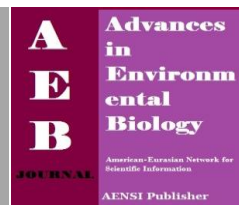




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Determinants Students' Selection of Higher Education Institutions in Malaysia

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ABSTRACT

The study attempted to find out factors that influence students' selection of higher education institutions in Malaysia. Based on literature review five factors namely; campus characteristics, academic quality, financial consideration, socialization and external factors were chosen. The research instrument used in this study was a close-ended questionnaire whereby a total of 200 sets of questionnaires were distributed randomly among the students in Universiti Malaysia Perlis (UniMAP). Results show that campus characteristics, academic quality, financial consideration, and external factors determine students' selection of higher learning institution. The socialization factor was not an important factor for Universiti Malaysia Perlis students in their selection of a university.

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INTRODUCTION

There are two types of higher educational services in Malaysia. There are public higher education (PUHEs) and private higher education institution (PHEIs). The increasing in number of higher education institutions (HEIs) is due to an increasing in students' enrolment, increasing in government spending, additional government policies in promoting education and the country's continuous need for human resources [1]. Ministry of education goals is to develop Malaysia as a regional center of excellence in education.

The research is about the factors that influence students' selection of higher education institution. It will analyze on each factor that act as the pull factor that contributing to the selection process among the students. Besides, these researches will investigate why those particular factors become the criteria in the selection process. It will recommend the marketing strategies for higher education institutions based on the needs and wants of the customers.

In order to achieve the research objectives, a qualitative method is used in this study. The research is concentrated to university students in Perlis which focus more in Universiti Malaysia Perlis (UniMAP) to get their feedback toward this matter. It will be done for about a year. Therefore, the research aims to identify prospective selection among students in selecting the best option available in the market. This study is carried out to find on what criteria the students' would appraise the factors. Each of student will came out with different factors before selecting one institution. This is depending on their demographic features. Different background will give different findings for this research. According to Joseph [26] the college proximity and distance from home could also give a big impact on student selection of college. Besides, employment opportunities are the stronger predictor of enrolment decisions. It concluded that a person is more likely want to attend college "when perceived economic benefits of college are high" [41]. Therefore, it shows that campus characteristic will be one of the factors why the students focus when making a selection.

Yusof *et al*, 2008 stated that availability of the required programs as "the very importance attribute" for first year university students to choose a particular higher education institution. Likewise, Braxton [5] included "general academic reputation and quality" among the characteristics students rated as important in their decision to apply to or attend a specific college or university. This proves that students now will consider more in academic quality and facilities. Even though post-secondary student are able to think and to make a decision on their own unlike the primary and secondary student, there are some evidence indicate that high school students

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depend heavily on “internal sources of information such as parents and other family members when they begin their college choice process, but then they turn increasingly to outside sources of information in their junior and senior years such as peers, teachers, and counselors [20]. Getting information from various medium will makes the students think more about one institution.

Jackson [23] concluded that price is a negative influence on college choice while financial aid to reduce costs is a positive influence. This is because availability of financial aid helps the student with low family background to further their study. An institution with a financial aid will give persuasive power on student institution enrolment. Overall, it can say that financial aid will likely induce more enrolments in institution compare to other factors.

Capraro, Patrick, and Wilson [9] found, in surveying high school juniors, that “attractiveness of social life, defined in terms of characteristics of the people and experiences to be found at a school, is at least as important as quality of education in determining the likelihood of a candidate undertaking decision approach actions” toward an institution of higher education. They reported that there is a positive relationship between attractiveness of social life at a school and likelihood to undertake decision approach actions (i.e., request information . . . visit . . . apply) toward that school.

2.0 Literature Review:

2.1 Education Sector:

The education sector in Malaysia started to boost in the year of 1999. There are drastically steps for education establishment in Malaysia. It can be observed when there is a mushrooming of institutions that offering a myriad range of programs offered to the students. Ministry of Education has taken the effort to expand the Malaysia higher education sector industry. The step taken is to make the education industry in Malaysia is lining together with the overseas education industry [1].

Leslie and Brinkman [33] and Pascarella and Terenzini agree that increased education leads to higher salaries, longer working lives, more career mobility and a higher of quality life and shows “higher education is career preparation” [6]. However, the concern faced at the moment is not the number of among graduates in Malaysia but that an unemployment problem among graduates since 1990s [35].

These entire step would bring a big changes to education system in Malaysia and able to achieve the target of government to create Malaysia as a hub of a regional center of excellent in education. Pursuant to this goal, certain policies with regards the educational systems were liberalized which include conducting courses in collaboration with foreign universities [46]. The researcher also stated that Malaysia is one of the traditional suppliers of international students studying overseas such as US, UK, France, Australia, Canada and New Zealand. Keling [28] studied that due to the rising cost of education overseas and the rising demand for higher education in the region, Malaysia government allow the establishment of private universities as well as the establishment of foreign university branch campus in Malaysia [49].

There are all 20 public universities, 22 polytechnic and 37 community colleges as well as 32 private universities and university colleges, 4 branch campuses of foreign universities and over 521 private colleges in Malaysia. Leslie and Brinkman [33] and Pascarella and Terenzini agree that increased education leads to higher salaries, longer working lives, more career mobility and a higher of quality life and shows “higher education is career preparation” [6]. However, the concern faced at the moment is not the number of among graduates in Malaysia but that an unemployment problem among graduates since 1990s [35].

The total number of enrolment and number of HEIs can be been in the Table 1.

Table 1: Enrolments in Education Institutions in Malaysia by Level of Study.

Level of Study	No Of Students								
	2000			2005			2010		
	Public	Private	Total	Public	Private	Total	Public	Private	Total
Certificate	23,816	81,754	105,570	37,931	94,949	132,880	141,290	143,480	284,770
Diploma	91,398	117,056	208,454	98,953	131,428	230,281	285,690	188,680	474,370
First Degree	170,794	59,932	230,726	212,326	110,591	322,917	293,650	134,550	428,200
Masters	24,007	2,174	26,181	34,436	4,202	38,638	111,550	5,770	117,320
PhD	3,359	131	3,490	6,742	140	6,882	21,410	270	21,680
Total	313,374	261,047	574,421	390,388	341,310	731,698	853,590	472,750	1,326,340

2.2 Factor Influencing Student's selection of higher education institutions:

It is difficult for someone to make a decision in their life especially when the person are able to think to good and bad of each decision that he or she made. Considering more aspect is one of the difficulties to make decisions especially for student who decide to continue their studies in a higher level. Hossler and Gallagher 1987 stated that post-secondary have freedom to choose unlike elementary, primary and secondary schools. They are more flexible for selecting the institutional and courses. Selection process of institution to pursue pose secondary education has been viewed as a complex decision-making process [10,18,13]. According to Boyer,

“in choosing a college, one of life’s major decisions is being made. A lot of time, money, and effort will be involved. The shape and quality of the student’s life may rest on the outcome”.

But, there are a number of researches have been conducted by many researchers on the institutional characteristic influencing the choice of institutions in various host country including Malaysia. Liu [36] and others have observed, “Most of the studies in college choice were conducted in the United States and other Western countries like Australia and some European countries”. The researchers are aim to identify the evaluative criteria that will influence students’ decision in selecting higher education institution at certain countries. Joseph [26] conclude that student college choice model vary from one country to another country.

There are several of potential variables act as a pull factor to influence student in making a decision in choosing certain institutional. Chapman [10] introduced one of the first models of student college choice. He described it as a “general conceptual model of student college choice that specifies the important variable sets and their interrelationships”. The models are based on the interaction between the students’ characteristics of socioeconomic status, aptitude, educational aspiration and achievement and a series of external influences.

In the Malaysia higher education environment, Keling *et al* [27] found that the criteria selection used by students in their selection of higher education are financial attractiveness, program and course suitability & availability, ease and flexibility of enrolment procedure, future ease of employment after graduating, attractiveness of institution and quality reputation. Based on the study, he finding described that “the institution reputation of quality” is the leading influential criterion. This variable shows the positive relationship towards the decision-making process. It demonstrated the link among service quality, student satisfaction and student loyalty, modeling the dynamic existing among them. Then, it said that student satisfaction is double linked to service quality, even though social factors prove to be in the decision-making process Johnston., *et al* [24].

Another study conducted by Baharun [4] found that students’ selection of a university was depends on five components namely types of academic programs available, quality of education, administration standards, faculty qualification and convenient and accessible location. Nowadays, students are more to technology. They more influence by the media compare to the traditional ways. Therefore, marketing efforts and channels also found to be an important factor in influencing student’s choice. Hossler [19] stated that influence of advertisement through radio and television ads provide a good vehicle for educational marketers to communicate a good image and build strong brand recognition among students in an effective ways.

2.3 Campus Characteristics:

2.3.1 Location:

Student more concern about the location of institutional. This factor will give a positive relationship since it will relate to the ability of the students itself together with his families’ condition. Student from family with low-income will take it as an important variable before selecting the institution. Joseph [26] reviewing previous research stated that research has consistently shown that college or university location can be a major factor for potential student’s decision to apply and enroll [45]. The college proximity and distance from home could also give a big impact on student choice to enroll in college. For their convenience and accessibility, some students may be looking for a school close to their hometown or place of work.

Worthington and Higgs stated that the location of the institution is the most important factors in students’ selection. Besides, location is included among the variables to college attributes which both students and parents rated as most important. From all the researches done, location is consistently highly ranked in terms of importance during the search phase of the college choice process. Ford *et al* [17] emphasize that students from the difference culture background have difference culture background have different factors to be considered when choosing a higher education to study. Hossler and Gallagher [18] observed that “students who live close to a campus are more likely to enroll in a college or university (and not necessarily the one they live close to).

On the other hand, it stated that a person is “more likely to apply to and attend an institution located a greater distance from home”. Paulsen [42] found that “in terms of institutional characteristics, the attractiveness of college in general, and the attractiveness of a particular college tend to increase when “the distance from home to college less is”. However, it explains that “at higher levels of student income and aptitude, these effects become less important”. However, Kinzie, Palmer, Hayek, Hossler, Jacob, and Cummings provide some insights into the benefits of choosing an institution close to home.

Citing previous research Braxton [5] writes, “Most students establish limits on geographical location and costs. Once such limits are established, prospective students seek out institutions that offer programs they desire”. These perceptions are based on the characteristics of student background. Paulsen [42], after reviewing previous research, concluded that “individuals are more likely to attend college” when “family income is higher”. Furthermore, he found that when a student’s family income is greater, They will be more likely to apply to, or attend, a more highly selective institution, a high-cost institution, an institution located a greater distance from home, a private (rather than a public) institution, and a four-year institution.

2.3.2 Institutional reputation:

Joseph (2000) reviews that institutional image and reputation is an important factor considered by students during the institutional choice process. Nowadays, there are the ranking positions for all the institution in Malaysia. These rankings are based on the academic reputation, the teaching quality and the standard of the academic itself. Students are now able to grade and value the reputation on certain institutional for their choice. Based on previous research, it has rates as an influential factor by students in a college choice process. Likewise, Braxton [5] included “general academic reputation and quality” among the characteristics students rated as important in their decision to apply to or attend a specific college or university.

Some evidence indicates that academic quality is weighted differently among diverse groups of students. Among all Asian American subgroups, “more than half of all students indicated that the academic reputation of a campus was important in determining their choices. But, for Chinese, Filipinos, and Koreans they had slightly higher rates of indicating that rankings were important in their decisions” [51]. Besides, there is also slightly difference in rated the quality of teaching between the Malaysia students and the Australian students. Therefore, Ford *et al* [17] emphasize that students from difference culture background have different factors to be considered when choosing a higher education to study.

A person is “more likely to apply to, or attend, a more highly selective institution” when “the student is male,” “the student is white,” “students’ parents have greater educational attainment,” “student family income is greater,” “student academic aptitude is greater,” “student academic achievement is greater,” “the student followed a college preparatory curriculum in high school,” and “student educational aspirations are higher Paulsen [42]. Therefore, students who fulfill with this characteristic will likely interested in select the institutional with higher ranking. Canale and Dunlap [8] found that “teacher attributes, areas of study offered, costs and academic reputation were ranked the highest in terms of importance among the list of college characteristics investigated”. A study conducted in Malaysia prove that the most influential factor that students will evaluate in selecting their choice of institution was reputation of the institution with an average mean score of 3.730 [27].

2.4 Academic quality:

2.4.1 Academic programs:

Students are given an opportunity to select on their own courses depending on their abilities. Therefore, academic programs available on certain institutional will affect the choice of selecting an institutional. Braxton [5] included “special academic programs” among the characteristics students rated as important in their decision to apply to or attend a specific college or university. Joseph [26], reviewing previous research, a study conduct in Kuala Lumpur and Selangor, Malaysia and has found that availability of the required programs as “the very importance attribute” for first year university students to choose a particular higher education institution.

Plank & Chiagouris [43] found that the choice of which college to enroll in depends on five component which is academic programs offered, leadership opportunities in college, perceived good job after graduation, financial aids and value of money (cost or benefit analysis). Most of the previous research found that programs of study are consistently highly listed in terms of importance during the search phase of the college choice process. The academic programs offered at institutional are not depending only on single characteristic but in consider the other side of the programs offered. Ford *et al* [17] found that program issues such as range of programs of study, flexibility of degree program, major change flexibility and range of degree options are the most important factors for students to choose higher education institutions.

2.4.2 Employment opportunity:

Generally, the student aim for a better job after they graduate from certain institutional. Therefore, this variable also considered by students during the search phase of the college choice process [12]. Therefore, Paulson [42] founded the impact of employment opportunity and its relation with college choice decisions and emphasize that employment opportunities are the stronger predictor of enrolment decisions. It concluded that a person is more likely to want to attend college “when perceived economic benefits of college are high”.

Students are often attracted to post-secondary education because of the career opportunity it may provide. Student are attracting on the outcomes where they are influence by what graduate are doing, what graduate schools they attend and contributions that they are making to society [45]. Researchers found that among all Asian American subgroups, “students felt that being able to get a good job or going to a good graduate program were also important to consider when selecting a college” [51].

All of the students want a better job after they are graduated. Therefore, the student will focus more on the job market to identify the most needed manpower in which industry. Therefore, it will relate to academic programs because this will marked the employment opportunities after certain period of times. That why, it job placement after graduation is “rated [among the] important choice criteria for traditional-aged students” [18]. Paulsen [42] listed “jobs available” among the top 10 “attributes which were found most often to determine where students decided to enroll,” as he summarized representative research related to college traits which

distinguished between matriculation and non-matriculation at specific institutions during the final choice phase of the college choice process. A finding shows that “high employment rates of the graduates from the institution” become the leading criterion with the mean score of 3.5202 [28]. This proven that there is an interrelation between the employment opportunities with the selection of higher education institution.

2.5 Financial Consideration:

2.5.1 Availability of financial aids:

Christine, J. T (2009) indicates that financial aid is one of the most researched issues in college choice. More research in this area “has examined issues of equity and adequacy in the computation of financial aid” as the important criteria (Liu, 2005). Plank & Chiagouris (1998) also found that the choice of which college to enroll in depends on five component: academic programs offered, leadership opportunities in college, perceived good job after graduation, financial aids and value of money (cost or benefit analysis).

Joseph & Joseph (2000) has reviewed that cost-related issues seem to have more important as years go by. For instance, the other researches also indicate that it is the one of the most important elements. Jackson (1986) concluded that price is a negative influence on college choice while financial aid to reduce costs is a positive influence. This is because availability of financial aid helps the student with low family background to further their study. An institution with a financial aid will give persuasive power on student institution enrolment. Overall, it can say that financial aid will likely induce more enrolments in institution compare to other factors. Braxton (1990), reviewing previous studies, concluded that although “for academically able students, perceived quality is the most influential institutional characteristic in the choice stage,” the awarded amount of financial aid “plays a significant role in the decisions of such students when their second- and third-choice institutions offer more aid than does their first choice”. Moreover, “costs are more important than quality for academically talented students who are considering attending an in-state institution” (Braxton, 1990). A study shows that students are satisfied with college choice based on their information satisfaction with respect financial factors (external influences) which include financial aids and affordable fees (Nurlida, 2009).

2.6 Socialization:

2.6.1 Social Atmosphere:

Christine, J. T (2009) stated that the social atmosphere of a college or university is an important factor considered by students during the search phase of the college choice process, as research has shown a campus life is different from the primary and secondary life. Capraro, Patrick, and Wilson (2004) found, in surveying high school juniors, that “attractiveness of social life, defined in terms of characteristics of the people and experiences to be found at a school, is at least as important as quality of education in determining the likelihood of a candidate undertaking decision approach actions” toward an institution of higher education. They reported that there is a positive relationship between attractiveness of social life at a school and likelihood to undertake decision approach actions (i.e., request information . . . visit . . . apply) toward that school.

Paulsen [42] listed “social atmosphere” among the top 10 “attributes which were found most often to determine where students decided to enroll in his research”. Likewise, Braxton [42] included “social atmosphere” among the characteristics students rated as important in their decision to apply to or attend a specific college or university. This is because social atmosphere in campus life will make the student feel the comfortable to learn. Rowe (2002), after a limited literature review concluded, “All students appear to consider student body characteristics and social environment in the choice process, but according to their own characteristics they may be looking for different institutional environments in the search for a comfortable fit”. Besides, a student who easily can adapt with the new environment will get more new friend from different country/state. A person can feel the experience only in the campus life.

2.7 External Factors:

2.7.1 Influence of parents:

Parents play important roles in decision-making process. This is because parental encouragement and support is a factor that influences the predisposition, search, and choice stages of the college choice process (Cabrera & Nasa, 2000). Even though post-secondary student are able to think and to make a decision on their own unlike the primary and secondary student, there are some evidence indicate that high school students depend heavily on “internal sources of information (parents and other family members) when they begin their college choice process, but then they turn increasingly to outside sources of information in their junior and senior years such as peers, teachers, and counselors [20].

Positive experiences and perceptions from parents are one of the potential factors that influence the students attending to institution. Furthermore, Paulsen [42] concluded that a person is more likely to want to attend college “when the parents’ educational attainment is greater,” “when the father’s occupational status is higher,” and “when parental encouragement is greater”. Mac Dermott, Conn, and Owen, investigating the influence of parental educational level on college choice, found that students with college-educated parents “said that they

naturally assumed they would attend college, while the first generation students indicated that it was discussed and seriously considered before a decision was made". Choy *et al*. [11] found that Parental involvement was . . . important in predicting enrolment. The odds of enrolling in college were almost twice as great for students whose parents frequently discussed school-related matters with them as for those whose parents had little or no discussion with them.

2.7.2 Influence of friends:

Person will influence to attend the college if their partner is also together with them. In fact, having friends with college plans was the strongest predictor of college enrolment. If most or all of their friends had college plans, the odds of moderate- to high-risk students enrolling in college were four times higher than if none of their friends planned to go to college. [11]. Rowe [44], in her limited review of literature, found that friends and peers to be influential in the college choice process. This is because the research found that friends can be almost as important as parents in the decision to attend college.[20].support that friends are important sources of information consulted by students during the search and choice phases of the college choice process, as research has shown. "Friends's" the information contributor among the information sources on which students frequently rely [42]. Choy *et al* [11] suggest that "parents, peers, and school personnel can all contribute to increasing the college enrolment rates of students at risk of dropping out of high school and of students whose parents had no college experience". Their study found that peer group effects were especially strong. Based on the previous research, it indicates that social factor like friends, parents, and teachers listed as third important criteria [4]. Their perception either good or bad word of mouth, right or wrong could make it very worthwhile for students' decision choice at the end.

3.0 Research Methodology:

This research is based on quantitative research to test the hypotheses. Questionnaires were used as a medium for getting information. About 200 sets of close-ended questionnaires distributed among the Universiti Malaysia Perlis (UniMAP) students in order to get their feedback toward their selection of higher education institution. A simple random sampling is used which allows equal presentation and selection of samples. The subjects were drawn randomly from different business and engineering faculty in UniMAP. The questionnaire in this research was divided into three main sections. The first section was on the demographic data of the respondents. Nominal Scale is use for the total of nine questions which include gender, age group, race/ethnicity, religion, current year, courses, highest education, monthly family income and family members. It is believe that these variables would have a strong influence on the students' selection of higher institution in selecting their education center. The second section consisted of a twenty Likert-scaled items with five-point scale: 1 (Not influence), 2 (Little Influence), 3 (Somewhat Influence), 4 (Very Influence) and 5 (Most Influence). The third section contains four questions with the five-point scale: 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree) and 5 (Strongly Agree).

4.0 Research result:

4.1 Overview of data gathered:

The data for this study was collected from 200 respondents, which comprises of 97 males (48.5%) and 103 females (51.5%). It is about 5 respondents, age of 18 and 19 with percentage of 2.5 % and 70 respondents' age of 20 and 21 with percentage of 35%. There are 102 respondents with age of 22 and 23 and 23 respondents that age of 24 and above. It indicates percentage of 51% and 11.5% respectively. Respondent with the age group of 22 and 23 shows the majority in this survey. 134 respondents are Malay with the percentage of 67%, followed by Chinese with the total of 47 respondents which indicate the percentage of 22.5% and Indian with 16 respondents and 5 respondents are from others race or ethnicity with the percentage of 8%, and 2.5% respectively.

4.2 Reliability analysis:

The Cronbach's coefficients alpha values for all factors that ranged from .778 to .916 indicated a good inter-item consistency for each factor. Sekaran explained that the better the reliability coefficients if it gets closer to 1.0, alpha over 0.8 is considered good, alpha of 0.7 is considered acceptable whereas alpha less than 0.6 is generally considered to be poor. The reliability test table shows the Cronbach's Alpha values for measuring the variables are highly significant > 0.7 , therefore the data collected are highly reliable.

4.3 Descriptive Analysis of variables:

Table 4.36 shows the means and standard deviation for all the study variables. By referring the table, the mean for all variables are between the ranges of 3.4213 to 3.6788. Among all the independent variables, the highest mean is campus characteristic with mean of 3.6788. Then, it followed by academic quality with mean of

3.6088 and socialization as the third important variable with mean 3.6250. The variables then continued with financial consideration, mean 3.599 and variable with least mean is external factor that show means of 3.4213.

Table 2: Result of Reliability Test.

Variables	Number of Items	Items Dropped	Cronbach Alpha
Campus Characteristics	4	-	.819
Academic Quality	4	-	.838
Financial Consideration	4	-	.805
Socialization	4	-	.778
External Factors	4	-	.916

Table 3: Descriptive Analysis.

Variables	Mean	Standard Deviation
Campus Characteristics	3.6788	.76405
Academic Quality	3.6088	.87130
Financial Consideration	3.599	.8473
Socialization	3.6250	.82059
External Factors	3.4213	.97602

4.4 Correlation analysis:

Pearson correlation was employed to find out whether independent variables are highly correlated. Table 4 presents result of correlation analysis.

Table 4: Results of correlation analysis.

		Campus Characteristics	Academic Quality	Financial Consideration	Socialization	External Factors	Selection of University
Campus Characteristics	Pearson Correlation	1	.675**	.711**	.526**	.563**	.721**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
Academic Quality	Pearson Correlation	.675**	1	.682**	.551**	.504**	.702**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
Financial Consideration	Pearson Correlation	.711**	.682**	1	.707**	.694**	.823**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
Socialization	Pearson Correlation	.526**	.551**	.707**	1	.775**	.595**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
External Factors	Pearson Correlation	.563**	.504**	.694**	.775**	1	.649**
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200
Selection of University	Pearson Correlation	.721**	.702**	.823**	.595**	.649**	1
	Sig. (1-tailed)	.000	.000	.000	.000	.000	
	N	200	200	200	200	200	200

** Correlation is significant at the 0.01 level (1-tailed).

4.5 Regression Analysis:

Multiple Regression Analysis was employed to find out which factors significantly influence students' selection of higher education institution among the students' of Universiti Malaysia Perlis (UniMAP). There are five independent variables namely Campus Characteristics, Academic Quality, Financial Consideration, Socialization and External Factors were analyzed in this study. The results are shown in the table below.

The findings of the study revealed that four independent variables namely Campus Characteristics, Academic Quality, Financial Consideration, Socialization and External Factors have significant influence on students' selection of higher education institutions in Malaysia. The other independent variable namely socialization was not found to have any significant effect on students' selection of higher education institutions. Based on the regression analysis, financial consideration was found to have significant influence towards the students' selection of higher education institution.

One of the independent variable, campus characteristics was found to have significant influence towards selecting higher education institution where (sig. $t = .002$) and positive beta ($b = .178$). Positive beta on campus characteristic shows that the more the campus characteristics, the influence towards the students' selection of

higher education institution also will be higher. Thus, (H1) which campus characteristic influencing in selecting higher education institution is accepted.

Table 5: Result of Regression Analysis.

Variables	Beta	t-Ratio	Sig. t
Campus Characteristics	.178	3.153	.002
Academic Quality	.203	3.757	.000
Financial Consideration	.515	7.756	.000
Socialization	-.109	-1.745	.083
External Factors	.174	2.823	.005
R Square = .743 Durbin-Watson = 1.782 F = 112.135 Sig. F = .000			

Academic quality also was found to have significant influence in selecting higher education institution where (sig. t = .000) and positive beta (b = .203). The positive beta (b = .203) means that the better academic quality in institution, the higher its influence towards the selecting higher education institution. Thus, (H2) which stated that academic quality influencing students' in selecting higher education institution is accepted.

The result also shows that financial consideration has significant level (sig. t = .000) and the beta was positive (b = .515). The analysis showed that financial consideration becomes the most significant factor for selecting higher education institution. The positive beta (b = .515) from result of financial consideration meant that the higher the financial consideration, the higher the influence of students' in selecting higher education institution. Thus, (H3) which stated that financial consideration influencing students' selection of higher education institution is accepted.

Based on the regression analysis, socialization was found to have no significant influence towards students' selection of higher education institution. The result shows that financial consideration has significant level (sig. t = .083). The analysis showed that socialization is not a significant factor for students' selection of higher education institution. Thus, (H4) which stated that socialization influencing students' selection of higher education institution is not accepted.

The last independent variable that found to have a significant towards students' selection of higher education institution is external factors. It indicates that external factors (sig. t = .005) and positive beta (b = .174). The positive beta on this variable shows that higher external factors will influence more on the students' selection of higher education institution. Therefore, (H5) is accepted where previously it conclude that external factors influencing students' selection of higher education institution.

Therefore, the overall results of the regression analysis shows that this study was well constructed and it was well represented as it reflected in the variables selected. This means that the independent variables which include all the independent variable namely campus characteristics, academic quality, financial consideration, socialization and external factors can be only explained with 74.3% (R square = .743), that have covers among half percent of the variations of factors that influencing selecting higher education institution among the students' of Universiti Malaysia Perlis (UniMAP).

Campus characteristic plays an important role in students' selection of higher education institution. Greater external factors give an impact toward the students' selection of higher education institution. It can be conclude that those four variables that have significant result on students' selection of higher education institution which are financial consideration, academic quality, campus characteristics and external factor are the main factors that influence selection of higher education institution among the students. The results of this research show that socialization is not significant towards students' selection of higher education institution. This means that socialization factor does not influence in students' selection of higher education institution. The analysis of this research had proved that students' selection is important in influencing the selection of the higher education institution. Every student makes the selection processes in order for them to seek for the best institution and ensure that the selection made will satisfy their wants and needs.

Selection that has been made will act as an information-processing approach which will influence the students in searching for the best values for their money according to their personal interest. Based on the result of the Regression Analysis, the highest beta results represent the most effective variable such meant that it is the top priority factor chosen by the respondents. The result shows that financial consideration had the highest beta. Therefore, it represent that financial consideration become the most effective factors to influence the students' selection of higher education institution. Students that applying this approach are assume that they will seek the services for sensations and feeling of satisfy in order to meet their own wants and needs. Sproles and Kendall (1986) has designed Consumer Styles Inventory (CSI) to measure the characteristics of students' selection of higher education institution among the consumer in purchase a products or services. Thus, it clearly explained

that campus characteristics, academic quality, financial consideration, and external factors are really important for an individual in selecting the higher education institution.

Conclusion:

The analysis of this research had proved that campus characteristics, academic quality, financial consideration, and external factors are important in influencing the selection of the higher education institution. Every student makes the selection processes in order for them to seek for the best institution and ensure that the selection that has been made will satisfy their wants and needs. All factors that have been identified from results will influence the students in searching for the best values for their money according to their personal interest. It clearly explained that the best are really important for an individual in selecting the higher education institution. Besides that the findings also can guide an education ministry and institution to have a better understanding on how the students nowadays implied the selection in order to seek to the best institution that can offering them better services. It can be effectively used as a reference by related organization in order to develop and offering the better services to their students and at the same time increase the level of students' enrolment which can help the institution to meet their mission and vision.

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