

## Conference Paper

# The Intention to Enroll among Students of Private Higher Learning Institutions

Nazlan Mohamed Nazidin<sup>1, 2</sup>, Ishak Ismail<sup>2</sup>, and Hasnah Haron<sup>2</sup><sup>1</sup>Faculty of Management, Universiti College of Yayasan Pahang, Jalan Tanjung Lumpur, 26060 Kuantan, Pahang, Malaysia<sup>2</sup>Faculty of Industrial Management, Universiti Malaysia Pahang, Lebuhraya Tun Razak, 26300 Gambang, Pahang, Malaysia

## Abstract

Higher education hub in Malaysia has become intense in the form of competition. Private Higher Learning Institutions (HLIs) has to work harder to win the competition between the education services in the marketplace. Thus, with the total numbers of Private HLI and programmes available for choice, it is a complex situation to investigate the way students select Private HLI. Due to that, it is a key issue for Private HLI owners to understand what are the determinant factors that influence the students' intention to enroll in Private HLI. This conceptual paper discusses the influence of promotional efforts, the role of family and attitude on the intention to enroll in private HLIs. Theory of Reason Action is used as the underpinning theory for this conceptual paper. The outcome of this study from the findings will be able to assist Ministry of Education and Private HLIs on how to increase the enrolment of Private HLIs and thus to assist them on how to meet the objective of the Malaysian Education Blueprint 2015-2025.

**Keywords:** intention to enrol, marketing of higher education, education sector, private higher learning institution

Corresponding Author:  
Nazlan Mohamed Nazidin  
nazlan@ucyp.edu.my

Received: 5 August 2019  
Accepted: 14 August 2019  
Published: 18 August 2019

Publishing services provided by  
Knowledge E

© Nazlan Mohamed Nazidin et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the FGIC2019 Conference Committee.

## 1. Introduction

According to the Malaysian Education Blueprint 2015 -2025 (Higher Education), Malaysia has increasing enrolment rate of 48% in 2012. The data showed that a 70% increase in enrolment over the last decade to reach 1.2 million students in the Public and Private HLI. From the analysis, the environment of the Malaysian education sector has changed over the past few years which aimed to introduce accountability for Higher Learning Institutions' services and efficacy in offering the academic programs in the educational hub. Back in the early 1990s, there were only two hundred private colleges and seven public universities. During that time, there were none of the private universities open in Malaysia. Unfortunately, the nation starts to focus on the development of HLIs, starting in 2001. The impact from that, there were eleven public universities, five conventional private universities and branch campuses of three foreign universities. By 2005, Malaysia

## OPEN ACCESS

had 72 public and 559 private institutions. In 2007, the number of the educational institution had further increased and keep moving, but currently, the data in 2018 shows that there is a reduced statistic of Private HLI in Malaysia. Table 1 shows the statistic of Private HLI in 2014 and 2018. In 2014, the number of private University was 70 but reduced to 53 in 2018. For University College, it was slightly increased from 34 in 2014 and 38 in 2018. There are 410 College in 2014, and it was reduced to only 362 College in 2018. This data represents that many Private HLI struggling to survive in the industry.

TABLE 1: Number Private HLI in Malaysia.

Year	University	University College	College
2014	70	34	410
2018*	53	38	362

**Note:** as at 31 October 2018

**Source:** Malaysian Education Blueprint 2015 – 2025 (Higher Education) and Website Jabatan Pendidikan Tinggi, Kementerian Pendidikan Malaysia

This data shows that the education hub in Malaysia will face significant changes in terms of the sustainability of education tertiary, especially for Private HLI. This is not in line with the Malaysian Education Blueprint 2015 – 2025. According to the Malaysian Education Blueprint 2015 – 2025, in order for Malaysia to be considered amongst the top higher education provider in ASEAN, Private HLIs should obtain an enrolment of about 867,000 students and Public HLIs should obtain an enrolment of about 764,000 students in 2025. In order to achieve the projected number of students, Private HLIs should play their role to increase their student's enrolment to ensure that the government's objective is achieved as well as to ensure the sustainability of their institutions. As the growth of the industrial sector in Malaysia, Private HLI begins to emerge along the path. These Private HLI begin to collaborate with foreign universities to offer diploma and degree program using the franchise strategy. One of the main focus of Private HLI is to have a return on investment, and this is not in line with the objectives of Public HLI's (Zain et al., 2013). Therefore, the public starts asking the quality of education from both sectors of higher education hub and the expectation that the quality of education of Private HLIs should match the Public HLIs or even better since they are paying more for education. Thus, Private HLIs need to be innovative and more strategic in motivating the students to enroll in their institutions. Meanwhile, from many successful Private HLIs, there are also many Private HLIs struggling to survive (Hay and Fourie, 2002). The government encourages establishing Private HLI to ease the burden of overcrowding at Public HLI. In order to assist the growth of Private HLI through students' enrolment, the government provides education loans.

Table 2 shows the number of students' enrolment from 2013 to 2017 for Public and Private HLI. The data shows that the number of students' enrolment for public HLI has increased in 2014 and start to decrease between 2015 and 2016. Compared to Private HLI, it shows the increasing number of students' enrolment from 2014 until 2016 and a decrease in 2017. Although Private HLIs have performed well from 2014 to 2016, a slight decrease of 5% in 2017. As can be seen in Table 3 on students' intake, this could be due to the changes in the number of students' intake in 2017 to be reduced. This data has shown that Private HLIs need to understand the reasons for the decrease and improve on it. By referring to Table 1: Number Private HLI in Malaysia, it shows that the decreasing number of private HLI from 2014 to 2018. The study from Geoffery and Paul (2015) concluded that 45% of private HLI has insufficient assets to cover their current liabilities, 64% have debts exceeding their paid-up capital and these are mostly due in the short term and around 120,000 students are affected.

TABLE 2: Number of Students' Enrolment for Public and private HLI.

HLIs	2013	2014	2015	2016	2017
Public	560,359	563,186	540,638	532,049	538,555
Private	484,963	493,725	580,928	695,026	666,617

**Source:** Ministry of Education Malaysia

Table 3 shows a decreasing of students' intake for Public HLIs in 2015 but for Private HLI, it shows a growing number of students' intake. However, similar to students' enrolment, a slight decrease of 5% intake can be seen in 2017 from 2016.

TABLE 3: Number of Students' Intake for Public and Private HLI.

HLIs	2013	2014	2015	2016	2017
Public	178,418	185,067	168,127	164,989	175,771
Private	134,420	181,410	292,217	251,487	238,889

**Source:** Ministry of Education Malaysia

In addition, according to Sami and Sree Rama (2017), the sustainability of higher education institutions is the capability to remain in the industry with the operation that includes the ability to achieve their goals and value to stakeholders. The continuity is a part of the sustainability, but it should link with the ability to fulfill and achieve the desired goals for higher education institutions. At present, higher education institutions in the industry no matter which levels face astonishing challenges, including inadequate resources and the cost of operation of higher education (Lapovsky, 2014). Hence, financial sustainability is becoming a major concern to the national higher education system, which would have a significant relationship with the number of students' enrolment. Savanov et al. (2015) summarize that only higher education institutions with positive

and maintaining income can stand and fulfill their objective from providing the best education to maximizing shareholder's wealth.

Furthermore, the common problems faced by Private HLI are to be seen as a reliable and convincing institution in order to attract people. So, another problem arises when certain Private HLI failed to control and oversee their marketing strategy effectively (Ross et al., 2007). Same goes with Loh (2011), where the researcher reported that market leadership amongst the Private HLI not only focus on outstanding revenue sales or students' enrollment but also need to take into consideration image and branding of the institution as perceived by their markets. Referring to Tan and Raman (2009), the intense competition has gone to private colleges lacking the competitive edge to sustain their operations. It created a challenging situation where the Government's interference and legislative changes the demand with great flexibility and an even greater opportunity from an entrepreneurial mindset from private colleges.

This conceptual paper is expected to recognize the main factors that significantly influence students to enroll at Private HLI. With the situation of higher education in Malaysia, it is relevant to discover the perspective of decision making by the students as they made a decision to further study and will contribute to the roles that assist the Private HLI to strategies, plan and develop their marketing activities and strategy in promoting the institutions that lead to the increasing students' enrolment.

## 2. Literature Review

### 2.1. Factors influencing students' intention

Previous studies have found that tertiary education is arguably a high-involvement product. In students and parents point of view, this signifies a substantial investment in money. Hence, the prospective students and their financial supports need to consider looking wisely into the various choices offered available in the market. The institution itself must, therefore, try to answer some fundamental questions; students choose a particular college or university from the huge number of options for what? How students and also their financial supports would make a purchase decision based on the many options available? On what standards would they evaluate their decision making? These issues parallel to a common marketing question: how do consumers come into the decision to buy or use a particular product or service? Education institutions often accomplish this function without recognizing it as a marketing application (Md. Sidin et al., 2003).

These questions have created a competitive environment among Private HLI in Malaysia. This situation makes up a new challenge in ensuring the future survival of HLIs in this country. Zalina (2003) reported that this highly competitive environment has resulted in an estimated reducing the total numbers of student enrolment by approximately 20% across the board, particularly among the smaller Private HLI with student enrolment ranging between 400 – 500 students.

The students' opinion about the status and image of the institution are formed from word of mouth, past experience and the marketing strategies of the institution (Ivy, 2001). Gradually, students are becoming more critical and analytical in making a decision to continue to study in which educational institutions (Binsardi and Ekwulugo, 2003). The institution which has a good status and image can strongly persuade the prospective students to attend an educational institution (Gutman and Miaoulis, 2003). The institution selection is defined by several factors such as the academic reputation and status of the institution (Soutar and Turner, 2002).

In addition, the students entering institutions of higher education today are not the same compared to those of previous generations (Abrahamson, 2000). In the process of choosing which institution to enter, they consider taking into account the factors which can influence and attract them to choose that particular institutions differently than previous generations. Therefore, Private HLI marketers should strategies their marketing campaign in regards to the underlying factors that contribute to the students' intention to enroll at Private HLI. Furthermore, the study of intention to enrol in Private HLI is an area of rising research interest, primarily because Private HLI has been converted from a domesticated, centrally funded non marketed entity to a high and competitive environment (Soutar and Turner, 2002).

Most of the Private HLIs have paid more attention to quality in teaching and learning (Zain et al., 2013). This assertion was also endorsed by Lawrence et al. (2009) with the study that competition with public universities is the major challenge faced by private colleges. The newly established Private HLI are at a disadvantage in the competition area. Private HLI needs to look for their financial assistance and operate by themselves with limited resources.

There are various research models available that can be referred to recognize the factors that will affect the students to further their studies in colleges. Joseph Sia (2011), in its literature, has identified two models of students' choice of Higher Education Institutions. The first model is by Chapman (1981); he acknowledged the longitudinal nature of the college selection decisions. Specifically, the model looks at the impact of students' characteristics and external influences on the universal outlook of college

life. Also, Joseph Sia (2011) pointed out that this model should be used in characterized as a conceptual model in identifies the connections and influences along the college choice process.

On the other hand, the second model identified by Joseph Sia (2011) in his literature, cited by Ismail (2009) explains the mediating variable, information satisfaction that mediates external influences and the student's choice of Higher Education Institutions. The finding concluded that in mediating the association between outside influences and students' choice of Higher Education Institution, the information must be tolerable.

Meanwhile, Furukawa (2011) found that the literature on the institution decision-making process provides a theatrical performance of several stages that a student went through in their option of institutions. Furukawa (2011) in his literature has found that Kolter (1976) which produced a theoretical account of college choice by exploring marketing theory to show levels of selection. Furukawa (2011) pointed out that Kolter (1976) separated the process into seven stages: a decision to attend; information searching and receiving; specific college inquiries; applications; admission; college choice; and registration.

Indeed, Andrean (2010), through his study, also found models for the theory of university choice. This model, known as Jackson's Model by Andrean (2010) in his literature suggested that a student passes through three phases before making selections. Jackson (1982) defined combined sociological and economic influences before dividing the operation into three phases: (i) preferences; (ii) exclusion; and (iii) valuation. In this model, the phase of preferences includes areas of influence such as folk, friends, personal dreams, and academic accomplishment. The second form of elimination utilizes more economic factors of monetary value that cause students to exclude institutions from their list of possible colleges. The tertiary form of evaluation is where students assess their choices and ultimately reach a concluding determination.

In looking at the students' choice process, the use of multiple-choice models can provide a comprehensive model to track a student's influence in choosing the private college. The integration of all models can be a bit overpowering. This work looks at the college choice by applying the models from Chapman (1981) and modified by Joseph Sia (2011) for the items in each variable. Model from Chapman (1981) has been applied by many researchers who studied the student's option. Chapman (1981) figured out four independent variables that led to the student's choice of Higher Education Institutions. Meanwhile, for this study, the model that adapted from Chapman (1981) only used three variables which are: external influences; colleges fixed colleges characteristics and

college effort to communicate with students. Student characteristics have been rejected because it is not suitable for a private college in Malaysia.

### 3. Theory of Study

The Theory of Reasoned Action is used to support the framework of the study. The factors that influence students' intention to enroll in Private HLI is one of the elements that needed to be analyzed and deeply comprehended by all Private HLI in Malaysia in order to market their product broadly and achieve the targeted numbers of students' enrolment. Due to that, the Theory of Reasoned Action is used to investigate further students' intention to enroll in Private HLI. Figure 1 shows the Theory of Reasoned Action:

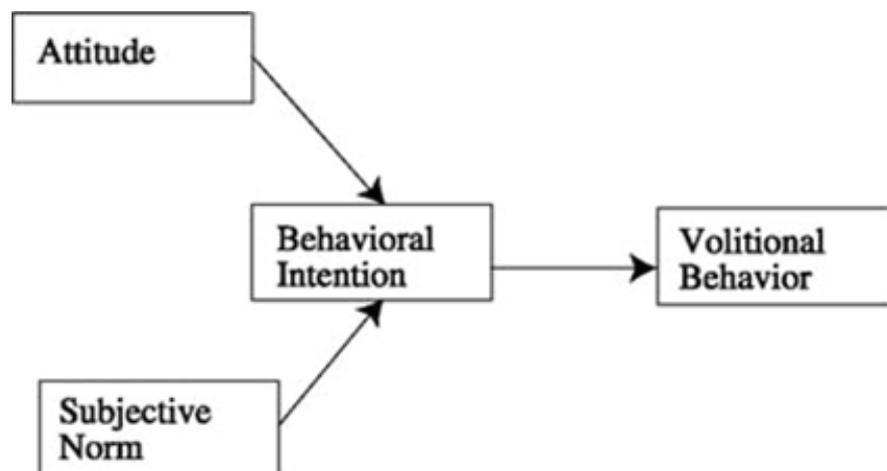


Figure 1: Theory of Reasoned Action.

The Theory of Reasoned Action was presented by Fishbein & Ajzen in 1975. The main function of TRA is to appreciate the motivational influences on behaviour. According to Ajzen (1991), behavioral intent is the most imperative determinant of a person's behavior. The first variable to explain intention is the attitude towards the behavior. It refers to the degree that a person was a positive or negative valuation towards the behavior. People tend to have a positive attitude forward performing that behavior when they perceive the outcomes of their performing are favorable (Auto et al., 2001). The second antecedent of intention namely subjective norms are defined as the perceptions about how people would judge a person for performing the behavior. This would include the family's influence, colleagues' influence, and individuals that the person looked up to. A positive subjective norm is expected when others perceived the performing behavior is favorable, and individuals are encouraged to meet the exceptions of relevant others (Armitage and Conner, 2001).

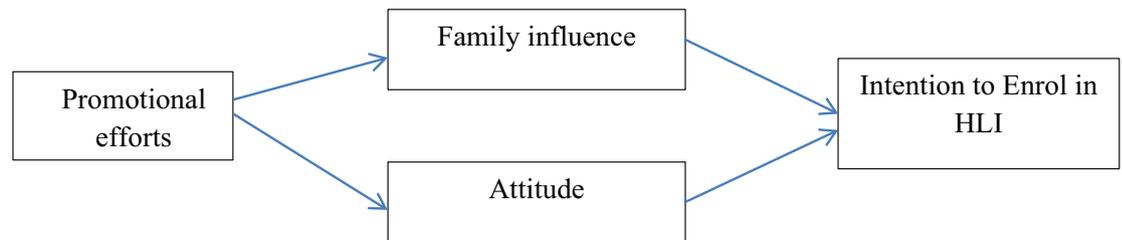
TABLE 4: Summary of Literature Review.

Author (s)	Location	Independent Variable	Methodology	Findings
Gonca T.Y. (2006)	Istanbul, Turkey	- Personal preference - Family influence - Promotional materials	Questionnaire (153 respondents) Frequencies analysis	Personal preference has positive relationship in university selection. Families were found to be significant. They have an active role in selection and enrolment. Promotional material was found to be significant. Web pages should be developed according to the needs of the market
Perna L.W. (2000)		-Parent involvement -Financial aid -Peer encouragement	Descriptive analysis (chi-square & one way ANOVA) Regression analysis	Financial aid has no significant relationship to enrollment. Parents has significant relationship in decision making of their children Peer encouragement affect the student choice of decision to continue study
Vrontis et al. (2007)		-Marketing communications -Attitude	Conceptual Paper	Marketing communications have a positive effect on consumer decision process Attitudes relating to personal freedom appear as primary factors
Radzol et al. (2017)	Klang Valley, Malaysia	- Brand equity - Involvement - Advertising	Purposive sampling 394 respondents (parents who have the intention to enroll their children)	All constructs used in this research have significant relationship with parents' enrollment
Kusumawati, A. (2013)	Indonesia	- Cost - Reputation - Parents	Purposive sampling technique 48 respondents Thematic analysis	Cost, reputation and parents have significant relationship with the students' choice
Pimpa N. (2005)	Thailand	- Family - Finance	Focus group interview (3 group with 9 participants each)	Family financial support most important factors Information from family members with personal experience also as a factor of influence

## 4. Conceptual Framework

The factors mentioned in the literature include promotional efforts, family influence, and attitude that will influence a student's intention to enroll in HLIs. The proposed framework is as shown in Figure 2.

The proposed framework of the study is as follows:



**Figure 2:** Proposed Conceptual Framework.

## 5. Hypotheses Development

According to Vrontis et al. (2007), HEIs should concern the capability of the institutions to influence perceptions through traditional means such as quality and differentiation. Marketing communications have a comparatively greater effect on “need recognition,” which arises subsequently to these higher needs in the consumer decision process. Owing to technological accessibility, the intensity of marketing communications and increased options, “search for information” is more complex, more efficient, and more effective. Similar causes and effects occur in relation to “pre-purchase evaluation of alternatives” though here branding appears to play a vital role in decision-making.

Thus, it is hypothesised that:

*H1: Promotional efforts have a positive influence on attitude*

*H2: Attitude has a positive influence on the intention to enroll in HLIs*

Joseph Sia (2011) concluded that the program and career information is the most important items of promotional efforts when promoting the higher education institution to persuade prospective students to join the institutions. Marketer of private education should focus on promoting parents' involvement to attract prospects. Advertising by private education has a significant influence on parents' satisfaction towards the intention to enroll. When parents feel satisfied, it might increase the probability of the next action (Radzol et. al, 2017).

Thus, it is hypothesised that:

*H3: Promotional efforts have a positive influence on family influence*

Radzol et al. (2017) found that when parents are highly involved in selecting private education, this might shape positive feelings towards the institution. It is supported by Kusumawati (2013) which found that the parents would be the key influential stimulating students' choice of an institution. Interestingly, in the study, most of the respondents mentioning parental influence were one of the factors that play a role, in terms of making a decision which institution to study further. This data due to the respondents which still need financial support from their family. Financial support was the most frequently mentioned parental influence and was directly related to the decision to study at an institution, choice of the city, and choice of an academic course. Some students voiced out that they need to take into consideration of their parents' proposals because they still have to rely on their parents because it is the only sources they can get in terms of financial supports. The data exposed that if when the students rely on their parents in terms of financial support, then, the parents had authority in influencing their children to choose an institution.

According to Pimpa (2005), the strongest family influencing factors on intention to enroll in higher education is a financial influence. The family expectation is almost as related as family financial support. The analysis in the study indicate that financial support and expectation from the family are the only two factors that reach statistical significance.

Thus, it is hypothesised that:

*H4: Family influence has a positive influence on intention to enroll in HLIs.*

## 6. Conclusion

The expected outcome of this research is that through the promotional efforts, family influence and attitude will have a positive influence on students' intention to enroll in HLIs. Findings of the study will be able to assist the Ministry of Education and HLIs on how to improve their efforts to ensure an increase in enrolment of students in HLIs. If family influence is found to have a positive influence on intention to enroll in HLIs, for example, more engagement is needed with the families of the students by mailing the program pamphlets which includes information on the availability of financial assistance, the reputation of universities and career path of the students. At the end of this research,

## References

- [1] Adrean A.R. (2010). Factors influencing international students' choice of Aarhus School of Business, Department of Marketing and Statistics, MAPP.
- [2] Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision Process*, 50, 179-211
- [3] Armitage, C.J., & Corner, M. (2001). Efficacy of the theory of planned behavior: A meta-analytic review. *British journal of Social psychology*, 40, 471-499.
- [4] Auto, E., Keely, R.H., Klofsten, M., Parker, G.G.C., & Hay, M. (2001). Entrepreneurial intent among students in Scandinavia and in the USA. *Enterprise and Innovation Management Studies*, 2(2), 145-160.
- [5] Binsardi, A. & F. Ekwulugo (2003). International marketing of British education: research on the student's perception and the UK market penetration. *Journal of Marketing Intelligence and Planning*. 21(5): 318-327.
- [6] Chapman, D. 1981. "A model of student college choice", *Journal of Higher Education*, 52(5): 490-505.
- [7] Fishbein, Martin and Izek Ajzen (1975), *Beliefs, Attitude, Intention, and Behavior*, Reading, MA: Addison-Wesley.
- [8] Furukawa, D.T., (2011). College Choice Influences Among High-Achieving Students: An Exploratory Case Study of College, Freshmen. UNLV Theses / Dissertations / Professional Papers / Capstones. Paper 1091.
- [9] Geoffrey, W & Paul L. (2015). *Private Higher Education in Malaysia: Are We Heading Towards A Crisis*, Penang Institute.
- [10] Gonca, T.Y., (2006). University Evaluation Selection: A Turkish Case, *International Journal of Educational Management*, Vol. 20 Issue: 7, pp.559-569
- [11] Gutman, J. & Miaoulis, G. (2003). Communicating a Quality Position in Service Delivery: An application in higher education. *Managing Service Quality*, vol. 13 no 2, pp. 105-11
- [12] Hay, D., & Fourie, M. (2002). Preparing the way for mergers in South African higher and further education institutions: An investigation into staff perceptions. *Higher Education*, 44, 115-131
- [13] Ismail, N. (2009). "Mediating effect of information satisfaction on college choice", Paper presented in Oxford Business & Economics Conference Program. UK.
- [14] Ivy, J. (2001). "Higher education institution image: a correspondence analysis approach", *The International Journal of Educational Management*, Vol. 15 Nos 6/7, pp. 276-82.

- [15] Jackson, G.A. (1982). Public efficiency and private choice in higher education. *Educational and Policy Analysis*, 4(2), 237-247
- [16] Joseph Sia K.M. (2011). Institutional Factors Influencing Students' College Choice Decision in Malaysia: A Conceptual Framework. *International Journal of Business and Social Science* Vol. 1 No. 3; December 2010.
- [17] Joseph Sia K.M. (2011). A model of higher education institutions choice in Malaysia – A conceptual approach. *International Conference on Business and Economics Research*, vol.1 IACSIT Press, Kuala Lumpur, Malaysia
- [18] Kotler, P. & Fox, K. (1995). "Strategic Marketing for Educational Institutions", 2<sup>nd</sup> ed., Prentice-Hall, Englewood Cliffs, NJ.
- [19] Kolter, P. (1976). Applying marketing theory to college admissions. In *A role for marketing in college admissions*. (pp. 54-72) New York: The College Entrance Examination Board.
- [20] Lapovsky, L. (2014). The higher education business model: Innovation and financial sustainability. Retrieved from <http://www.tiaa.crefinstitute.org>
- [21] Lawrence, A., Ismail, M., Ahmad, A. & Othman, J. (2009). Background of Malaysian Private institutions of higher learning and challenges faced by academics. *The journal of international social research*, volume 2/8 summer 2009
- [22] Loh, T.H. (2011). Sustainable competitive advantage for market leadership amongst the private higher institutes in Malaysia. *Journal of Global Management*, vol. 2, issue 2, pages 216-226
- [23] Malaysian Education Blueprint 2015 – 2025 (Higher Education) and Website Jabatan Pendidikan Tinggi, Kementerian Pendidikan Malaysia
- [24] Manstead, A. S. R., Plevin, C., & Smart, J. L. Predicting mothers' choice of infant feeding method. Unpublished manuscript, University of Manchester, 1981.
- [25] Md. Sidin, S., Hussin, SR & Tan, H.S. (2003). An exploratory study of factors influencing the college choice decision of undergraduate students in Malaysia. *Asia Pacific Management review*, 8(3), 259-280
- [26] Molly, N.L. (2004). Restructuring Higher Education in Malaysia. School of Educational Studies, Universiti Sains Malaysia.
- [27] Perna, L. W. (2000). Differences in College Enrollment Among African Americans, Hispanics and Whites. *Journal of Higher Education*, Vol. 7 No 3, pp. 267-83
- [28] Radzol, A. R. M., Cheng, K. T. G., Hashim, H., & Ismail, N. A. (2017). Antecedents influencing parents' decisions in selecting higher education institutions. *International Journal of Economics and Management*, 11(3 Special Issue), 715–732.

- [29] Ross, M., Heaney, J., & Cooper, L. (2007). Institutional and managerial factors affecting international student recruitment management. *International Journal of Educational Management*, 21(7), 593-605
- [30] Sami A.K., & Sree Rama M.Y. (2017). Financial sustainability of private higher education institution: The case of publicly traded educational institutions. *Investment Management Financial Innovations (open-access)*, 14(3), 25-38
- [31] Sarver, V. T. (1983). Ajzen and Fishbein's "theory of reasoned action": A critical assessment. *Journal for the Theory of Social Behaviour*, 13(2), 155-163.
- [32] Savanov, S. P., Kharlamova, E. E., Chekhovskaya, I. A. & Polyanskaya, E. A. (2015). Evaluating financial sustainability of higher education institutions. *Asian Social Science*, 11(20), 34
- [33] Soutar, G. & Turner, J. (2002). Students' Preference for University: A Conjoint Analysis, *The International Journal of Educational Management*, Vol. 16, No. 1, pp. 40-45.
- [34] Tan, Y.S. & Raman, S.R. (2009). The transformation from elitist to mass higher education in Malaysia: problems and challenges. Centre for policy research and international studies.
- [35] Vrontis, D., Thrassou, A., & Melanithiou, Y. (2007). *A contemporary higher education student-choice model for developed countries*. *Journal of Business Research*, 60(9), 979–989.doi: 10.1016/j.jbusres.2007.01.023
- [36] Zain, O.M., Tahir, J.M., & Ibrahim, A. (2013). Factors influencing students' decisions in choosing private institutions of higher education in Malaysia: A structural equation modelling approach. *Asian Academy of Management Journal*, Vol. 18, No. 1, 75-90.