

Original Paper

Exploring Putative Factors Affective Prospective Students' of the University for Development Students: A Case Study of the Faculty of Agriculture, Food and Consumer Sciences, Nyankpala Campus-Ghana

Seniwoliba, A. J.^{1*}

¹ Faculty of Agriculture, Food and Consumer Science, University for Development Studies, Tamale, Ghana

* Seniwoliba, A. J., E-mail: jattiah@uds.uds.edu.gh

Received: October 12, 2022 Accepted: November 10, 2022 Online Published: November 19, 2022

doi:10.22158/wjer.v9n6p29

URL: <http://dx.doi.org/10.22158/wjer.v9n6p29>

Abstract

The expansion of the higher education industry has caused a tremendous increase in the number and type of colleges, polytechnics and universities offering similar academic programmes in Ghana. As a consequence, the competition in the higher education industry makes it critical for education leadership and managers to deploy strategies that would influence students' choice of a higher education institution and programme selection. The paper is an exploratory study designed to identify the important factors that influence students' choice of university and particularly the programme. Data was collected through telephone interviews with students who were offered admissions to pursue agricultural related courses in the Faculty of Agriculture, Food and Consumer Sciences of the University for Development Studies. About 320 students were randomly selected from the 1280 students offered admission to the faculty in the 2021/2022 Academic Year. The data was analyzed using descriptive statistics and presented in graphs and tables. The study found that 53.75% of the respondents declined their admission to offer Agriculture related programs because that was not their choice of programme. It further identified that most of those who declined the offer had applied for health related programmes where they were sure after completion could easily be employed. The study therefore, recommends a programme to educate prospective students on the job prospects, opportunities and benefits of pursuing agricultural related programmes. Government should also put in place measures to attract the graduate youth into Agricultural entrepreneurship.

Keywords

Higher Education Institution, Choice, University, Programme, Students

1. Introduction

Higher Educational Institutions (HEIs) basically are intended to provide opportunity for students to advance their academic careers and to achieve the anticipated professional growth. The acceptance of admission into a particular higher education institution (HEI) is an important issue of consideration, and yet it remains a dilemma for most students (Mbawuni & Nimako, 2015).

As a result of the proliferation of private higher education institutions coupled with the Ghana Government's desire to expand the HE peripheral and to create easy access to higher education, Universities and other tertiary institutions all over Ghana compete for qualified students. The contest has become keener in the face of the fact that many universities have moved away from providing on-campus tuition to assume virtual universities status through the deployment of technology. It has been argued that the status of Universities is based on the number of students admitted (Abubakar, 2017).

According to Abubakar (2017), amongst the factors influencing higher educational choice, decisions of students are affected by some of the same factors that influence students in their selection of colleges to attend namely: the academic reputation of the institution, programme quality and size, price/cost, course preference, financial aid, geographical location, contact with faculty, and a students' individual characteristics such as academic ability and achievement. The high number of students admitted into a University helps to boost the finances of the University for effective delivery of academic programmes and other collaborative services.

The increase in demand and supply of HEIs is felt more than ever in Ghana. HEIs in Ghana offer academic programmes that lead to the award of diplomas, bachelors', masters' and doctorate degrees. Until the beginning of the twenty-first century these HEIs were predominantly public (government) owned. Although some new public HEIs such as the University of Energy and Natural Resources, the University of Health and Allied Sciences, the University of Environment and Sustainable Development, C.K. Tedam University of Technology and Applied Sciences and S.D. Dombo University of Business and Integrated Development Studies have been added in recent times, the growth of privately owned HEIs has been profound since early 2000. As at April 2021, Ghana Tertiary Education Commission had published at its website 262 accredited HEIs running various degree programmes, of which 135 were public institutions and 127 privately owned (Ghana Tertiary Education Commission, 2021). The upgradation of the ten Public Polytechnics to the status of Technical Universities has given them the opportunity to offer degree programmes. This has further increased the intensity of competition for students in HEIs in Ghana (Ghana Tertiary Education Commission, 2021). It is increasingly becoming crucial for management of HEIs in Sub-Saharan Africa in general and Ghana in particular to understand the context- specific variables that strongly influence students' choice of HEIs. This will

provide school management with empirical information as feedback for developing effective management strategies for attracting and retaining local and international students.

The University for Development Studies (UDS) has over the past three years experienced a decline in the number of prospective applicants accepting admissions into programmes in the Faculty of Agriculture, Food and Consumer Sciences. It has been observed that most prospective students apply for programmes in the University, but when they fail to obtain the grade cut-off points for their first choice programmes and when they are offered alternative programmes, they decline. Though, a university-wide problem, the Faculty of Agriculture, Food and Consumer Sciences has been worst hit in terms of the decline in student numbers accepting admissions to the Faculty for the past three years.

The establishment of the University came from painstaking submissions made by the Benneh Committee in 1991 on the objective of a university in the northern part of Ghana. The final report established that the three northern regions were the three poorest regions in Ghana. Poverty studies on Ghana, after more than a decade, confirm that nine out of every ten people in the Upper East, eight out of ten in the Upper West and seven out of every ten people in the Northern Region were poor (Ghana Government/NDPC 2003; GSS, 2000 cited in Kuu-ire, 2005). By situating a university in the north of Ghana, the founders hoped to open doors for the use of education as a tool for empowerment, poverty reduction and social mobilization and mobility in the long-term.

According to Kuu-ire (2005) the aims were to be achieved through the establishment of programmes in agriculture, medical/health sciences and integrated development studies. It was envisaged that the teachers would work with learners to develop skills for critical and independent thinking and create awareness about the uses of university education in nation-building. This mandate was to be pursued through practical training, teaching, and dissemination of research findings and knowledge creation. This underlining philosophy set the UDS apart from earlier/older universities. In reality, the UDS became the first University, in the world, devoted entirely to development work (Kuu-ire, 2005).

The Benneh Committee (1991) posited that the North would be opened to scientists and researchers for work toward identifying and solving development problems specific to communities' north of Ghana and for informing and improving national poverty reduction efforts. Section 3(3) of PNDC Law 279 specifically required the lecturers to use local materials for teaching and practical demonstrations to demystify the myth between academic work and the concerns of rural peoples. In line with the report, the Faculty of Agriculture was established with an initial intake of 40 students. However, as the years went by, the enrolment figures continuously increased until the past few years when it was observed that student numbers were dwindling.

Student numbers have continued to reduce with very little hope of reversing the trend. The increasing reluctance of students to choose science related courses and physical sciences courses in particular has grave implications for the future of scientific endeavour of present future generations.

At the 30th Matriculation Ceremony of the University, the Vice Chancellor, Professor Gabriel Ayum Teye announced that many qualified applicants could not be admitted to pursue various programmes,

particularly, in the Health Sciences due to insufficient infrastructure. He indicated that out of 2,300 and 1,446 qualified applicants for BSc. in Nursing and Midwifery respectively, the University could admit only 256 for BSc. Nursing and 248 for BSc. Midwifery. Similarly, out of 1,883 and 595 qualified applicants for BSc. Medicine and Doctor of Pharmacy respectively, the University admitted only 140 for Medicine and 154 for Doctor of Pharmacy". The Vice Chancellor also indicated that out of the 17,996 admitted figure, 12,691 had accepted, leaving a gap of 5,305. He indicated that the majority of the above-mentioned category of applicants who were offered admission to pursue other programmes did not accept the offer and this might have been the reason for the gap between the admitted figure and the accepted figure. Therefore, the main purpose of this paper is to identify the putative factors influencing students' acceptance of admission into HEIs in Ghana, using the Faculty of Agriculture, Food and Consumer Sciences, University for Development Studies as the research context. The main contribution of this paper is to extend empirical research on relevant factors influencing students' choice of University to a developing country perspective, in order to contribute to the literature in higher education management in developing countries. It provides evidence-based information for scholars and practitioners, especially in education leadership and management, towards developing competitive strategies for managing student enrolment and retention in HEI in general and Ghana context in particular.

2. Methodology

The study is an exploratory research, which is represented by the accomplished "state of art", allowing recognition of the problem (Vilares & Coelho, 2011). The study is a qualitative research which was applied on prospective students who were offered admission and they declined. A total 1280 students were admitted to various programmes in the Faculty of Agriculture, Food and Consumer Sciences. More than a half of the students' ad not accepted the offers by the third week of re-opening of the University hence, the researcher took the initiative to call 320 of them to ascertain the rationale for their refusal of the admissions offered them. The conversation centred on whether they were aware that they had gained admission into the University for the Development Studies and if yes why they had decline to accept the admission. This approach was adopted for all the various departments under the Faculty of Agriculture, Food and Consumer Sciences. The main programmes in the Faculty of Agriculture, Food and Consumer Sciences include: BSc. Agribusiness; BSc. Agriculture Technology; BSc. Family and Consumer Science; BSc. Food Science and Technology; B.Ed. Family and Consumer Science and B.Ed. Agricultural Science. There are also Diploma programmes in Diploma in Agribusiness; Diploma in Agriculture Technology; Diploma in Agriculture Science Education; Diploma in Family and Consumer Science; and Diploma Food Science and Technology

Guest, Namey and Mitchell (2013) define population as a largest group of units from which sample elements are drawn for research purposes. The population was 1,280 made up of all students offered admission to the Faculty of Agriculture, Food and Consumer Sciences for the 2021/2022 academic year

of the University for Development Studies but declined the admissions. The importance of listening to the varied opinions and voices cannot be underestimated and therefore, students' responses were carefully considered based on their immediate consents in the study. All Students pursuing various programmes within the Faculty were used in the study to capture their thoughts regarding their choice decision of University for Development Studies.

Sample is the segment of the population that is selected for investigation (Bryman & Bell, 2003). A sample size of 320 students of 2021/2022 academic year batch was selected using convenience sampling technique and depending on which student picked the phone call or was within network are considering that telephone network does not cover the entire country. Thus, all the students who were selected had direct interaction with the researcher.

A written questionnaire was designed which was used to interview the students on phone Orodho (2008) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. Questionnaire was the main instruments adopted for the study to gather information from the students. Questionnaire was used because is convenient for gathering data from the students who express their views without the possibility of influence by the researcher. The questionnaire consisted of items that sought to identify, factors that influence student choice of tertiary institutions, factors that influence student choice of programme and challenges students face in the choice of their programme.

3. Results

The study discovered that 1162 students were admitted into 10 different programmes in the Faculty of Agriculture, Food and Consumer Sciences. Out of these, only 414 accepted the admissions and actually reported representing 35.6%, while 748 of the declined the admissions constituting 64.4%. Table 1 gives a pictorial representation of the numbers.

Table 1. Students Admitted, Number Who Accepted and Those Who Declined

No	Programme	Admitted	Accepted	Declined
1	BSc. Agric Technology	248	70	178
2	BSc. Agribusiness	66	38	28
3	BSc. Food Science and Technology	260	75	185
4	BSc. Veterinary Nursing	74	49	25
5	BSc. Family & Consumer Science	190	35	155
6	B.Ed. Agriculture Science	34	33	1
7	B.Ed. Family and Consumer Science	137	23	114
8	Diploma Agricultural Technology	71	46	25
9	Diploma in Food Science and Technology	26	24	2

10	Diploma in Agricultural Education	56	21	35
TOTAL		1162	414	748
PERCENTAGES		100%	35.60%	64.40%

Table 2 is an illustration of the factors that causes students to accept admissions into the university according to the programmes.

Table 2. Factors Affecting Students Acceptance of Admission According to Programmes

NO	CAUSES	BSc.		BSc.			B.Ed.		B.Ed.		
		AGT	AGB	FST	VET	FCS	AGE	FCS	DAT	DFS	DAE
1	Inability to pay	9	6	0	6	1	5	0	7	1	3
2	Course Preference	11	16	37	14	40	5	41	4	1	3
3	Institutional Preference	10	11	4	9	0	6	2	4	3	1
4	Lecturers Strike	1	0	0	0	0	0	0	0	0	0
5	Other Challenges	4	2	1	5	1	17	0	11	8	10
TOTAL		35	35	42	34	42	33	43	26	13	17

Table 2 is a summary of the factors influencing prospective students' acceptance of admission into the university.

Table 3. Summary of Factors Influencing Acceptance of Admission

NO	CAUSES	RESPONSE
1	Inability to pay	38
2	Course Preference	172
3	Institutional Preference	50
4	Lecturers Strike	1
5	Other Challenges	59
TOTAL		320

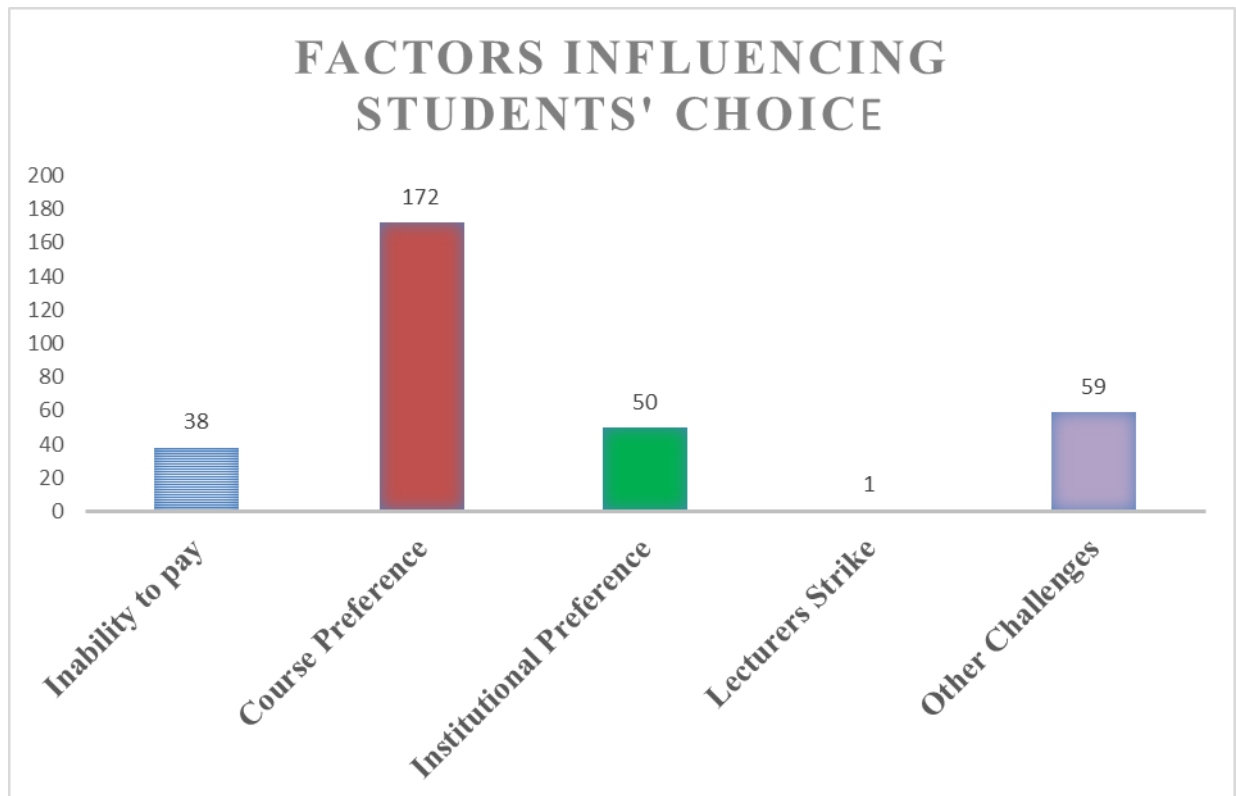


Figure 1. Factors Influencing Students Choice of Higher Education Institution

3. Discussion

The exploratory study revealed emergent themes as factors influencing their choice of public Universities in Ghana. 1162 students were offered admission into different programmes in the Faculty of Agriculture, Food and Consumer Sciences and out of these only 414 (35.6%) accepted the admissions and actually reported while 748 (64.4%) declined the admissions.

To ascertain the factors influencing the acceptance of admissions into the Faculty, a total 320 students were contacted on phone 38 (11.88%) indicated that though they had applied to the University for admission, upon receiving their admission letters, their parents/guardians could not afford to pay their Academic Facility User Fee (AFUF), rent accommodation for them and give them money for their daily upkeep hence their decline to accept the admission. This finding is in consonance with the studies of Paulsen (2015) and Sukhawattanakun (2016) which disclosed that parents had a great impact on student choice of college. Parents' financial condition constrains a lot in the HEI selection; many choose public institution since it does not charge fees, even if it does not have the course they desire to do (Adilia & Jose, 2021). Mahangiru (2016) study established that financial aid with an agreed response of 90.14% and tuition cost of programmes (78.36%) are all institutional factors that influence the selection of Public Universities in Ghana. Parents seemed to be the main influential stimulating students' choice of a university. One can therefore, conclude that parents' aspirations and economic power had the tendency to influence students' choice of HEI especially the programme to study.

Figure 1 provides a vivid pictorial illustration of the themes. 172 (53.75%) of the respondents indicated that they were not offered their course preference hence, their rejection of the offer. They explained that they chose the health and allied health related programmes but were denied admissions into those areas and were rather offered Agricultural related programmes. Though most of them met the cut-off points in the health and allied health related programmes, the University had made it clear that it did not have the facilities to admit the huge number of students applying for those programmes. As to why most of the students were particularly interested in the health related programmes, they indicated that it provides easy opportunities of getting employed in the public sector of the economy. One of the important reasons for selecting a higher education institution was the desire to acquire a higher qualification for a specific job or career. Other motives, such as “to increase earnings” or “to get a prestigious job” were considered important by some of respondents. There was a strong believe among students that they expected to “better themselves” by going into higher education. They mentioned that it would not just lead to a better job, but a better paid occupation and better choice of job and this can be seen in the health sector of the Ghanaian economy. This finding supports Braimah (2014) study which argues that graduate career prospects were major determinant of students’ selection of university, confirming the findings of Yamamoto (2006) as a major reason why students select a particular university. Forster (2000) argues that graduate career prospect is a major determinant of university selection because of how employers view the quality of graduates of the university. Braimah (2014) further revealed that employment opportunities and career desire influence their choice of programme at tertiary institutions. The outcome of the study ardent prompt of government to provide job opportunities for graduates into world of work. The result was also in line with Odia and Ogiedu (2013), Ramadan (2014) Paulsen (2015) and Rababah (2016) in their studies that job opportunities represent an important factor influencing the students in choosing programme at tertiary institution. The study also complements Yusof et al. (2008) study which is in line with the findings of Mahangiru (2016) as he explicated that the availability of the required programme is the top attribute in choosing a particular institution for higher education, which shows that the respondents were well-informed about their institution of choice and had previously decided on the programmes for which they wanted to apply or be admitted. The study is also in line with Uyar, (2018) assertion that when making choice of an institution of studies, students decide for their future lives and profession and also make an immense impact on the university planning and direction.

In furtherance of the factors, 50(15.62%) of the respondents mentioned that they had admissions in their preferred Universities. They further explained that they had applied to two or more Universities and their preferred ones had offered the admission. To ascertain what might have influenced their choice, they mentioned the reputation of the university, the location, conducive environment, peer influence, their marketing strategies and the state of arts facilities available to facilitate teaching and learning. A university’s reputation influences attitudes toward choosing an institution in several ways, such as university status, university ranking, and university achievement. Commonly, university

reputation related to the general prominence of an institution in the public eye. For example, students and their parents believed that the local regional public university provided an excellent undergraduate education. The study is in valiance with Mahangiru (2016) study posits that the decision to enroll at a particular university is the result of a long evaluation process which bases on considering rigorous information regarding the reputation and image of the institution, the future professional opportunities and the facilities offered. This decision has long-term consequences and has an impact on the quality of the individual's life involved in the process. It also supports Braimah (2014) study which proposed eight main factors of university selection among foreign university students to include the learning environment, university reputation, graduate career prospects, host country image, cultural integration, personal values, social influence and marketing communications. The study revealed that all the five variables for university reputation met the conditions necessary to pass into the final structure with an alpha value of 0.827. The study therefore, concluded that university reputation impacts on social networks, career prospects and potential for employment of graduates. University reputation has also been seen to be a major determinant of university selection (Fernandez, 2010). Veloutsou et al. (2015), found that academic quality of the institution is related to the reputation of the institution. Adilia and Jose (2021) study revealed that the institution reputation, as well as institution staff, has major significance in the HEI selection. Sarkodie et al. (2020), study revealed that majority of the students agreed that academic factors/reputation of institution influences the choice of institution. The results portray that the image of an institution matters most to students when selecting tertiary institution.

The period of the admissions was also culminated with a nation-wide strike of lecturers in public universities and so the researcher wanted to find out whether the strike had any effects whatsoever on the delay in responding to the admissions. Only one respondent (0.31%) responded in the affirmative, otherwise all others stated that the strike had virtually nothing to do with their response to the admissions. Whereas other reasons with a response rate of 59 (18.44%) were listed by these prospective students. Some of these reasons were delays in offering admissions, inability to access the University website to print their admission letters, frequent visits to the university without adequate student support systems and parental delays in payment of academic and facility user fees. These can be attributed to institutional factors and parental influence as purported by Aydin and Bayir (2016) study which analyzed demographic variables effect (gender, family income, school type and having a job, or not, during study time) on the facts that influence HEI selection.

4. Recommendations and Conclusions

The rationale for undertaking this study was to investigate the factors influencing the choice on Higher Education Institutions in Ghana and for that, matter programmes. The responses received exhibited many responses similar to those identified in the review of literature when choosing a university. These included inability of students to pay (cost), programme/course preference which can be attributed to career prospects, institutional preference (reputation, image and public perception) and others which

included delay in issuing admission letters, parents influence, difficult to access website, proximity etc. This study was exploratory in nature, therefore deeper analysis of qualitative interviews followed by quantitative study are planned in addition to addressing a number of related research questions such as to determine factors that have the greatest influence on students' choice in the selection of a Public University. The determinants discussed above also warrant further investigation in a quantitative manner. It is also important to determine if there is a difference in the student choice criteria of selecting a Public University. Future research in this area is recommended to determine if there is a distinctive factor occur. The University for Development Studies is therefore, specifically, encouraged to recruit experience, competent and high calibre lecturers who can design and introduce courses with many specializations that are in high market demand so that more students would be attracted to enroll with the university.

It is also recommended that a programme should be put in place to educate prospective students on the job prospects, opportunities and benefits of pursuing agricultural related programmes. Government should also put in place measures to attract the graduate youth into Agricultural entrepreneurship.

The university is advised to expand the teaching and learning facilities at the School of Nursing and Midwifery, School of Allied Health Sciences, School of Medicine and School of Pharmacy and Pharmacology in order to be able to admit prospective students who intend pursuing their programmes in those fields.

The study is restrictive in the generalization of its findings and open up directions for future research because it was limited to only the Faculty of Agriculture, Food and Consumer Sciences due to financial and other material constraints. The study was conducted in one faculty and did not cover other faculties and schools in the Nyankpala Campus. It is the recommendation of the researcher that faculties such as Natural Resources and Environment, Biosciences and Communication and Cultural Studies and schools or Agricultural Engineering, Economics and Management Sciences should conduct similar studies to ascertain the factors influencing the choice of their programmes since they are equally facing similar challenges.

The University must also take cognizance of the fact that some of the factors identified were static and nothing could be done. Factors such as the geographical location, costs and the faculty cannot be changed but the lecture hall, libraries and laboratory facilities can be improved to meet modern teaching and learning environments.

Acknowledgment

Glory and honour be to the Almighty Father for granting me good health and the wisdom to put the pieces together. I would like to express my profound gratitude to my Dean, Professor Terry Ansah for encouraging me to find out what might be the cause of the dwindling enrolment figures in the Faculty and also empowering me with some phone credit to make follow ups. I would like to acknowledge Misses Linda Naalong, Bernice Kuupolu, Stella Bobaikuu and Evelyn Doris Kuuniabumfor taking time

to make the necessary phone calls to the students. I also want to thank Mr. Bashiru Mohammed Iddrisu for taking time to read through the entire work. I say may the good Lord bless each one of them.

References

- Abubakar, I. N. (2017). Factors Affecting Students' Choice of Programmes in the Faculty of Renewable Natural Resources of the University for Development Studies, Nyankpala Campus – Ghana. *International Journal of Economics, Commerce and Management United Kingdom*, *V*(12), 199-217.
- Adilia, M. C. S. G., & Jose, M. A. C. S. (2021). Factors influencing the choice of higher education institutions in Angola. *International Journal of Educational Administration and Policy Studies*, *13*(1), 23-39. <https://doi.org/10.5897/IJEAPS2020.0680>
- Aydin, O. T. (2015). University choice process: a literature review on models and factors affecting the process. *Journal of Higher Education*, *5*(2), 103-111. <https://doi.org/10.2399/yod.15.008>
- Aydin, O. T., & Bayir, F. (2016). The impact of different demographic variables on determinants of university choice decision: a study on business administration students of the Foundation Universities in Istanbul. *Education Sciences: Theory and Practice*, *16*(4), 1147-1169.
- Braimah, M. (2014). Key Determinants of University Selection among International Students in Ghana. *Journal of Business and Economics*, *5*(9), 1656-1666.
- Bryman, S., & Bell, I. (2003). *Modern approaches to research in educational Administration for research students*. Kumasi: Payless Publications.
- Fernandez, J. L. (2010). An exploratory study of factors influencing the decision of students to study at Universiti Sains Malaysia. *Kajian Malaysia*, *28*(2), 107-136.
- Forster, N. (2000). A case study of women academics' views on equal opportunities, career prospects and work-family conflicts in a British university. *Women in Management Review*, *15*(7), 316-327. <https://doi.org/10.1108/09649420010378124>
- Ghana Government INDPC. (2002). *The Ghana Poverty Reduction Strategy (2002-2005): An Agenda for Growth and Development*. Accra, Ghana: National Development Planning Committee (February 20th).
- Ghana Statistical Service. (2000). *Poverty Trends in Ghana during the 1990s*. Accra, Ghana: GSS.
- Ghana Tertiary Education Commission (GTEC). (2021). *List of Accredited Tertiary Education Institutions as at 31st March, 2021*.
- Goodman, J., Hurwitz, M., Smith, J., & Fox, J. (2015). The relationship between siblings' college choice: Evidence from one million SATtaking families. *Economics of Education Review*, *48*, 75-85. <https://doi.org/10.1016/j.econedurev.2015.05.006>
- Guest, G., Namey, E. E., & Mitchell, M. L. (2013). *Collecting Qualitative Data: A Field Manual for Applied Research*. Los Angeles: Sage Publications. <https://doi.org/10.4135/9781506374680>
- Kuu-ire, S. M. (2005). The Politics of Multi-Campus Location in Ghana: The Experiences of the

- University for Development Studies. *Ghana Journal of Development Studies*, 2(2), 44-61.
<https://doi.org/10.4314/gjds.v2i2.35025>
- Mahangiru, I. M. (2016). *Factors Influencing Students' Choice of Public Universities in Western Kenya Region*. A Case of University of Nairobi and Kibabii University. Unpublished thesis.
- Mbawuni, J., & Nimako, G. S. (2015). Critical Factors Underlying Students' Choice of Institution for Graduate Programmes: Empirical Evidence from Ghana. *International Journal of Higher Education*, 4(1), 120-135. <https://doi.org/10.5430/ijhe.v4n1p120>
- Orodho, J. (2008). *Element of education and social science research methods*. New YORK: Kanezja Publishers.
- Paulsen, M. B. (2015). *College choice: Understanding student enrollment behaviour*. Washington, DC: The George Washington University.
- Rababah, A. (2016). Factors Influencing the Students' Choice of Accounting as a Major: The case of X University in United Arab Emirates. *International Business Research*, 9(10), 25-32.
<https://doi.org/10.5539/ibr.v9n10p25>
- Ramadan, S. (2014). Motivated to choose accounting as a major at Yarmouk University. *Abhath Al-Yarmouk Journal*, 5(30), 155-175.
- Sarkodie, N. A., Asare, A., & Asare, D. (2020). Factors Influencing Students' Choice of Tertiary Education. *Africa Development and Resources Research Institute E (ADRRI) Journal*, 11(5).
- Sukhawatthanakun, K. (2016). Factors influencing university selection of grade 12 students in the Upper Northeastern region of Thailand. *Kasetsart Journal Social Sciences*, 31(3), 307-318.
- Uyar, A. (2018). The influence of city image on the university selections of students studying in the department of marketing. *Journal of Management, Marketing and Logistics*, 5(1), 87-95.
<https://doi.org/10.17261/Pressacademia.2018.810>
- Veloutsou, C., Lewis, J. W., & Paton, R. A. (2004). 'University selection: Information requirements and importance. *The International Journal of Educational Management*, 18(2/3), 160-171.
<https://doi.org/10.1108/09513540410527158>
- Vilares, M., & Coelho, P. (2011). *Satisfa ção e lealdade do cliente -metodologias de avalia ção, gest ão e an álise* (2 ed.). Lisboa: Escolar Editora.
- Yamamoto, G. T. (2006). University evaluation-selection: A Turkish case. *International Journal of Educational Management*, 20(7), 559-569. <https://doi.org/10.1108/09513540610704654>