.11: The Relationship between marketing mix elements with students private university choice	45
Table 4.13 Multicollinearity Test	48
Table 4.14: Model Summary ^b	49
Table 4.15: ANOVA ^a	49
Table 4.16: Multiple Regression Coefficients.....	50
Table 4.17: Hypothesis test Results	55

List of figure

Figure1: conceptual frame work on factors that affect students choice of university adopted from keys of Educational marketing (Tahir etal.2017) based on Kotler and Fox(1995) model	23
Figure 2: Normal P-P Plot of regression Standardized Residual	46

Abstract

The study of service marketing is very essential in the field of marketing as it helps firms to construct a smarter marketing strategy by getting an insight about what affect the decision making of Customers. The purpose of this study is to examine the marketing mix elements that affect students' choice of Private University. A quantitative research approach was implemented. Moreover, a descriptive & explanatory research designs were used for this study. Target population of this study is regular and extension students of Unity and St. Mary's University during the study period. A questionnaire derived from previous studies and the relevant literature is completed by 377 students of Unity and St. Mary's University, Addis Ababa. Correlation analysis assessed the relationship between marketing mix elements and student university choice and multiple regression analysis assessed the influence of marketing mix elements on students' university choice. The findings confirmed that there is positive and significant relationship between marketing mix elements (i.e., Program, Price, Place, Promotion, Process and Physical facilities) and student university choice in Unity and St. Mary's University. In addition, this study identified that program, price, place, promotion, process and physical facilities have significant influence on student university choice. But, one of the marketing mix elements, namely, (People) didn't come out as significant predictors of students' private university choice. Therefore, it is concluded that program, price, place, promotion, process and physical facilities should be given attention to by Unity and St. Mary's Universities according to the participants of the study. And private universities should pay special attention to conduct marketing strategies which relate to these identified factors.

Keywords: *Marketing mix, Program, Price, Place, Promotion, Process, Physical Facilities and People*

CHAPTER ONE

Introduction

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

1.1. Background of the study

Intensive development of society and commerce leads to expansion of the service sector, and in such manner it becomes a propagator and dominant force in developing countries, which indicates the necessity of getting to know the significance and specific nature of marketing within the service sector. Understanding factors and circumstances that create certain market environment conditions is a primary goal of any modern - oriented higher education institution that enables harmonizing the supply with current demands as well as defining appropriate marketing strategies.

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

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

To implement the ETP, the Education Sector Development Programs (ESDP), periodically rolling programs, were implemented in several phases. To date five ESDPs have been implemented. The Ethiopian government has showed enormous and continued commitment to expanding evenhanded access to quality and pertinent higher education in the past decade. The

number of public higher education institutions has increased and Private higher education institutions have also expanded, reaching 98 institutions in total, accommodating around 15% of all student enrolment by the end of the ESDP IV period (FMOE, 2015).

The continuous increasing demand for competent human resource by the corporate sector also induces more pressure on higher education institutions to produce highly acclaimed professional. According to a marketing concept of Schiffman & Kanuk (2010), identifying the needs and wants of specific target markets and delivering the desired satisfactions better than competitors is key for the success of companies. A version of marketing mix specifically designed for higher institutions have also been developed by Kotler and Fox (1995). Kotler and Fox (1995) have developed a version of a marketing mix which is designed specifically for education institutions, and which seems to address the limitations set by marketing mix for products. This version is different from existing marketing elements is that the version is designed for educational institutions. In the marketing mix of Kotler & Fox (1995), programs replace the products. Programs are the first basic elements of the marketing mix of HE institutions. As a service, higher education marketing is sufficiently different from the marketing of products and it needs different marketing mix.

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

Nowadays, most education institutions especially, private university, have recognized the important of those tools and have widely implemented marketing strategies on their operation in order to increase their student enrollment.

There are numerous studies that have focus on the university characteristics such as cost, location, learning environment, teachers, course design, etc., and found that these factors have

influenced on student's choice decision (MacEachern and Yun, 2017). On the other significant factors such as parents' influence, parents' desire, parents' educational level, and family social backgrounds (Maniu and Maniu, 2014). Yamchuti (2002) found that friends and parents were the second and third ranked item that influenced student decision.

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

Different studies regarding factors affecting student college choice were conducted in different countries. The study marketing factors that affecting student's decision of choosing higher education institution in the South-northeastern region of Thailand found that product, price, distribution channels, people and physical evidence have a significant relationship with selection of an institution but process of service providing has no significant relationship with selection of an institution (Seehanate, 2017).

A study in Indonesia indicated that the marketing mix has significant influence on student's decision making in selecting higher education institution. All seven dimensions of service marketing mix, (place, price, program, Promotion, people and Physical Evidence) have significant correlation to the student choice of higher education (Soedijati, E., & Pratminingsih, S. (2011).

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

Currently there are 245 Private universities, university colleges and colleges in Ethiopia containing 257, 242 students in regular, extension and evening time programs out of which 68

Institutions are in Addis Ababa city (HERCA, 2019). St. Mary's University and Unity universities are among the leading in its establishment and number of programs they offer, and also the largest private universities in Addis Ababa. Unity University is the first privately owned institute of higher learning to be awarded full-fledged university status in Ethiopia by the Ministry of Education. Established in 1991, And also St. Mary's University (SMU) is an outgrowth of St. Mary's Language School which was established in 1991 in Addis Ababa, Ethiopia.

The previously mentioned studies have shown that the marketing mix elements are strongly related to student choice. Even though, the previously mentioned studies examine the effect of the marketing mix elements on purchase decision, the one that come close to this study is that, the study that was done in Thailand and even didn't examine promotion. We do not know the combined effect of these variables on purchase decision, and this issue is important because these variables are controllable and that marketers need to know their relationship with purchase decision. In addition to this, in the Ethiopian context, less research has explored this relationship. Thus, this research tries to find the effects of marketing mix elements on student's choice of private universities in case of Addis Ababa specifically s.t Mary's university and Unity University.

This examination is important because there are many factor which affect choice and which are different between Ethiopia and the countries where the previous studies were made. These factors include the social, economic, cultural and geographical aspects of the countries Even though there are researches that are done in different countries by different researchers the findings are not exactly the same. So, the findings of the previous research conducted by different countries may not be applicable to the Ethiopian context. In addition to this there is no published research in Ethiopia regarding the effects of the 7ps marketing mix elements on student's choice of private universities.

Studying the factors that affect student choice of higher education give a useful insight into understanding ways of making the education system demand-driven that prepares graduates fare better in the labor market after graduation.

This research benefits the institutions by providing information in order to formulate the appropriate marketing mix strategies, so, the institutions can modify, change or retain the existing service delivery strategies.

1.2 Background of the organization

Ethiopia had only two universities for much of the 20th century (Yirdaw, 2016). Since the mid-1990s, the number of private institutions has expanded, with simultaneous growth of the public sector. However, expansion initiatives that started towards the last decade of the 20th century increased the number of state-run universities to eight by 2002 (Bishaw & Melesse, 2017). This trend continued during the past two decades, and it can be argued that the outstanding features of contemporary Ethiopian higher education are strong state-led expansion and rapid reform.

Currently there are 245 Private universities, university colleges and colleges in Ethiopia containing 257, 242 students in regular, extension and evening time programs out of which 68 Institutions are in Addis Ababa city (HERCA, 2019).

St. Mary's University (SMU) is an offshoot of an identically named Language School established in 1991 in Addis Ababa, Ethiopia. When St. Mary's University was established back in 1998, its head office was based in Hawassa and had a branch in Addis Ababa. It was established under St. Mary's University General Educational Development PLC. St. Mary's University started operation back in 1991 with three fields of study - Accounting, Law, and Marketing. The university gives Undergraduate Degree Program Regular/Extension, Undergraduate Degree Program (Open and Distance Learning), Regular post graduate programs, and short term Trainings. Most of the regular and extension programs are offered at Mexico Campus which is main campus. But currently there are also more than 140 coordinating centers of distance education throughout the country (SMU, 2019).

Established in 1991, Unity language school was offering English, Arabic, French and Italian language courses. It started with not more than 50 students, a few part-time teachers and administration personnel. Progressively, the institute launched diploma programs in accounting, marketing, business, personnel administration, secretarial science and office management from 1997 to 1999. In March 1998 the institute was upgraded to a college level, following its achievements in education, becoming the first privately owned college in Ethiopia.

https://en.wikipedia.org/wiki/Unity_University#cite_note-2. Through the years, the institute has played a pioneering role in providing quality education, setting a fine record. Later named Unity College, the institute has promoted innovative approaches and launched degree programs in various disciplines. Unity was promoted to university level in September 2008, becoming the first privately owned university. It has since been known as Unity University,(U.U).

Marketing is a regular management process that identifies customer needs and (Foskett,1992). Hence, identification of the basic school-service needs of the parents and the communication of the services and image of the school to the parent is the basic task of educational marketing. Educational marketing has no effect without its ability to have transferred the image of the school to the society (Oplaka & Jane, 2004). Educational marketing is designed to communicate and deliver educational programs in a way that it appropriately recognized the needs of the people and present a service aiming towards the satisfaction of these needs. It is a means through which the school develops ways of communication with its environment to promote public awareness about its image, goal, value and services among students, their parents and the general public.so, in order to survive and win the competition situation s.t marry and Unity universities apply their own marketing mix elements that are appropriate for higher education service marketing mixes.

1.3. Statement of the problem

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

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

Factors influencing student choice to join higher education were studied in different countries and found similar but not exactly the same results. Doing the research in case of Ethiopia is

important in order to know whether the findings in Ethiopian context differ from other country's context or not. This is because of the argument that it is difficult to standardize the application of the marketing mix elements across countries which differ along cultural, economic and other macro-environmental forces (Meyer.E, &Bernier.I,2010.). Research has found that the cultural, economic and political environment necessitates the adaptation of the marketing mix elements.(Vronties.D, & Thrassou.A.2008). Thus, since the countries where the extant research are conducted are different to Ethiopia in terms of culture, economy, political and other macro-environmental factors and since differences in these forces may have a differential effect on how to use the marketing mix elements to affect behavior, it is essential to examine what the effect of the marketing mix elements is on choice of customers in the Ethiopian context. Thus, this study seeks to examine whether the marketing mix elements are equally important in terms of their effect on student choice or whether some elements of the marketing mix elements are more important than others in terms of their effect on student choice of university.

A study in universities of Sweden found out that the marketing mix elements have a positive impact in the student's choice of a university. Among the factors directly related to student choice of HE includes promotional mix, price, place, people, physical evidence, and the program itself (Kwang, 2019). This study is in line with study in Thailand, which found that product, price, distribution channels, people and physical evidence have relationship with institution type selection. However, the study in Thailand concluded that there was not a significant association between process and type of institution selection. (Seehanate, 2017). A study conducted in Botswana found out that, academic programs, institutional reputation, advertising, career fairs, staff quality, employment prospects of graduates from the institution had a very high influence. In contrast, factors like tuition fees, scholarship award opportunities and campus visits did not have a very significance influence on the decision by students to choose (Rudhumbu, 2017).

From the above mentioned studies it could be concluded that not all the seven Ps of the marketing mix elements were considered together when examining their effect on student choice (i.e., program, price, place, promotion, process, physical facilities and people). Furthermore, the previous papers have not studied on higher education institutions in Ethiopia, which are operating in different macro-environment. The difference in the macro-environment makes it important to examine whether the marketing mix elements are equally important or not on their

effect on student choice. For example, in the study by Rudhumbu (2017) tuition fee did not have an effect on choice. Thus, this paper seeks to fill this gap by examining the marketing mix factors that affect student's behavior in choosing private universities in Addis Ababa city.

This study is important not only academically as mentioned above but is also relevant practically. Currently, in Ethiopia the numbers of students enrolling in universities are becoming higher and with the growth and intense competition in Private higher education sectors, the marketing factors that affect students to choose private universities are not studied yet. According to Liz Reisberg and Laura E Rumbley (2010). Ethiopia had only two universities for much of the 20th century (Yirdaw, 2016). Since the mid-1990s, the number of private institutions has expanded, with simultaneous growth of the public sector. However, expansion initiatives that started towards the last decade of the 20th century increased the number of state-run universities to eight by 2002 (Bishaw & Melesse, 2017). This trend continued during the past two decades, and it can be argued that the outstanding features of contemporary Ethiopian higher education are strong state-led expansion and rapid reform.

Currently there are 245 Private universities, university colleges and colleges in Ethiopia containing 257, 242 students in regular, extension and evening time programs out of which 68 Institutions are in Addis Ababa city (HERCA, 2019). In such a changing environment universities should make effective use of the marketing mix elements. It is important for students or concerned bodies who want to know what services are given in private Universities and why students choose it. To the university knowing how the students choose their university is very important whether to continue as before or if there are some gaps that the university has to fill or amend. In general the research investigation tries to provide information for students, policy makers and the universities to continue competent in the higher education market. For policy makers, knowing the factors that affect student's choice of private Universities are important to make decisions regarding to the institutions marketing strategies. For example the policy makers can get information about private universities pricing strategies so, if the prices set by the private universities is expensive they develop appropriate policy regarding to tuition fee limits.

1.4. Research question

1.4.1. General research question

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

1.4.2. Specific research questions

- Does program affect students' choice of university?
- What is the relationship between price and students' choice of university?
- Does place affect students' choice of university?
- What effect does promotion have on students' choice of university?
- In what way do processes affect students' choice of university?
- How do physical facilities affect students' choice of university?
- What is the relationship between people and students' choice of university?
- Is there a significant relationship between marketing mix elements and students choices of private university?

1.5. Objectives of the study

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

1.5.1. General Objective

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

1.5.2. Specific Objectives

This research has the following research objectives:

- Examine the effect of program on students' choice of University
- Examine the effect of price on students' choice of University
- Determining whether place has influence on students' choice of University

- Identifying the effect of promotion on students' choice of University
- Determining whether Process has influence on students' choice of University
- Identifying the effect of physical facility on students' choice of University
- Determining whether people has influence on students' choice of University

1.6. Significance of the Study

The researcher believes that results of this study expected to be useful for students, Universities and policy makers. It could greatly assist high school students to have better understanding on the factors that influence students' decision and in what factors should they focus while choosing University to pursue their advanced studies in private universities. The study also let the students to know why they choose the particular university. The marketing communication message will be student focused and students will be able to make more informed decisions about the higher education institution they wish to attend. For higher education institutions it helps to develop effective recruitment strategies for college administrators responsible for recruitment policy because universities need to have a clear understanding of how and why the students choose a higher education institution. This study will help Universities to easily identify the marketing mix elements that greatly affect students' choice of University so that they can improve the weak sides they have.

It can also be used by Universities to improve their competitiveness in terms of attracting students in the higher education Market and increasing profits. It will also help the higher education system to be demand-driven. The findings shall be used as a guide to determine the appropriate marketing tool for further plan to increase student enrolment. Such studies can also help policy makers in designing education policies and strategies. Findings from this study can furthermore be used to do comparison studies with other international institutions. Finally, the study can be used as reference for future researchers.

1.7. Scope of the study

The scope of the present study was restricted to private universities in Addis Ababa. In addition, the major objective of the study is to identify the factors that affect students' choice to enroll in private higher education institutions, thus, the scope will limited to students of private universities.

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

Data was collected from the students of private university in Addis Ababa learning in different programs and in different educational years, specifically from students who enrolled in s.t Mary and Unity universities.

1.8. Limitation of the Study

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

In addition, since the research study was conducted on private universities in Addis Ababa, using non-probability sampling technique, its findings might not be generalizable to other private universities in Ethiopia..

Finally, data collection may suffer from selection bias as some respondents couldn't reply to the request to be part of the study. Hence, there may be issues with representativeness (randomness) of the sample.

1.9. Definition of terms

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

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

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

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

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

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

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

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

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

1.10. Organization of the study

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

CHAPTER TWO

2. Review of related literature

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

2.1 Theoretical Review

The development of a marketing strategy involves the coordination and combination of the marketing mix elements (Hawkins et al, 2001, Kotler and Fox, 1995, Ivey, 2008). It is the combination and coordination of the elements in the marketing mix that enables organizations to meet customers' need and provide customers value.

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

Service intangibility: - Refers to the intangible nature of services in the sense that services cannot be seen, tasted, felt, heard, or smelled before they are bought. For example students cannot see the education service before they decide to choose the universities and gate the educational service. To reduce uncertainty, buyers look signals of service quality. They draw about the quality from 7ps perspective (place, program, promotion, people, price, process and physical facilities) (see: Rafiq and Ahmed (1995); Enache (2011)).

Service inseparability: - Refers to the characteristics that services cannot be separated from their providers, whether the providers are people or machines. We cannot separate the educational service from consumption. Because the customer is existed at the service is produced, producer-consumer interaction is a special feature of service marketing.

Service variability: - Refers to the quality of services that in turn depend on when, where, how services are provided and who provides them. Although training schemes, manuals and management controls help to reduce variability over time, employees and across outlets, an expected can arise which can influence the service.

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

In the absence of ownership, customers usually derive value from a service of any tangible elements. The need for learning, acquiring knowledge, providing an intangible benefit (increment in knowledge, professional expertise, and skills) can be fulfilled by education as a service. In addition, customers are often actively involved in helping to create the service product by helping themselves or by cooperating with the service personnel and they have to be physically present to receive services. And since services are perishable they cannot be stored like physical product. Educational market has become more dynamic and complex in the last few years. There are many market forces that shape the educational environment. With the purpose of gaining competitive advantage in mind, many universities are applying marketing theories and concepts to practice (Hemsley–Brown & Oplatka, 2006).

2.1.1 Marketing Mix Model

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

2.1.1.1 Program

The first element within the marketing mix is ‘program’. Program is all the courses and services that the institution makes available. Kotler and fox (1995) claim that program is the most basic decision an educational institution makes as it establishes the institution’s identity and positions the institution vis-à-vis other educational institutions in the minds of learners and determines how learners will respond (Kotler & fox, 1995). The difficulty to choose what program to offer and the way to structure and style it within the institutional marketing strategy has been addressed within the literature by Frumkin et al. (2007). An establishment usually begins by identifying the programs and services being offered and made available to the market and

customers, whether or not they are students, companies or grants providers. An establishment also questions whether this program matches customers' needs. Universities with similar programs will find their markets and public differentiating between them on the premise of their programs and their quality (Kotler & Fox, 1995).

In higher education, there are three main activities as service offered: teaching, research and community service. Higher education should evaluate its academic program and service product mix periodically, and particularly when considering modifications (Soedijati & Pratminingsih, 2011).

2.1.1.2 Price

Another essential element of the marketing mix is price. Price is the key factor in the private sector of education where students pay tuition fees that may vary not only amongst the program offered but also between competing institutions (Ivy & Al-Fattal, 2010). The price strategy is the only strategy capable of directly influencing the incomes of an educational institution. An educational program's tuition fee is influenced by costs, public demand and competitor's price.

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

2.1.1.3 Place

Where customers pay for a service must be appropriate and convenient. Regarding higher education institutes, the place element of marketing mix refers to the system of program delivery; that is, the making of education available and accessible in terms of time and physical-geographical distribution of the teaching and learning.

Drummond and Ensor (2005) stress '*place*' is more often described as distribution since it is all about making products available to the target audience. Strydom et al. (2013) also specified that distribution's main objective is getting the right product and service to the right place, in the

right quantity, with the right quality and at the best market price in order to provide time and place utility to consumers. How to make programs of higher education institution more accessible and acceptable for students which is the main question concerning the delivery of educational services can be answered by providing the service in different ways like regular programs, extension, weekend, distance education and online learning methods because it is not restricted to the physical and geographical location of an institution, as it stretches with the help of information technology to some virtual limits. El-Khawas (1999) for example, highlights how competition between educational institutions has encouraged to offer alternative ways of delivery or to create niche e-markets. Kotler *et al.* (2002) also suggested that the ‘place’ of an institution includes a Website that allows customers to download information twenty-four hours a day, seven days a week.

2.1.1.4 Promotion

Higher education needs to communicate its services to the targeted market through ‘*Promotional*’ strategies. Promotion is the way a company (here an institute) communicates what it does and what it can offer customers (here learners). According to Lamb *et al.* (2004), the promotional strategies of a HE are planned for optimal use of the promotional elements. Marketing communication mix (Promotion mix) consists of the specific blend of advertising, personal selling, sales promotion, public relations and direct marketing tools that the company uses to pursue its advertising and marketing objective (Kotler *et al.*, 2007). Information that higher education institutions provide during admission should be subject to reality. Otherwise, Subsequent efforts to ensure good student experience through valuable teaching experience good support services may not succeed. In an effort to prepare students for their profession HEIs try to ensure correspondence between realities and the communicated image (Voss *et al.* 2007). On the other side, sometimes promotion can ruin the institutional image to the public. That is when institutions promote unreal claims about themselves.

2.1.1.5 Process

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

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

2.1.1.6 People

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

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

2.1.1.7 Physical facility/evidence

The '*physical evidence*' is the strategy accountable for a concrete meaning of the educational offer. Physical facilities or evidence includes all of the physical tangible items an institution avails to its customers, ranging from infrastructures, pictures in the brochures, or the university home page. As Kotler & Armstrong (2012) noted, first impression matters because customers often see the buildings and other facilities of universities first. Further Gibbs and Knapp (2002) add that the physical location of a university contributes greatly to the image of the institution.

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

2.1.2 Theory of reasoned action behavior and students choice

The theory of reasoned action and the theory of planned behavior focus on theoretical constructs concerned with individual motivational factors as determinants of likelihood of performing specific behavior. These theories have been among the most influential approaches to predicting and understanding intentional behavior (Hagger, 2019; Godin, 1993). Martin Hagger (2019) further stated that the theory of reasoned action was the earliest version of the theory. The central construct of the theory is intention, a motivational construct that is considered the most proximal determinant of behavior.

Theory of reasoned action explains the relation between behaviors and the attitudes within the human action. It focuses on the prediction of how the pre-determined behavior and the behavioral intentions affect the individuals' behavior (Fishbein and Ajzen, 2011). According to the theory of reasoned action, the immediate antecedent of behavior is behavioral intention; and the behavioral intention in turn is function of attitudes toward performing the behavior and subjective norms (Fishbein & Ajzen in 1975 (Fishbein and Ajzen, 2011)).

According to (Pulido-Fernández and López-Sánchez, 2016) the decision-making process can be influenced by a number of psychological and internal factors such as attitudes, motivation, beliefs, intentions, values, lifestyles, and images. Student choice is part of consumer behavior, that is how individuals or group select, buy and use goods or services (Kotler & Fox 1995) There are five steps in student choice of selecting a university: there are needs and motives, information gathering, evaluating alternatives, decision making and post choice evaluation.

Chapman (1981) developed a model which suggests that university choice is influenced by a set of students' characteristics (which can be called as internal factors), as well as a series of external influences. Students' characteristics can be stated as follows: socioeconomic status; aptitude; level of educational aspiration/expectation; and high school performance. External influences can be grouped into three general categories: the influence of significant persons such as friends, parents and teachers; the fixed characteristics of the institution such as location, cost;

and the institution's own efforts to communicate with prospective students such as campus visit, advertisement. In another study conducted by Martin and Dixon (1991), it was concluded that external factors are more influential than internal factors in students' university choices.

2.2 Empirical Review

Most the findings Studies in Indonesia, Thailand and Sweden have similar but not exactly the same results regarding the factors that affect student choice. The findings in the mentioned other countries may be less applicable in Ethiopian context. Because of the differences in the social, cultural, economic and environmental differences between the stated countries, and in our country Etiopia the findings of other countries may be less applicable in Ethiopian context, but these differences affect the purchase decisions. So, the factors which mostly affect the purchase decisions of the students in Ethiopian context will be examined by this research. The following are results obtained on similar studies in different countries. Hypotheses are developed based on the theoretical and empirical reviews.

Program

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

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

Price

Price refers to the amount of money required to exchange for products or services (Armstrong et al., 2014). Several studies conducted mentioned that price factor had a significant influence on students' choice.

A study by Soedijati & Pratminingsih (2011) in bandung, Indonesia' found that Price has significant correlation to student decision making. And a study by Kwang (2019) in two state universities in Sweden' indicated that the price is directly related to the student's choice of HE.

A Study in Bowen University in Nigeria indicated that 98% of respondents chose a university on account of price, discount and sponsorship (Afolabi *et al.*, 2019). A study by Gyamfi *et al.*, (2016) in Nanjing University of Science and Technology, in Kumasi, Ghana, found that price factor had a significant influence on students' choice.

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

Place

Numerous studies have proved that there is a significant relationship between place and students' choice (Kusumawati, 2013; Rudhumbu *et al.*, 2017; Samani *et al.*, 2017). It is more probable that customers will choose a near home service provider rather than an organization that is far away. A study by Soedijati & Pratminingsih (2011) found that place has significant correlation to student decision making. A study by Kwang, (2019) indicates that place is directly related to the student's choice of HE. Afolabi *et al.*, (2019).indicated that 80% of the respondents made their choice decision on account of place. Based on the discussion above, we developed the following hypothesis:

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

Promotion

Constantindes (2012) in the Netherlands studied the impact of social media on study selection and university choice. The author concluded that choice of a university to study at is affected by social media use. A study by Kwang (2019) indicate that the promotion is directly related to the student's choice of HE.

A study by Soedijati & Pratminingsih (2011), found that Promotion has significant correlation to student decision making. A Study about Universities in Nigeria, showed that 60% of respondents made their choice decision based on promotion (Afolabi *et al.*, 2019).

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

Process

A study by Soedijati & Pratminingsih (2011) found that Process has significant correlation to student decision making in Indonesia. A study in Thailand by Seehanate (2017) found that process have no influence on student's decision about type of institution.

The study in Thailand is performed by classifying the institutions in to four groups, such as public universities, Rajabhat Universities and Rajamangala universities of technology, private universities, and college.

The findings show that there was not a significant association between process and type of institution, especially for public universities. A study by Kwang (2019) in Sweden indicated that process is directly related to the student's choice of HE. A Study in Universities in Nigeria by Afolabi showed that 72% of the respondents choose a university for its smooth processes (Afolabi *et al.*, 2019).

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

Physical facilities

A study on Including marketing mix, Ivy and Al-Fattal (2010) investigated marketing activities in a Foreign Language Colleges in Syria. Their results revealed that much greater importance to students enrolled at private EFL institute is program and place. Physical facilities and pricing issues were also more highly rated than the people and promotions element of the marketing mix.

A study by Soedijati & Pratminingsih (2011) in Indonesia found that Physical facilities have significant correlation to student decision making. A study by Kwang (2019) in Sweden' indicates that the physical facilities are directly related to the student's choice of the HE. A Study in Universities of Nigeria by Afolabi showed that 76% of respondents choose a university for its Physical facilities (Afolabi *et al.*, 2019).

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

People

People refer to the persons who are involved in the production and delivery of the services (Al Muala and Qurneh, 2012). As most of the services are handled by labour, customers' perception of the service quality can be easily influenced by the people (Rafiq and Ahmed, 1995). Past studies by Ramalu et al. (2013) showed that people had low influence on students' choice. On the other hand, Fosu and Poku (2014); Baliyan (2016) had proved that there are average and strong relationship between people and students' choice. Friendliness of staff and student recruitment teams are the students' first encounter which impact on students' choice of enrolment.

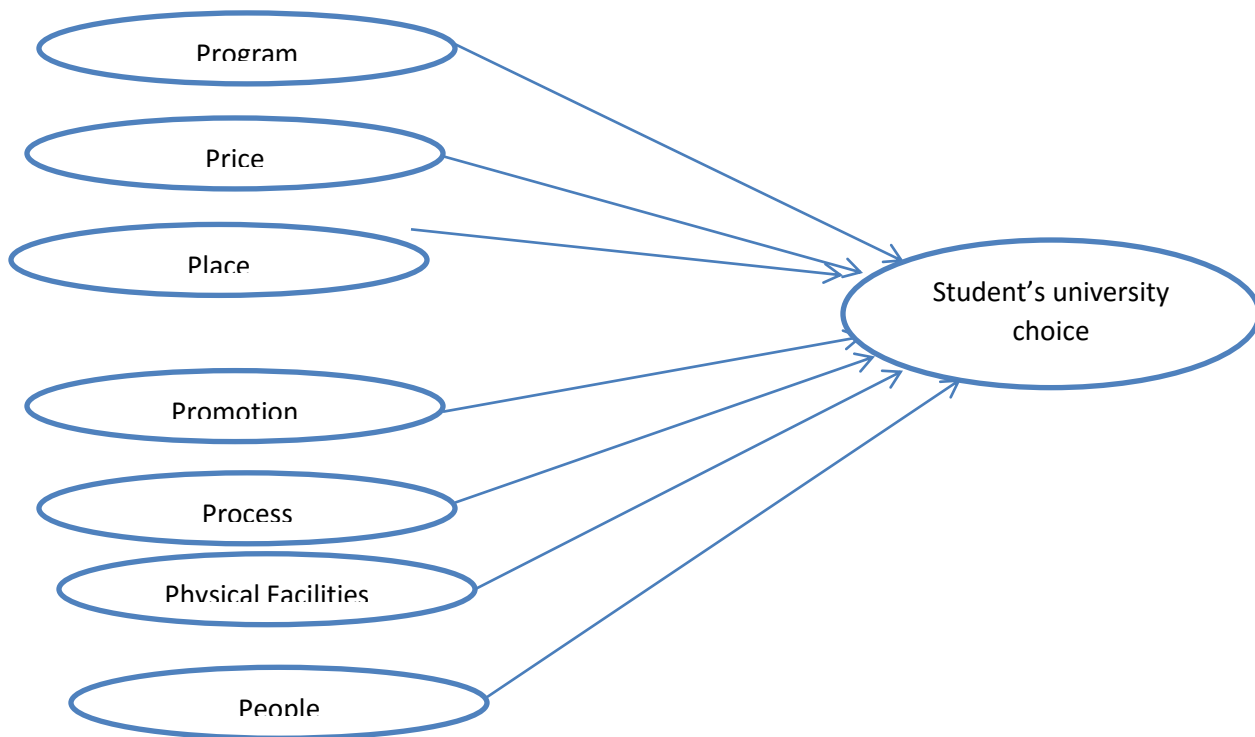
A study by Soedijati & Pratminingsih (2011) in Bandung, Indonesia found that people has significant correlation to student decision making. A study by Kwang (2019) in Sweden indicates that the people are directly related to the student's choice of HE. Another Study in Nigeria Universities shows that 84% of stakeholders made their choice decision based on people (Afolabi *et al.*, 2019). Based on the discussion above, we developed the following hypothesis:

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

2.3 Conceptual frame work

According to Mugenda and Mugenda (2003) conceptual framework is a diagrammatic presentation of the relationship between dependent and independent variables. In this research, the dependent variable is student's private university choice while independent variables are Program, Price, place, promotion, Process, Physical facilities and People. Based on the finding of the previous study and empirical review the following conceptual framework or research models will be developed.

Figure1: conceptual frame work on factors that affect students choice of university adopted from keys of Educational marketing (Tahir etal.2017) based on Kotler and Fox(1995) model



Source: Adapted by the Author from different literatures (2021)

CHAPTER THREE

Research methodology

3.1. Introduction

Research methodology is the how of doing research based on clear epistemological, axiological and ontological positions. It is a decision stage that considers the merits and demerits of several methodological positions.

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

3.2. Description of the study area

The study was conducted on private universities in Addis Ababa city specifically using students of s.t Mary and Unity University. As alluded earlier, the aim is to examine the effect of the marketing mix elements on student's choice. The data were collected at the campuses of the selected two universities, specifically at Mexico and Shebele campus for s.t Mary's university and also for Unity University at Gerji campus respectively.

3.3. Research Approach

There are two types of research methods, quantitative research and qualitative research.

In this research, the researcher used a quantitative research approach. According to Creswell (2012) Quantitative research is research approach in which researcher decides what to study; asks specific, narrow questions, collects quantifiable data from participants, analyses these numbers using statistics and conducts the inquiry in an unbiased, objective manner. This method deals with use of statistical and econometric tools to address the research questions and to test the constructed hypotheses. For this research, the quantitative approach is used to collect the quantitative data that are used to measure the relationship between the dependent variable

(purchase intention) and the independent variables (Program, Price, Place, Promotion, Process, Physical Facilities and People).

3.4. Research design

Research design is the arrangement of conditions for collecting and analyzing data in a manner that aims to combine relevance to the research purpose with economy in procedure (Kothari2004). Research design basically comprises of the blueprint for collection, measurement as well as the analysis of data; it is the plan or overall research program that helps the researcher obtain answers to the research questions; it includes an outline of what the researcher will do right from writing the hypothesis to the analysis of the data; it outlines the research problem structure by showing the relationship of the different variables of the study and the research plan that is used to acquire empirical evidence on the various relationships (Cooper and Schindler, 2011)

According to Kotahir (2004) there are three main types of research designs; exploratory, descriptive and explanatory studies.

Descriptive research design are usually structured and specifically designed to the characteristics described in a research question, hypotheses, derived from the theory, usually server to guide the process and provide a list of what need to be measured (Hair et al.,2003).

The objective of descriptive research is to portray an accurate profile of person, events of situation. It is necessary to have a clear picture of the phenomena on which researcher wish to collect data prior to the collection of the data (Saundres et al., 2003).

An explanatory research tries to establish relationship that exists between variables. It aims at identifying how one variable affects the other; it seeks to provide an empirical explanation to the causality and causes and effects relationship between one or more variables (Saunders et al., 2000, & Malhotra 2006).

The research design that was used for the study is a descriptive and explanatory research design. The descriptive research design is appropriate for this study because it gives detailed description

of the findings. Explanatory research type also applied to test the hypotheses empirically by using data from the two universities in Addis Ababa, Ethiopia. To accomplish the study objective and to answer the stated research questions, descriptive and inferential statistics were employed. Descriptive statistics is applied to compute frequency, percentage, mean and standard deviation. Inferential statistics was also used to compute correlation and regression analysis.

3.5. Population of the study

The target population is the population that the researcher can use in order to test the hypotheses of the study. Population is defined the totality of cases that confirm to some designated specifications. It can also be called a 'study population' which refers to the aggregation of elements from which a sample is actually selected (Churchill, 2001). The target population the study used includes all regular and extension students who are currently enrolled in St. Mary's and Unity universities. According to the universities registrar record in 2013 academic year, the number of students who are enrolled at S.t Mary's and Unity universities are 7,150 and 8, 600 respectively. Therefore the total target population that the researcher used for this research is 15,750

3.6. Sampling procedures

3.6.1. Sample size determination

The target population was all regular and extension students of St. Marys' and Unity universities during the 2013 E.C academic year. And the sample size chosen for this paper were based on Krejcie and Morgan (1970) table because it greatly simplified the sample size decision by providing a table that ensures a good decision model and it is suitable for this study. The ever increasing need for a representative statistical sample in empirical research has created the demand for an effective method of determining sample size. To address the existing gap, Krejcie & Morgan (1970) came up with a table for determining sample size for a given population for easy reference. The Table is constructed using the following formula for determining sample size

$$S = \frac{X^2NP(1-P)}{d^2(N-1) + X^2P(1-P)}$$

S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level

(3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

No calculations are needed to use the table.

Table3.1. Sample Size from a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357

100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.

S is sample size.

Source: Krejcie and Morgan (1970)

Since the total number of students is 15,750, based on the above table, the researcher has determined a sample size of 377.. After determining the sample size from the total population, the next stage is to determine how many students should be selected from each university. The sample size for each university is determined by proportionate sampling in view of the number of students enrolled at each university.

In 2013 E.C academic year the total number of students in s.t marry university are 7150 and in Unity University the number of students are 8,600 so the total target population is 15,750. From St. marry university 171 students was participate ($7150 \times 377 / 15750 = 171$) and from Unity university 206 students were participate ($8600 \times 377 / 15750 = 206$).

3.6.2. Sampling techniques

Sampling is the act, process or technique of selecting a suitable smaller size of a population of a representative part of a population to determine parameters or characteristics of the whole population (Kombo& Tromp, 2006). It is the statistical process of selecting a subset (called a “sample”) of a population of interest for purposes of making observations and statistical

inferences about that population (Bhattacharjee, 2012). This study employed both probability (random) and non-probability sampling. Probability sampling is representative and the respondents have an equal chance of being selected.

For this research the researcher uses nonprobability and probability sampling techniques in two stages. First, purposive sampling is used to select from private universities in Addis Ababa. Based on this approach, St. Mary's University and Unity University are selected purposely. This is because both universities are among the pioneer and largest private higher education institutions in Ethiopia. In addition, the two selected universities have many departments and programs. S.t Mary's university gives divers programs especially in business field, while Unity University offers different programs in different fields. So, in order to get the information that is needed to address the research objectives, the researcher selects the two universities from the universities available in Addis Ababa. Second, from probability sampling, to select the respondents from the total populations proportionate stratified sampling technique is used to get the sample frame from the total population. , and distribute questionnaire and collect the required information from the samples determined.

Sample frame was drawn from each department based on their number of students enrolled in each educational year level by using proportionate sampling. The Structured questionnaires were distributed for the students in each department during the class room study time. The researcher used each department as a stratum. The l estimated numbers of students in each department was identified from each stratum. Then from each stratum respondents were selected in proportionate stratified method by considering of the number of students of each department in the sample size of the stratum is proportionate to the population size of the stratum. The researcher were used a sample of 377 students of s.t Mary's and Unity Universities, so, the proportionate stratified sampling were obtained using the following formula,

$$\text{Proportionate Stratified sampling} = \frac{\text{Sample size of the entire sample} \times \text{stratum (layer) size}}{\text{Population size}}$$

$$nh = (Nh / N) * n$$

Where

n_h = is the sample size for stratum h

N_h = is the population size for stratum h

N = is total population size, and

n = is total sample size

Table 3.2 Respondents sample from the department

No	university	Department	number of students	multiplication factor	sampled respondents
1	S.t Mary's University	Computer science	873	0.02	21
		Accounting and Finance	2340	0.02	56
		Marketing Management	1628	0.02	39
		Management	988	0.02	24
		Tourism and Hospitality management	90	0.02	2
		Masters of Business Administration	534	0.02	13
		MBA in accounting and finance	125	0.02	3
		MSc in Computer Science	52	0.02	1
		MA in Marketing Management	151	0.02	4
		MA in Project Management	249	0.02	6
		MA in Development Management	16	0.02	0
		MA in Development Economics	27	0.02	1
		MA in Social Work	35	0.02	1
		MSc in Quality and Productivity Management	26	0.02	0
MBA with HRM concentration	16	0.02	0		
Total			7150		171
2	Unity university	Architecture	364	0.02	9
		Business Administration	601	0.02	14
		Computer Science	1150	0.02	27
		Economics	320	0.02	8
		Landscape Architecture	150	0.02	4
		Public Health	552	0.02	13
		Electrical Engineering	112	0.02	3
		Masters of Business Administration	425	0.02	10
		Masters of Business Administration(specialization)	50	0.02	1
		MA in Development Economics	86	0.02	2
		MA in Business Economics	90	0.02	2
		Accounting	2250	0.02	54
		Economics	1050	0.02	25
		Marketing Management	1250	0.02	30
Management Information System	150	0.02	4		
Total			8600		206
Grand total			15750		377

3.7. Data sources and data types

In every research work, the researcher explores two broad categories of data. These are the primary and secondary data. The primary data according to Eboh (1998) are the sampling or study units from which information is to be collected on first hand basis. According to Malhotra (2007), primary data are originated by the researcher for the specific purpose of addressing the problem at hand. On the other hand, secondary data source is the one used from already available or from sources that had been collected for another purpose. Both primary and secondary sources of data were used in this research.

Primary data were collected from sample respondents through structured questionnaires from students of St. Mary's University and Unity University. On the other hand, secondary data were gathered from manual books, relevant literatures, research papers, internets and articles from different sites.

3.7.1. Data Collection procedures

For the study cross sectional study survey design with structured questionnaire technique is employed. The questionnaire was asked respondents general and particular inquiries. The general questions are constructed to gather personal and demographic information about the respondents. The specific questions are constructed based on extensive review of the literature on factors affecting students' university choice. The respondents were asked to rate level of influence of the variables on five point Likert scale. The questionnaire is distributed for respondents during the learning time in each department and learning year level.

The data were collected at Mexico and Shebelle campuses for S.t Mary's university, and also for Unity University at Gerji campus. A total of 377 questionnaires were distributed to potential respondents. However, 25 questionnaires were not returned 9 questionnaires were not qualified. Having dropped cases of incomplete and disqualified questionnaires, the total amount of usable questionnaires obtained were 343 that is a response rate of 91%.

3.7.2. Validity and reliability

Validity determines whether the findings are accurate from the perspective of the researcher, the participant or the readers (Jhon, w.c.2009).

Reliability refers to the extent to which the data collection techniques or analysis procedure will yield consistent findings (Saunders et. al., 2003)

3.7.2.1. Validity Analysis

Internal validity: The quality of data is guaranteed through careful design, pre-testing the questionnaire, and close supervision of the data collecting procedures. Before data collection a pre- test was conducted to test the accessibility of the target population, to check if the instrument can be able to collect relevant information as desired and to identify potential problem, unsuspected interpretations and cultural objections to any of the questions. 8.75% of the sample (30 respondents) was used for the pre-test. Appropriate modification was done after reviewing the pre-test result and overall supervision is done by the principal investigator. Questionnaires were reviewed and checked for completeness, accuracy and validity to clarity by the principal investigator. Content validity of the instrument was tested by being subject to expert opinion. And then Recommendations of experts were incorporated into the final instrument. In addition, to assure validity the researcher uses instruments that are already used and tested by the literature, by different researchers. Among them, an article by Johnatan.Ivey (2008), an article by Melanie Wises (2008) and an article done by three authors i.e Frazane.S, Seyyed Morteza.J and Vahide Shabazi (20017) were used.

3.7.2.2. Reliability Analysis

Internal consistency reliability of the instrument was measured by using the Cronbach's alpha coefficient (α) after pretest of the measurement. A reliability coefficient that indicates how well the items in a group are positively correlated to one another is called Cronbach's alpha. Cronbach's alpha is calculated with respect to the average inter-correlations among the items measuring the concept, Cronbach's alpha value smaller than 0.60 are thought to be poor; results in the range up to 0.70 are acceptable, and those over 0.80 can be taken as (Sekaran, U&Bougie, R.2016). This research was used Cronbach's alpha to test the reliability of the data collection instrument since it is the widely used measure.

Table 3.3: Reliability Test Statistics

Variables	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
Marketing mix element	.986	.986	42
Students' university choice	.988	.989	05
N	.989	.989	47

Source: Own survey 2021

As the above table indicates, reliability analysis was conducted through pilot test on randomly selected 30 students' from St. Marry University 14 students' and Unity University 16 students'; the distribution was done based on the students they have proportionally. The reliability analysis of perception scale with 47 items was conducted through pilot test. Based on item to total reliability analysis all 42 item of the marketing mix elements measure scale in between with .978 and .992; therefore all of the items in total reliability coefficients was tolerated. So, all 42 items will be administered to collect the final data of the study. The Cronbach's Alpha of marketing mix elements' was .986. Likewise, the reliability analysis of students' university choice decision with 5 items was conducted through pilot test. Based on item to total reliability analysis items of students' university choice decision in between with .979 and .994 item total reliability coefficients was tolerated and all items will be conducted to collect the final data of the study. The Cronbach's Alpha of students' university choice decision was .988. Therefore all of the items in total reliability coefficients were acceptable. So, all 47 items will be administered to collect the final data of the study.

3.8. Method of Data analysis

This study uses descriptive and inferential statistics. Inferential statistics include; Correlation and multiple-regression, to test whether the variables of interest have relationship with dependent variable. Then, the study will be organized, summarized and analyzed using the Statistical Package for Social Science version 20. SPSS is used from the straightforward descriptive data to calculate the mean score of factors and to the advanced statistical producers of correlation and multiple regressions.

3.9. Ethical considerations

According to Saunders et al., (2001, p.130) “Ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work, or are affected by it”. Kivunja&Kuyini (2017) noted that the implementation of ethical considerations focuses on four principles that you need to uphold when dealing with your participants/respondents and data. These principles have privacy, accuracy, property, and accessibility as a pillar for every research. This research should be considered of the above principles as a basement.

In this study the consent will be prepared in English. It is written in a simple language that any student can understand. The university students were provided with informed consent.

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

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Introduction

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

As discussed in preceding chapters, the data were gathered through structured questionnaire and contains closed ended questions based on the five point Likert scale to measure the effect of marketing mix elements on student university choice. As discussed in chapter three, the data were collected from 377 students who learn in St. Mary University and Unity University by using proportionate stratified sampling methods.

Hence, according to Krejcie and Morgan (1970) a sample size of 377 would be a representative of 15750 total students with a confidence level of 95%. From the total of 377 selected samples of students around 343 (90.98%) questionnaires that were filled properly were collected. The rest of the 34 (9.1%) were not responded properly based on the guidelines of the questioners. This represents a response rate of 90.98% which corresponds well to other self-administered surveys (Baruch, 1999). The analysis involves the use of statistical procedures including basic descriptive figures and in order to substantiate the relationship between the independent and dependent variables, correlation and multiple regression analysis were conducted using SPSS ver. 20.

4.2. Demographic Characteristics of Respondents on students' private university choice

This section contains the description of the respondents personal. The information included are participants' gender, age, marital status, occupation, educational year status, high school background, educational schedule program, and who influence to study at this university. The actual number of students who participated in the study were 343. In this study, the demographic variables or the first part of the questionnaire consists of eight items about the demographic

information of the respondents. It covers personal data of respondents. These demographic characteristics of the respondents are listed below in table 4.1.

Gender is used to know the ration of male and female in the respondents means two private university students. This information will help the researcher and the study area with the response of marketing mix elements. The numbers of respondents in this study are 343 in numbers from them 141 or (41.1%) are males; and 202 or (58.9%) are females. Thus, the majority of the respondents are females.

With regard to the age of the participants, 249 (or 72.6%) of the students are in the age group of 18-22; 72 (or 21%) of the students are in the age group of 23-27; 22 (or 6.4%) of the students are in the age group of above 27 years. Table 4.1 shows that most of the students are in the age group of 18-22 years old.

As far as the marital status of the participants is concerned 55 (or 16%) of the student are married while the remaining participants are not married. This means that most of the students are unmarried.

From the total properly responded participants 51 (or 14.9%) of the students are employed while the remaining 85.1% are unemployed. This means that most of the students are unemployed.

Table 4.1 shows that 12 (or 3.5%) of the participants are first year students, 140 (or 40.8%) of the participants are second year students, 170 (or 49.6%) of the participants are third year students, while 21 (or 6.1%) of the participants are above third year students. This means most of the participants of this study are third year students.

Table 4.1: demographic characteristics of respondents on students’ private university choice

Variables	Gender	Frequency	Percent
Gender	Male	141	41.1%
	Female	202	58.9%
	Total	343	100%
Age	18-22	249	72.6%
	23-27	72	21%
	> 27	22	6.4%
	Total	343	100%
Marital status	Married	55	16%
	Unmarried	288	84%
	Total	343	100%
Occupation	Employed	51	14.9
	Unemployed	292	85.1
	Total	343	100.0
Educational year status	first year	12	3.5%
	second year	140	40.8%
	third year	170	49.6%
	above three years	21	6.1%
	Total	343	100%
High school background	Private	247	72%
	governmental/public	96	28%
	Total	343	100%
Student schedule program	day time/regular	290	84.5%
	evening/extension	53	15.5%
	Total	343	100%
University choice	Myself	223	65%
	Family	21	6.1%
	Other	99	28.9%
	Total	343	100%

Source: Own survey, 2021

4.3. Descriptive Statistics

Descriptive statistics have several uses for the researchers to understand the results of the output. In this section, various statistical data analysis tools such as mean, standard deviation, frequency, and percentile are used to analyze the collected data. The summary of descriptive statistics for all the variables are evaluated based on a 5-point Likert scale (“1” being “not

Important at all”, “2” being “ Less Important” , “3” being “Neutral”, “4” being “Important”, and “5” being “Greatly Important”). The frequency and percentage of all the marketing mix elements were analyzed (See Annex).

4.3.1. Marketing mix elements on Student private University Choice

For this study, the researcher considered the influencing factors of marketing mix elements on student choice of university; the results of the survey regarding these factors are discussed with the help of the charts and tables.

4.3.1.1. Program on students’ private university choice

It is the first independent variable that holds seven items and which affects students’ private university choice. As described in the table 4.2, the mean and standard deviation value of each program measurement items range from M=3.07 with SD=1.332 to M=3.30 with SD=1.300 (1= not Important at all to 5= Greatly Important). From the overall items of program the item “Courses offered are important for me” is the most important with mean of 3.30; and the item “Duration of the Program is short” is the least important with mean of 3.07.

Table4.2: Program on students’ private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Courses offered are important for me</i>	343	1	5	3.30	1.300
<i>Majors and specialization of Courses offered are appropriate for me</i>	343	1	5	3.11	1.222
<i>There are full course materials</i>	343	1	5	3.13	1.378
<i>Curriculum and books are available</i>	343	1	5	3.24	1.374
<i>University Recognition of its qualification by employers</i>	343	1	5	3.19	1.458
<i>Number of credits per degree (Field of study you need) are enough</i>	343	1	5	3.13	1.282
<i>Duration of the Program is short</i>	343	1	5	3.07	1.332
<i>Valid N (listwise)</i>	343				

Source: Own survey, 2021

4.3.1.2 Price on students' private university choice

It is the second independent variable that holds four items which affects students' private university choice. As described in the table 4.3, the mean and standard deviation value of each price measurement items range from M=2.98 with SD=1.389 to M=3.13 with SD=1.311 (1= not Important at all to 5= Greatly Important). From the overall items of price the item "Tuition fees are relatively affordable" is the most important with mean of 3.13 and the item "possibilities of getting scholarship" is the least important with mean of 2.98, which implies that the majority of the respondents (students) tend to display high level of agreement with the statements they are asked to rate.

Table 4.3: Price on students' private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Tuition fees are relatively affordable</i>	343	1	5	3.13	1.311
<i>There are possibilities of getting scholarship</i>	343	1	5	2.98	1.389
<i>There are possibilities of Discounts</i>	343	1	5	3.08	1.415
<i>Transportation cost to and from the university is cheap</i>	343	1	5	3.07	1.349
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.3 Place on students' private university choice

It is the third independent variable that holds five items which affects students' private university choice. As described in the table 4.4 below, the mean and standard deviation value of each place measurement items range from M=2.80 with SD=1.222 to M=3.21 with SD=1.275 (1= not Important at all to 5= Greatly Important). From the overall items of place the item "location of the university is central" is the most important with mean of 3.21 and the item "Availability Online semester registration" is the least important with mean of 2.80.

Table 4.4: Place on students' private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Location of the university is central</i>	343	1	5	3.21	1.275
<i>University is close to home or work</i>	343	1	5	3.07	1.363
<i>Availability of Multiple campuses</i>	343	1	5	2.94	1.300
<i>Availability of online program</i>	343	1	5	3.05	1.242
<i>Availability Online semester registration</i>	343	1	5	2.80	1.222
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.4 Promotion on students' private university choice

It is the fourth independent variable that holds five items of the marketing mix elements that affects students' private university choice. As described in the table 4.5 below, the mean and standard deviation value of each promotion measurement items range from M=2.95 with SD=1.409 to M=3.32 with SD=1.446. From the overall items of promotion the item "Advertisement about the university is attractive" is the most important with mean of 3.32 and the item "Much information is available in the University website" is the least important with mean of 2.95.

Table 4.5: Promotion on students' private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Much information is available in the University website</i>	343	1	5	2.95	1.409
<i>Advertisement about the university is attractive</i>	343	1	5	3.32	1.446
<i>University leaflets or brochures distributed in public places are important</i>	343	1	5	3.25	1.377
<i>Public relations of the University is very nice</i>	343	1	5	3.02	1.194
<i>Regular Social media advertisement</i>	343	1	5	3.27	1.253
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.5 Process on students' private university choice

It is the fifth independent variable that holds seven items of the marketing mix elements that affects students' private university choice. As described in the table 4.6 below, the mean and standard deviation value of each promotion measurement items range from M=2.83 with SD=1.362 to M=3.18 with SD=1.432. From the process overall items "lecture timetable is Flexible" is the most important with mean of 3.18 and the item "Staff & recruitment team were friendly with me on my first visit" is the least important with mean of 2.83.

Table4.6: Process on students' private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>University rules and regulations are smooth</i>	343	1	5	3.07	1.445
<i>Entry requirements are good</i>	343	1	5	3.13	1.458
<i>Flexibility of payment arrangements of tuition fees</i>	343	1	5	3.06	1.396
<i>Delayed payments are allowed</i>	343	1	5	3.06	1.361
<i>The lecture timetable is Flexible</i>	343	1	5	3.18	1.432
<i>There are Good student-staff relationships</i>	343	1	5	3.11	1.398
<i>Staff & recruitment team were friendly with me on my first visit</i>	343	1	5	2.83	1.362
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.6 Physical facilities on students' private university choice

It is the sixth independent variable that holds eight items of the marketing mix elements that affects students' private university choice. As described in the table 4.7 below, the mean and standard deviation value of each promotion measurement items range from M=2.77 with SD=1.225 to M=2.96 with SD=1.286. From the physical facilities overall items "Availability of students Cafeteria" is the most important with mean of 2.96 and the item "standard of building and location" is the least important with mean of 2.77.

Table4.7: Physical facilities on students’ private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>There is well stocked library and internet facilities</i>	343	1	5	2.93	1.254
<i>University infrastructure and buildings are attractive</i>	343	1	5	2.78	1.316
<i>Accommodation options are available</i>	343	1	5	2.87	1.314
<i>Availability of well stocked laboratory</i>	343	1	5	2.82	1.178
<i>The labs and classes are equipped with Technology</i>	343	1	5	2.94	1.261
<i>Sufficient playing area is available</i>	343	1	5	2.79	1.273
<i>The standard of building and location</i>	343	1	5	2.77	1.225
<i>Availability of students Cafeteria</i>	343	1	5	2.96	1.286
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.7 People on students’ private university choice

It is the last independent variable that holds six items of the marketing mix elements that affects students’ private university choice. As described in the table 4.8 below, the mean and standard deviation value of each people measurement items range from M=2.89 with SD=1.469 to M=3.13 with SD=1.312. From the people overall items “Innovative Teaching methods” is the most important with mean of 3.13 and the item “Professors’ expertise is at high level” is the least important with mean of 2.89.

Table 4.8: People on students’ private university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>availability of highly professional teaching staffs</i>	343	1	5	3.02	1.355
<i>Professors’ expertise being at high level</i>	343	1	5	2.89	1.469
<i>There are foreign teaching staff</i>	343	1	5	2.98	1.273
<i>Innovative Teaching methods</i>	343	1	5	3.13	1.312
<i>Student affairs office’s service</i>	343	1	5	3.03	1.520
<i>Professors’ are accessible most of the time</i>	343	1	5	3.09	1.260
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.3.1.8 Aggregate marketing mix elements on students’ private university choice

The scores were obtained by aggregating items of the 7Ps marketing mix elements independent variable that affects students’ private university choice. As described in the table 4.9 below, the mean and standard deviation value of 7Ps marketing mix elements independent variable values range from M=2.86 with SD=1.246 and M=3.18 with SD=1.286. In terms of the overall items “promotion and program” are the most important for students’ with a relatively high mean value while, “physical facilities” is the least important with a relatively lower mean value.

Table 4.9: Aggregate marketing mix elements on students university choice

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Program</i>	343	1	5	3.16	1.306
<i>Price</i>	343	1	5	3.07	1.338
<i>Place</i>	343	1	5	3.07	1.240
<i>Promotion</i>	343	1	5	3.18	1.268
<i>Process</i>	343	1	5	3.06	1.377
<i>physical facilities</i>	343	1	5	2.86	1.246
<i>People</i>	343	1	5	3.03	1.331
<i>Valid N (listwise)</i>	343				

Source: own survey 2021

4.4 Correlation Analysis Results

4.4.1 Bivariate Correlation Analysis

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

The question discussed in the first chapter aimed to investigate the relationship between the independent variables (program, price, place, promotion, process, physical facilities, and people) and the dependent variable (students' private university choice). Correlation analysis is done to examine this relationship. The Pearson Product-Moment Correlation Coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of a correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and +1.00. Variables may be positively or negatively correlated. A positive correlation indicates a direct positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Ruud et. al. 2012).

Table 4.10 below clearly shows that the relationship between two variables could be negligible, low, moderate, substantial, or very strong.

Table 4.10: Correlation Coefficient

<i>Correlation coefficient(r)</i>	<i>Strength of the correlation</i>
<i>From 0.01 up to 0.09</i>	<i>Negligible association</i>
<i>From 0.10 up to 0.29</i>	<i>Low association</i>
<i>From 0.30 up to 0.49</i>	<i>Moderate association</i>
<i>From 0.50 upto 0.69</i>	<i>Substantial association</i>
<i>From 0.70 and above</i>	<i>Very strong association</i>

Source: Williams M, KhataJabor, Joe W. Kotrlik, J. C. Atherton, A. (2011)

Determining the degree of association between the marketing mix elements (program, price, place, promotion, process, physical facilities, and people) and students' private university choice is the main purpose of conducting an analysis by using bivariate Pearson correlation.

Table 4.11: The Relationship between marketing mix elements with students private university choice

	<i>Program</i>	<i>Price</i>	<i>place</i>	<i>promotion</i>	<i>process</i>	<i>physical facilities</i>	<i>People</i>	<i>university choice decision</i>
<i>Program</i>	1							
<i>Price</i>	.838**	1						
<i>Place</i>	.584**	.607**	1					
<i>Promotion</i>	.608**	.662**	.569**	1				
<i>Process</i>	.012**	.170**	.111**	.212**	1			
<i>physical facilities</i>	.145**	.274**	.189**	.480**	.172**	1		
<i>People</i>	.768**	.832**	.577**	.584**	.042**	.270**	1	
<i>university choice decision</i>	.805**	.837**	.629**	.733**	.171**	.391**	.733**	1

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

Source: own survey 2021

The results of the Pearson correlation in the above table indicated that there was a significant positive relationship between program and students private university choice, ($r=.805, n=343, p<.001$), price and students private university choice ($r= .837, n=343, p<.001$), place and students private university choice ($r= .629, n=343, p< .001$), promotion and students private university choice ($r= .733, n=343, p< .001$), process and students private university choice ($r=.171, n=343, p= .001$), physical facility and students private university choice ($r= .391, n=343, p< .001$), people and students private university choice ($r= .733, n=343, p< .001$).

The correlation table 4.11 above indicated that from the total of the marketing mix elements, program, price, promotion and people are strongly and positively correlated with the dependent variable (i.e., student university choice). This indicates that these variables are strongly correlated to student’s choice decision in selecting the private universities to enroll. While, physical facilities have a moderate associations with dependent variable, place have substantial, associations with dependent variable and process have a low associations with dependent variables (i.e., student university choice),

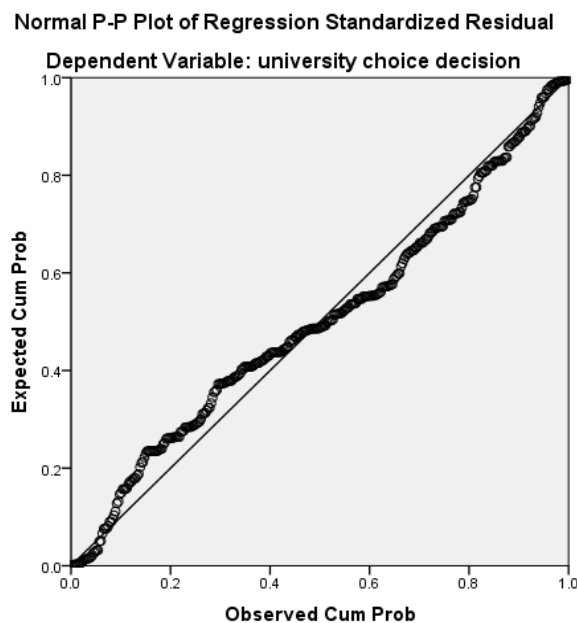
4.5.2 Test of Regression Assumptions

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

4.5.3. Normality

Normality of residuals can be checked with a normal p-p plot. The plot shows that the points generally follow the normal (diagonal) line with no strong deviation. The Normal Probability Plot is also normally used to check whether the assumptions made in the study is correct or not. The plots are different from residual plots in that the standardized residuals are compared with the normal distribution. In general, the normal distribution makes a straight diagonal line, and the plotted residuals are compared with the diagonal. If the distribution is normal, the residual line will closely follow the diagonal. This indicates that the residuals are normally distributed so that the normality plot of this study fits the assumption.

Figure 2: Normal P-P Plot of regression Standardized Residual



Source: Own Survey, 2021

Another common test for normality is checking Skewness and Kurtosis. According to Hair et al., (1998) skewness should be within the range of +2 to -2 and the value of kurtosis should be in the range of +3 and -3 when the data are normally distributed. Normality analysis for the seven variables was conducted with SPSS version 20. As a result, the skewness and kurtosis of all the variables falls within ± 2 and ± 3 respectively. Therefore the input data is normally distributed. (See table below)

Table 4.12: Skewness and Kurtosis tests results

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Skewness</i>		<i>Kurtosis</i>	
	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Std. Error</i>	<i>Statistic</i>	<i>Std. Error</i>
<i>Program</i>	343	1	5	3.16	1.306	-.501	.132	-1.031	.263
<i>Price</i>	343	1	5	3.07	1.338	-.681	.132	-.808	.263
<i>Place</i>	343	1	5	3.07	1.240	-1.096	.132	2.335	.263
<i>Promotion</i>	343	1	5	3.18	1.268	-.384	.132	-.880	.263
<i>Process</i>	343	1	5	3.06	1.377	-.482	.132	2.480	.263
<i>physical facilities</i>	343	1	5	2.86	1.246	-.395	.132	-1.288	.263
<i>People</i>	343	1	5	3.03	1.331	-.426	.132	-1.359	.263
<i>Valid N (listwise)</i>	343								

Source: Own survey, 2021

4.5.5 Multicollinearity

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

The table 4.13 described below shows that the correlation matrix between independent variables; program, price, place, promotion, process, physical facilities and people. All values of tolerance are greater than 0.1 and the value of variance inflation factors (VIF) is less than 10. Therefore, all the independent variables do not have a multicollinearity problem.

Table 4.13 Multicollinearity Test

Model		Coefficients ^a	
		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Program	.252	3.969
	Price	.193	5.192
	Place	.556	1.799
	Promotion	.397	2.516
	Process	.917	1.091
	physical facilities	.708	1.413
	People	.282	3.549

Source: Own survey, 2021

4.6 Regression Analysis

4.6.1 Multiple Linear Regression Analysis

Regression analysis is a systematic method that can be used to investigate the effect of one or more predictor variables on dependent variable. That is, it allows us to make statements about how well one or more independent variables will predict the value of a dependent variable. Specifically this multiple regression was conducted in order to investigate the effect overall of selected marketing mix elements on students private university choice which is clearly stated at hypothesis

4.6.2 Significance of the Model on students' private university choice

Multiple Linear Regression Model Summaries

Table 4.14: Model Summary^b

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
<i>1</i>	<i>.900^a</i>	<i>.810</i>	<i>.806</i>	<i>.490</i>

a. Predictors: (Constant), people, place, physical facilities, promotion, process, price, program

b. Dependent Variable: university choice decision

Source: Own survey, 2021

As shown in the above table the overall bundle of determinant factors of the marketing mix element of independent variables such as program, price, place, promotion, process, physical facility and people explain 81% (R square = .810) of the dependent variable (students private university choice). This suggests that 81% of students' private university choices are clearly explained by the independent variables while the remaining 19% is explained by other unaccounted variables.

Table 4.15: ANOVA^a

<i>Model</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
<i>1 Regression</i>	<i>342.224</i>	<i>7</i>	<i>48.889</i>	<i>203.727</i>	<i>.000^b</i>
<i>1 Residual</i>	<i>80.391</i>	<i>335</i>	<i>.240</i>		
<i>Total</i>	<i>422.615</i>	<i>342</i>			

a. Dependent Variable: university choice decision

b. Predictors: (Constant), people, place, physical facilities, promotion, process, price, program

Source: Own survey, 2021

The ANOVA table shows us the overall statically significance of the model ($P < 0.05$) that there is a positive relationship between the independent Variables jointly and the dependent variable because the P value is less than 0.05. The overall ANOVA test result tells us whether the model results in a statically significantly good degree of prediction of the outcome variable (Field, 2005). Since the statically significance result on the ANOVA table is 0.000 which is $p < 0.05$, the

regression analysis proved the presence of a good degree of prediction. The contribution of each marketing mix elements for the choice of students' private university choice can be seen from the results of multiple regressions in the coefficient. The higher F value and significance value ($p < .000$) indicate that the model reaches statistical significance and this tests the null hypothesis that multiple R in the population is equal to zero; $F = 203.727$, $p = .000$. Thus, this indicated that marketing mix elements had a statistically significance contribution on students private university choice.

Table 4.16: Multiple Regression Coefficients

Coefficients^a

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>T</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<i>(Constant)</i>	.734	.070		7.160	.000
<i>Program</i>	.307	.040	.360	7.587	.000
<i>Price</i>	.315	.049	.346	6.381	.000
<i>Place</i>	.186	.063	.094	2.948	.003
<i>Promotion</i>	.376	.090	.158	4.168	.000
<i>Process</i>	.139	.041	.085	3.420	.001
<i>physical facilities</i>	.355	.071	.142	5.003	.000
<i>People</i>	-.018	.039	-.021	-.458	.647

a. Dependent Variable: university choice decision

Source: Own Survey, 2021

To test the hypotheses of the study multiple regression analysis was conducted. Table 4.16 above shows that the marketing mix elements, i.e., program, price, place, promotion, process and physical facilities have positive and significant effect on students' private university choice. While, people does not have a significant effect on student's University choice.

According to, the multiple regression model result shown in table 4.16 above indicates that Beta (β_1) coefficient of program is about .307. This indicates the presence of a statistically significant positive relationship between program and students university choice decision. In other words, keeping other variables constant, one unit increase in product will result in a .307 unit increase in students choice decision, a result which is statistically significance at ($p < 0.05$) confidence interval.

In addition, it is indicated in table 4.16 that price has beta (β_2) coefficient values of .315, which confirm the hypothesized positive effect of price on student university decision. Assuming other predictor variables are kept constant, one unit change in price was associated with an average 0.315 unit increase in students university choice decision, which is statistically significant at (P=0.000) level of confidence interval

As indicated in table 4.16 above indicated the third variable is place has (β_3) coefficient value of .185 a result which is statistically significant at (p<0.05) confidence interval.

As indicated in table 4.16 above indicated the fourth variable is promotion has (β_4) coefficient value of .376, which is the highest beta value have positive significant effect on choice decision. Hence, other things remaining constant a unit change in promotion leads to a 0.376 unit change in student's choice of private universities.

Likewise, it is indicated in table 4.16 that the fifth variable is process has beta (β_5) coefficient values of .139, which confirm the hypothesized positive effect of process on students choice decision, a result, which is statistically significant at (p<0.05) confidence interval.

Similarly table 4.16 above shows physical facilities has a coefficient beta (β_6) value of 0.355, this shows that physical facilities positively associated with students' private university choice, Finally the last variable is people has a (β_7) coefficient value of -.018 which rejected the hypothesized positive and significant effect on students' private university choice.

When we see the statistical significance of each variable from the above coefficients table 4.16, the following marketing mix elements such as Program ($\beta=0.307$, P<0.05), price ($\beta =0.315$, P<0.05), place ($\beta= 0.186$,P<0.05), promotion ($\beta= 0.376$, P<0.05), process ($\beta= 0.139$,P<0.05), physical facilities ($\beta= 0.355$,P<0.01) has a statistically significant contribution at (Sig/p<.05) for the students private university choice; so the above listed independent variable predicts the dependent variables. While people ($\beta=-0.018$, P>0.05) are not statistically significant and hence not predictors of choice according to the participants of this study.

4.6.3 Regression Mathematical Model

The equation of multiple regressions on this study is generally built around two sets of variables, namely dependent variables (students' private university choice) and independent variables (marketing mix elements). The basic objective of using regression equation on this study is to make the researcher more effective at describing, understanding, predicting, and controlling the stated variables.

Student University Choice (SUC)

$$= \beta_1 + \beta_2(\text{Program}) + \beta_3(\text{Price}) + \beta_4(\text{Place}) + \beta_5(\text{Promotion}) \\ + \beta_6(\text{Process}) + \beta_7(\text{Physical Facility}) + \beta_8(\text{People})$$

Student University Choice (SUC)

$$= 0.734 + .307(\text{Program}) + .315(\text{Price}) + 0.186(\text{Place}) \\ + 0.376(\text{Promotion}) + 0.139(\text{Process}) + 0.355(\text{Physical Facility}) \\ - 0.018(\text{people})$$

Mathematically, $Y_i = \beta_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8$

Where Y is the dependent variable of students' private university choice (X2(program), X3(price), X4(place), X5(promotion), X6(process), X7(physical facility), and X8(people)) are the Independent variables. So, based on the beta value program and promotion have the strongest effect on students' private university choice and process and physical facilities has lowest effect on students' private university choice. β_1 is the intercept term- it gives the mean or average effect on Y of all the variables excluded from the equation, although its mechanical interpretation is the average value of Y when the stated independent variables are set equal to zero. β_2 , β_3 , β_4 , β_5 , β_6 , β_7 , and β_8 refer to the coefficient of their respective independent variable which measures the change in the mean value of Y per unit change in their respective independent variables.

4.7 Hypothesis test results and discussions

In this section, the multiple regression analysis conducted on table 4.16 is refereed when investigating the influence of the independent variables on the dependent variable and identify the relative significant influence of each independent variable on the dependent variable.

The researcher tested the hypothesis set out to be tested at the beginning based on the regression analysis. The researcher believes that private universities can use the result of the regression analysis for future decision making via identifying factors determining private university choice of students' and which parameters got the highest effect on students' decision on private

university selection. This will answer the research question of the effect of each variable on the dependent variable.

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

The results shown that students' private University choice was significantly predicted by Program ($\beta=0.307$, $P<0.05$), supporting Hypothesis 1. The result rejects null hypothesis and fail to reject the proposed alternative hypothesis. In this case beta coefficient value illustrate that other variables remain constant, a 1% improvement in programs offering, would increase students university choice decisions by as much as 30.7%.

The more the university offers programs that match students' need the higher the students choose the university. This result is in line with a study in private universities in Kwara state, Nigeria, South-Northeastern region of Thailand and a study in Botho University, Botswana, and Indonesia (Tukur et al., 2019; Sehanate, 2017; Rudhumbu, 2017; Soedijati and Pratminingsih, 2011).

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

The finding of multiple regressions analysis, as indicated in the Table 4.16 above, indicates that price has positive and significant influence on students private university choice decision with ($\beta =0.315$, $P<0.05$), the value of beta coefficient indicates that, a 1% change in the pricing strategy would increase students choice decision by as much as 31.5%. This result is in line with a study in A study by Soedijati E, & Pratminingsih (2011) in bandung, Indonesia' found that Price has significant correlation to student decision making. This result is also concurrent with a study in Indonesia (Widowati et al., 2019). So that hypothesis 2 will be accepted and price does predict student private choice of university.

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

The results revealed that students' private University choice was significantly predicted by Place ($\beta = 0.186, P < 0.05$), Hypothesis 3 was supported. In this case beta coefficient value illustrate that keeping the other variables constant, a 1% improvement in reachableness of the universities to students, would increase students choice decision by as much as 18.6%. The more the university is reachable and accessible to students' increases the numbers of students to choose the private university. The finding thus concurs with previous studies which argue that place is directly related to the student's choice of HE. Afolabi et al., (2019).

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

The results revealed that students' private University choice was significantly predicted by Promotion ($\beta = 0.376, P < 0.05$), supporting Hypothesis 4. The beta coefficient value indicates that a 1% increase in promotion activities the student's choice decision of selecting the universities will increase by 37.6%. This means the more the university promotes itself using different advertisement strategies the higher the numbers of students choose to join the private university. Soedijati.E, & Pratminingsih (2011), found that Promotion has significant correlation to student decision making, which this study concur with us.

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

The results revealed that students private University choice was positive significantly predicted by Process ($\beta = 0.139, P < 0.05$), supporting Hypothesis 5. The more the university process are Easy and flexible, the higher the Number of students choose to join the private university. The result is in line with study by Soedijati.E, & Pratminingsih (2011) found that Process has significant correlation to student decision making in Indonesia.

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

The results revealed that students private University choice has positive and significantly predicted by Physical facilities ($\beta = 0.355, P < 0.05$) Therefore Hypothesis 6 is supported. Hence, the proposed hypothesis is failed to reject. Empirical evidence from elsewhere confirms similar

results in which, physical facilities are directly related to the student's choice of the HE. Kwang (2019)

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

The results revealed that students' private University choice was not positively and significantly predicted by People ($\beta=-0.018, P>0.05$) Hypothesis 7 is not supported. The proposed hypothesis is rejected because its significance value is greater than the standard, i.e. sg. Value of 0.647, $P>0.05$. This finding contradicting with A study by Soedijati & Pratminingsih (2011) in Bandung, Indonesia found that people has significant correlation to student decision making, and a study by Kwang (2019) in Sweden indicates that the people are directly related to the student's choice of HE.

According to this study program, price, place, promotion, process, and physical facilities are the marketing factors that affect students' choice of private university but people are not invited by the private university.

Table 4.17: Hypothesis test Results

Hypothesis	Reason	Result
H1: Program have positive and significant effect on students' private university choice	$\beta=0.307, P<0.05$	Accepted
H2: Price have positive and significant effect on students' private university choice	$\beta =0.315 ,P<0.05$	Accepted
H3: Place have positive and significant effect on students' private university choice	$\beta= 0.186, P<0.05$	Accepted
H4: Promotion have positive and significant effect on students' private university choice	$(\beta= 0.376, P<0.05),$	Accepted
H5: Process have positive and significant effect on students' private university choice	$(\beta= 0.139, P<0.05),$	Accepted
H6: physical facilities have positive and significant effect on students' private university choice	$(\beta= 0.355, P<0.05)$	Accepted
H7: People have positive and significant effect on students' private university choice	$(\beta=-0.018, P>0.05)$	Rejected

Source: Own Survey, 2021

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the key findings of the research in the case of the effect of the marketing mix elements on students' private university choice. It provides a summary of the study, implication, conclusions, recommendations of the study and directions for future research.

5.1 Summary of Key Findings

The objective of this research is to see the effect of marketing mix elements on students' choice of university. To achieve this objective the study used descriptive and explanatory research design method. The two private universities were chosen purposively; and 377 participants were selected from 15,750 regular and extension students of St. Mary's University and Unity

This study used Descriptive statistics like percent and frequency, Pearson correlation and multiple linear regressions to analyze the quantitative data. Based on the result of these analyses following major findings were reached.

Regression result indicated that there is a collective positive significance effect between program, price, place, promotion, process, and physical facility, on students' private university choice ($F = 203.727$ which is greater than 1 and $P < .01$, $R^2 = .810$) of dependent variable (students private university choice). But people have not a positive and significant effect on students private university choice decision, This suggests that 81 % of students private university choice are clearly depend on the independent variables while the remaining 19% is determined by other unaccounted factors in this study. So, the regression analysis showed us that Program, price, Place, promotion, process and physical facilities had significant and positive effect on students' university choice. Promotion has the highest effect to influence student's private university choice decision, whereas process has least effect to influence student's private university choice decision.

5.2 Conclusion

This paper set out to identify marketing mix elements that affect student choice of private university. The correlation analysis finding indicated that from the total of the marketing mix elements, program, price, promotion and people are strongly and positively correlated with the dependent variable (i.e., student university choice). While, physical facilities have a moderate

associations with dependent variable, place have substantial, associations with dependent variable and process have a low associations with dependent variables (i.e., student university choice),

The findings of this study generally showed that there is a significant effect of the marketing mix elements (Program, Price, place, Promotion, Process, and physical facilities) on students' private university choice. Furthermore the Analysis shows that 81% of the student university choice is attributed to the (6Ps) of service marketing mix elements. But, people have no significant effect on students' private university choice. Because the availability of highly professional teaching staffs, Professors' expertise professional level, Innovative Teaching methods, availability of foreign teaching staff, Students affair office's service, Professors' accessibility most of the time were insignificance effect on students' private university choice in this finding. So the researcher can conclude that almost all of students' private universities choices are due to the application of marketing mix concept.

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

The result of this study identifies the factors that predict student choice of private university in the context of Ethiopia. As universities work on program that satisfy the needs and wants of students then the number of student enrollment increases. Affordability of prices and possibilities of discount is also another reason for choosing private university; Universities should promotes themselves using different advertising strategies and allow flexible process as well as have qualified professional employees if they are to attract more students.

But one of the marketing mix elements, namely, (People) didn't come out as significant predictors of students' private university choice.

5.3 Recommendation

The following recommendations are provided Based on the conclusions.

Program has positive and significant effect on students' university choice. Therefore, Administrative bodies of universities should offer highly demanded programs with major courses for specialization and complete course materials to attract students.

Price has positive and significant effect on students' university choice. Affordability of prices and possibilities of discount, and scholarship has positive and significant effect on students' private university choice. So, Administrative bodies of the universities should set fair pricing strategies.

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

Promotion has positive and significant effect on students' university choice so that public relations of a university must work harder in the promotional mix to provide more information to students. In addition to this the public relations of universities should work on promotional tools like loading much information on their website and regularly updating with their social media.

Furthermore, they should use economic reforms of a country and the industry demand as biggest opportunities to deal with what specializations to incorporate in the study programs and what additional programs to launch.

The findings of this research showed that program and promotion are important factors with the highest mean values and have significant effect on student's choice. While people are not important, i.e have not significant effect according to the participant's response of this study. Therefore, managements of s.t Mary's and Unity universities should give great attention to marketing mix elements that have strong significant effect.

5.4 Future Research

Future research can focus on other universities to effectively identify casual relationships between the marketing mix factor and students' private university choice. The effect of marketing mix elements on distance education is not included in this study, future research could explore whether the findings related to regular and extension students is also applicable to distance studies.

It is difficult to explain why people do not have an effect on students' private university choice. Perhaps future studies using qualitative method could find out why this element of the marketing mix did not have an effect on students' choice of universities

References

- Afolabi, S.O., Oyewole, T.G., Oladiipo, S.A. and Uwachukwu, D.B. (2019). Marketing Mix, a Therapy for low Enrolment in private universities in Nigeria. *International Journal of Research and Scientific Innovation (IJRSI)*, 6(5), 338-342.
- Al Muala,A. and A.M. Qurneh, 2012. Assessing the relationship between marketing mix and loyalty through tourist's satisfaction in Jordan curative tourism. *American Academic & Scholarly Research Journal*, 4(2): 1-14.
- Baliyan, S.P., 2016. An investigation into factors influencing students' choice to enrol at private higher education institutions in Botswana, Pretoria: University of South Africa
- Barr, N. (2012). The Higher Education White Paper: The good, the bad, the unspeakable—and the next White Paper. *Social Policy & Administration*, 46(5), 483-508.
- Baruch Y. (1999) Response rate in academic studies-A comparative analysis. *Human Relations* 52: 421-438.
- Bishaw, A., & Melesse, S. (2017). Historical Analysis of the Challenges and Opportunities of Higher Education in Ethiopia. *Higher Education for the Future*, 4 (1), 31-43.
- Brennan, L. (2001). *How Prospective Students Choose Universities: A Buyer Behavior Perspective*.
- Burns, R. and Burns, R. (2008). *Business Research Methods and statistics using SPSS*. Los Angeles: SAGE Publications.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. 5th ed. Boston, MA: Pearson.
- Cubillo, J., Sanchez, J. and Cervino, J. (2006), International students' decision-making process. *International Journal of Educational Management*, 20(2) , 101-15.
- Glasser, W. (1998). *Choice theory: A new psychology of personal freedom*, New York.

- Enache, I.C. (2011). Marketing Higher Education Using the 7p's framework. *Bulletin of the Transilvania University of Brasov*, 4(1), 23-30.
- Field, A. P. (2005). *Research Methods: Discovering statistics using SPSS*. 2nd ed. London, SAGE.
- Fishbein, M. and Ajzen, I. (2011) *Predicting and changing behavior: The reasoned action approach, Predicting and Changing Behavior: The Reasoned Action Approach*.
- Foskett, N. (1992). *Managing external relations in schools: A Practical Guide*.
New York: Routledge.
- Fosu, F.F. and K. Poku, 2014. Exploring the factors that influence students' choice of higher education in Ghana. *European Journal of Business and Management*, 6(28): 209-220.
- Gibbs, P & Knapp, M. (2002). *Marketing Higher and Further Education Research: An Educators Guide to Promoting Courses, Departments and Institutions*, London, Kogan Page.
- Godin, G. (1993). The theories of reasoned action and planned behavior: Overview of findings, emerging research problems and usefulness for exercise promotion. *Journal of Applied Sport Psychology*, 5(2), 141-157.
- Gyamfi, E., I. Gyamfi and D.K. Qi, 2016. The influence of tuition fees on the choice of university among senior high school graduates in Kumasi, Ghana. *International Journal of Business and Management*, 11(12): 222-229.
- Hagger, M. S. (2019). The reasoned action approach and the theories of reasoned action and planned behavior. In D. S. Dunn (Ed.), *Oxford Bibliographies in Psychology*. New York, NY: Oxford University Press. doi: 10.1093/OBO/9780199828340- 0240
- Hayes, T. (2009). *Marketing of Colleges and Universities: A Service Approach*. England: Haworth Press.
- Hemsley-Brown, J., Oplatka, I. (2006), *Universities in a competitive global marketplace: a systematic review of the literature on higher education marketing*.

International Journal of Public Sector Management, 19(4), pp. 316-338

HERCA.(2019).የ እ ወቅ ና ና እ ወቅ ና እ ድሰ ትፍቃድያ ለ ቸውዮ ግል ከ ፍተኛ ትምህር ትተቋ ማት እ ና ፕሮ ግራሞቹ ወቅ ታዊ ሚጃ. Higher Education Relevance and quality Agency, Addis Ababa.

https://en.wikipedia.org/wiki/Unity_University#cite_note-2.

<https://www.universityworldnews.com/post.php?story=20100114185315419#>:

Ivy, J.(2008). A New Higher Education Marketing Mix: The 7Ps For MBA Marketing. *The International Journal of Educational Management*,

Ivy, J., & Al-Fattal, E. (2010). Marketing Private EFL Programs in Damascus. *TESOL Journal*, 130-143

Jhon,W.Creswell.(2009). Research design: Qualitative, Quantitative and mixed method approaches, 4th ed. London: Sage publications

Kotler, P. & Armstrong, G. (2012). Principles of Marketing.14th ed. Upper Saddle River, NJ: Pearson/Prentice Hall.

Kotler, P. & Fox, K. (1995). *Strategic Marketing for Educational Institutions*. 2nd ed. Englewood Cliffs, N.J.:Prentice-Hall.

Kotler, P., Bloom, P. & Hayes, T. (2002). Marketing Professional Services. 2nd Ed. Paramus, N.J. ; London: Prentice Hall.

Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. Education psychology measures.

Kusumawati, A., 2013. A qualitative study of the factors influencing student choice: The case of public university in Indonesia. *Journal of Basic and Applied Scientific Research*, 3(1):

Kwang, M. S. (2019). The Influence Of Marketing Mix, On The Student's Choice Of University _ Two State Universities In Sweden.

- Lamb, C.W., Hair J.F., McDaniel, C., Boshoff, C. & Terbalancle, N.S. (2004). *Marketing Management*. 2nd edition. Cape Town, South Africa: Oxford University Press.
- Liz Reisberg and Laura E Rumbley 17 January 2010, ETHIOPIA: The Dilemmas of higher Education Expansion
- Lukić, V.R., & Lukić, N. (2016). Application Of Marketing Mix Concept In Student Recruitment Strategies: Evidence From University Of Novi Sad, Serbia. *Megatrend Review*, 13(3), 183-202.
- MacEachern, M. J. and Yun, D. (2017). Exploring Factors Influencing International Students' Decision to Choose a Higher Education Institution: A Comparison between Chinese and Other Students. *International Journal of Educational Management*, 31(3), 343-363.
- Meyer.E, & Bernier.I. (2010.). Standardizing or adapting The Marketing mix across culture.
- MOE. (2015). Education Sector Development Program V. Federal Ministry of Education, Federal Democratic Republic of Ethiopia, Addis Ababa.
- Oplaka, I., & Jane, H. B. (2004). The research on school marketing: Current issues and future direction. *J. Educ. Admin.*, 42(3): 375-400.
- Palmer, A. (2001). *Principles of Services Marketing*. 3rd ed. London: McGraw-Hill.
- Poku, D. K. (2014). Exploring the Factors That Influence Students' Choice of Higher Education in Ghana. *European Journal of Business and Management*, 6(28), 209-220.
- Pulido-Fernández, J. I. and López-Sánchez, Y. (2016) 'Are tourists really willing to pay more for sustainable destinations?', *Sustainability (Switzerland)*, 8(12).
- Rafiq, M., & Ahmed, P. K. (1995). Using the 7Ps as a generic marketing mix. *marketing intelligence & planning*, 13 (9), 4-15.
- Ramalu, J., N. Abu Bakar and N. Nijar, 2013. Factors that determine students' preferences in selecting higher learning institution. *Infrastructure University Kuala Lumpur Research Journal*, 1(1): 27-38.

- Rudhumbu, N. (2017). Factors that Influence Undergraduate Students' Choice of a University: A Case of Botho University in Botswana. *International Journal of Learning and Development*, 7 (2), 27-37.
- Samani, F. S., Seyyed, M. H. & Toroujeni, V.S. (2017). Investigating the Role of Marketing Mix Elements (7Ps) and Strategic Planning in Development of Iranian English Language Departments. *International Journal on Studies in English Language and Literature (IJSELL)*, Iran.
- Seehanate, K. (2017). The marketing factors Affecting Students Decision of Choosing Higher education Institution in South-Northeastern Region. *Review of Integrative Business and Economics Research*, vol. 6, 275-273
- Sekaran, U. & Bougie, R. (2016). *Research Methods For Business. A Skill-Building Approach*. 7th ed. West Sussex, United kingdom: John Wiley & Sons.
- Schiffman, L. & Kanuk, L. (2010). *Consumer Behaviour*. 10th ed. Englewood Cliffs NJ: Prentice-Hall.
- SMU. (2019). Establishment of St. Mary's University. [online] Available at: <https://www.smuc.edu.et/ff/index.php/en/servicgovernancees/registrar-office> [Accessed 12 feb, 2020].
- Soedijati, E., & Pratminingsih, S. (2011). The Impact Of Marketing Mix On Students' Choice Of University Study Case Of Private University In Bandung, Indonesia. *Proceeding of the 2nd International Conference on Business and Economic Research (2nd ICBER 2011)*, 1-8.
- Tahir, A. G., Rizvi, S. A. A., Khan, M. B. & Ahmad, F. (2017). Keys of Educational Marketing. *Journal of Applied Environmental and Biological Sciences*, 7(1), 180-187.
- Tukur et al. (2019). Marketing Mix and Students' Enrolment in Private Universities in Kwara State, Nigeria. *Makerere Journal of Higher Education*, 10(2), 53-63.

Vrontias, D. & Thrassou, A. (2008). Adaptation Vs Standardization in International Marketing-The Country of Origin Effect. *Innovative Marketing*, 3 (4)

Wikipedia. (2020). University. [Online] Available at: <https://en.m.wikipedia.org/wiki/University> [Accessed 28 May, 2020].

Yamchuti, 2002; Shammot, 2011; Maniu and Maniu, 2014. factors such as parents' influence, parents' desire, parents' educational level, and family social backgrounds.

Yirdaw, A. (2016). Quality of education in private higher institutions in Ethiopia: The role of governance. *SAGE Open*, 6 (1), 1-12.

Yusuf, BNM. Ghazali, MQM. Abdullah, MSF. (2017). Factors Influencing Local And International Students Decision In Choosing Public Higher Learning Institutions In Northern Region Of Malaysia. *International Journal of social Sciences*, 48(1), 29-41.

Appendix I Informed Consent
Addis Ababa University School of Commerce

Greetings! My name is Muluken Bassie, student of marketing management at Addis Ababa University, School of Commerce. I am conducting a research on the ‘The effect of marketing mix elements on students’ choice of private universities, for the partial fulfillment of second degree. Your honest answer to these questions will help me to identify factors that influence student choice to join in a private higher education institution. You are chosen to participate in this study. The choice is made randomly. The objective of the study is to identify factors that influence student choice to join in a private higher education institution. No harm will come to you as a result of participating on this research other than taking 5 – 10min of your time. There will be no direct benefits you will gain from participating. You have the right not to be part of the study or withdraw at any time. The information you give will be kept confidential and be used only for academic research only. The student researcher believes that the outcome of this study will highly depend up on your cooperation. Therefore please attempt all the questions and participation is purely voluntary and no need to write your name. I would like to thank you in participation for your willingness to contribute to the success of this important research study. If you have any questions about this survey, please do not hesitate to contact me through the below address.

Name: Muluken Bassie

Tel. +251-912-93-57-35

E-mail: mulukenbassie74@gmail.com

Thanking you in advance for your cooperation!

Appendix II. Questionnaire on College Choice:

Part I: personal information

Write a "√" mark on the space provided for choosing

1. Gender Male Female
2. Age 18-22 23-27 greater than 27
3. Marital status Married Unmarried
4. Occupation : Employed Unemployed
5. Educational year status: 1st year 2nd year 3rd year Above
6. High school background: Private Public
7. Educational Time Program: Day time program Evening program
8. Who influenced you to study at this university? Me myself Family other

Part II: student college/university choice

Please put a "√" mark to all your responses in the space provided to each question (if necessary). Indicate the rate of importance of the criteria you did consider in choosing a specific university from the following listed factors by using the following scale.

5= Greatly Important

4=Important

3= Neutral

2= Less Important

1= not Important at all

No	Marketing element	University selection criteria	5	4	3	2	1
1	Program	1.1.Courses offered are important for me					
		1.2.Majors and specialization of Courses offered are appropriate for me					
		1.3.There are full course materials					
		1.4.Curriculum and books are available					
		1.5.University Recognition of its qualification by employers					
		1.6.Number of credits per degree (Field of					

		study you need) are enough					
		1.7.Duration of the Program is short					
2	Price	2.1. Tuition fees are relatively affordable					
		2.2. There are possibilities of getting scholarship					
		2.3. There are possibilities of Discounts					
		2.4. Transportation cost to and from the university is cheap					
3	Place	3.1. Location of the university is central					
		3.2. University is close to home or work					
		3.3. Availability of Multiple campuses					
		3.4. Availability of online program					
		3.5. Availability Online semester registration					
4	Promotion	4.1. Much information is available in the University website					
		4.2. Advertisement about the university is attractive					
		4.3. University leaflets or brochures distributed in public places are important					
		4.4. Public relations of the University is very nice					
		4.5. Regular Social media advertisement					
5	Process	5.1. University rules and regulations are smooth					
		5.2. Entry requirements are good					

		5.3. Flexibility of payment arrangements of tuition fees					
		5.4. Delayed payments are allowed					
		5.5. The lecture timetable is Flexible					
		5.6. There are Good student-staff relationships					
		5.7. Staff & recruitment team were friendly with me on my first visit					
6	Physical Facilities	6.1. There is well stocked library and internet facilities					
		6.2. University infrastructure and buildings are attractive					
		6.3. Accommodation options are available					
		6.4. Availability of well stocked laboratory					
		6.5. The labs and classes are equipped with Technology					
		6.6. Sufficient playing area is available					
		6.7. The standard of building and location					
		6.7. Availability of students Cafeteria					
7	People	7.1. availability of highly professional teaching staffs					
		7.2. Professors' expertise being at high level					
		7.3. Innovative Teaching methods					
		7.4. There are foreign teaching staff					
		7.5. Student affairs office's service					

		7.6. Professors' are accessible most of the time					
--	--	--	--	--	--	--	--

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

No	University choice decision	5	4	3	2	1
8.1.	I feel good about my decision to study at this university					
8.2.	I will positively recommend this university to other people					
8.3.	I frequently recommend this university					
8.4.	I intended to use again the service from this university in case I want to study another discipline.					
8.5.	Overall I am satisfied about my purchase of service from this university					

THANK YOU