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Factors Influencing Students Enrollment As Marketing Strategy in Private Higher Education: to Promoting Educational Service in Case of Ethiopia

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Abstract

This study aims to address this knowledge gap by analyzing and evaluating factors influencing students' enrollment by private higher education institutions in promoting their educational services. To conduct this analysis, mixed-methods approaches were employed, combining both qualitative and quantitative research methods. Data was collected through interviews, surveys, and document analysis. The collected data was analyzed using appropriate statistical techniques, complemented by thematic analysis of the qualitative data. The findings of this study underscore the significant roles that institutional branding, technology integration, and government policies play in shaping student decisions. The analysis shows that students are more likely to choose institutions that have a strong brand reputation, offering quality education and cutting-edge technology that enhances the learning experience. Additionally, the study was identify best practices and offer recommendations for enhancing marketing strategies in private higher education, ultimately contributing to the successful Institutions should invest in building a positive public image through targeted marketing campaigns, alumni success stories, and engagement with prospective students through social media and educational fairs.

Keywords: *competition, brand awareness, effectiveness, marketing strategy, private higher education*

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1. Introduction

Education is now a global service that every country strives to provide for their citizens since it serves as a tool for socio-economic development. The expansion in population poses the demand for establishment of more educational institutions which will accommodate more students for literacy acquisition. On this note, education has been liberalized by the government to enable private sector participation in its provision (Hemsley-Brown & Oplatka, 2006). The private sector participation has brought about increase in number of educational institutions to serve the growing populace, programme quality, and general innovation in modern educational practices.

Higher education marketing is the process of marketing any kind of degree beyond a high school diploma. The audience for higher education institutions is diverse and can include everyone from those who are soon to graduate high school, seeking a graduate level degree, and even some vocational degrees and certifications. Because of this diverse audience, this means that higher education institutions need an equally diverse range of marketing techniques to reach the highest number of prospective students. The right marketing strategy has become increasingly important in this highly competitive field. (COMBOAPP, 2023)

The progress of the times is a manifestation of changes in thinking and changes in behavior, or rather evolution. The emergence of progress certainly has an impact, namely competition. Competition is the nature of evolution, but what is unpredictable is how competition impacts. History records, the worst possible competition from evolution are its absence. Today, education competition is influenced by global factors, namely economic competition. So do not be surprised, every educational institution, especially private higher education institutions take a role. The large population is one of the reasons for the increasing competition in education, so the impact is that every university is competing to provide the best, of course at a reasonable price. (Nuriadi, 2021)

A study made by (Sedahmed & Noureldien, 2019) on Factors Influencing Students Decisions to Enrollment in Sudanese Higher Education Institutions: explain that factors that influence enrollment into: student's demographic factors and four categories of enrollment related factors (Student and Society, Educational Institution, Admission, and Employment related factors), and determines the most influential factors in determining student's decision to enroll in Sudanese universities. By conducting this analysis, valuable insights were gained into the factor influencing and marketing strategies deployed by private higher education institutions, their effectiveness, and their impact on student enrollment decisions. These insights will not

only contribute to the academic literature but also provide practical guidance for institutions to develop and refine their marketing strategies to attract and retain students by analyzing on factor influencing students' enrollment. The objective of this study was, therefore, to explore factor influencing students' enrollment as the marketing strategy in private higher education for promoting educational services.

2. Statement of the problem

A study made by (Sedahmed & Noureldien, 2019) on Factors Influencing Students Decisions to Enrollment in Sudanese Higher Education Institutions: explain that factors that influence enrollment into: student's demographic factors and four categories of enrollment related factors (Student and Society, Educational Institution, Admission, and Employment related factors), and determines the most influential factors in determining student's decision to enroll in Sudanese universities.

By utilizing social media platforms and digital marketing strategies, higher education institutions can effectively engage with their target audience, attract prospective students, increase brand awareness, and gain a competitive edge in the market (Sagynbekova, Ince, Ogunmokun, & Olaok, 2021). By embracing digital marketing strategies and leveraging social media platforms, higher education institutions can attract prospective students, build a strong brand community, and increase brand awareness. Digital Presence and Online Marketing: Given the widespread use of the internet, higher education institutions need to have a strong online presence. This component includes optimizing websites, utilizing search engine optimization (SEO), leveraging social media platforms, and incorporating online advertising to increase visibility and drive traffic to the institution's website (Greibitus & Bruhn, 2011).

Services and attracting prospective students is crucial. By examining the aforementioned sources, we can see that private higher education institutions in Malaysia have been facing challenges such as a drop in student intake and weaknesses in their marketing strategy planning (Moorthy, T., Ting, & Kumaran, 2019). These challenges have prompted the need for effective marketing strategies in student recruitment (Wong, Lee, & P, 2018). Private higher education institutions need to understand the factors affecting university choice in prospective students' decision-making processes in order to implement effective marketing strategies.

This understanding will enable them to develop strategies that align with the demands of their customers, engage with customers via digital platforms, and build better customer relationships. By doing so, they can secure customer lifetime value and ensure the continued success and growth of their institution. To overcome these challenges and improve their

marketing strategy planning, private higher education institutions should consider leveraging digital media as a cost-effective tool for marketing their educational services and reaching a wider audience (Shaikh & Kazmi, 2022).

Due to increasingly competitive, technology advancement and strong government regulation and policy; the private higher education sector requiring implementing effective marketing strategies to promote their educational services by identifying factor influencing students' enrollment. However, there is a lack of comprehensive analysis and understanding of the factor influencing students' enrollment as marketing strategies employed by private higher education institutions to.

Based on the above mentioned contextual gaps this research work attempted to factor influencing students' enrollment as the marketing strategy in private higher education for promoting educational services by answering the following basic research questions:.

1. What are the marketing strategies employed by private higher education institutions to promote their educational services?
2. What is the relationship between Heritage/Brand private higher education institutions and student enrollment in private higher education institutions?
3. How do different marketing mix variables (product, price, place, promotion) influence student enrollment in private higher education institutions?
4. What is the relationship between technological advancement and student enrollment in private higher education institutions?
5. What is the relationship between impact of government regulations and student enrollment in private higher education institutions?

3. Literature review and Conceptual framework

Private higher education refers to institutions of higher learning that are not operated, owned, or institutionally funded by governments. These institutions may receive tax breaks, public student loans, and grants from governments, depending on their location (Aibar, Meseguer-Artola, Minguillón, & Lerga, 2015). Marketing strategies play a crucial role in the success of private higher education institutions. These institutions face the challenge of a shrinking university-age population and falling government financial support, making it necessary for them to adopt effective marketing strategies to attract prospective (Wong, Lee, & P, 2018).

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

A study by (Soedijati & Pratminingsih, 2011) in Indonesia found that Physical facilities have significant correlation to student decision making. A study by Kwang (2019) in Sweden“ indicates that the physical facilities are directly related to the students' choice of the HE. A Study in Universities of Nigeria by Afolabi showed that 76% of respondents choose a university for its Physical facilities (Afolabi, Oyewole, Oladiipo, & Uwachukwu, 2019) A study by (Soedijati & Pratminingsih, 2011) in Bandung, Indonesia found that people has significant correlation to student decision making. A study by (Kwang & Sone, 2019) in Sweden indicates that the people are directly related to the students' choice of HE. Another Study in (Afolabi, Oyewole, Oladiipo, & Uwachukwu, 2019)).

Technological Advancements have been widely recognized as a crucial driver of economic growth and development. Furthermore, research has shown that technological progress contributes significantly to the overall increase in productivity and efficiency within industrial sectors. Therefore, it is important for policymakers and governments to prioritize investments in research and development, innovation, and the adoption of new technologies in order to foster sustainable economic growth and enhance global competitiveness (Brandão Santana, Rebelatto, & Péric, 2015).

They can leverage social media platforms to stimulate enrollment, build a strong university brand community, and foster positive word-of-mouth. By effectively aligning their marketing strategies with the demands of their customers and engaging with them via digital platforms, private higher education institutions can build better customer relationships, increase brand awareness, and ultimately attract more prospective students (Shaikh & Kazmi, 2022). Overall, the use of digital media and social media in marketing strategies is crucial for private higher

education institutions to compete and thrive in today's competitive environment (Šola & Zia, 2021). Previous studies on the relationship between government regulations and student enrollment have shown that the extent of government funding and regulation of the public sector has a significant impact on the mix between public and private higher education institutions (Ma, 2021).

In this research, the dependent variable is Students enrollment in private higher education while independent variables are campus heritage/brand, Marketing mix element (Program, Price, place, promotion, Process, Physical facilities and People), Technology Advancement and Government Policy and Regulation. Based on the finding of the previous study and empirical review the following conceptual framework or research models will be developed.

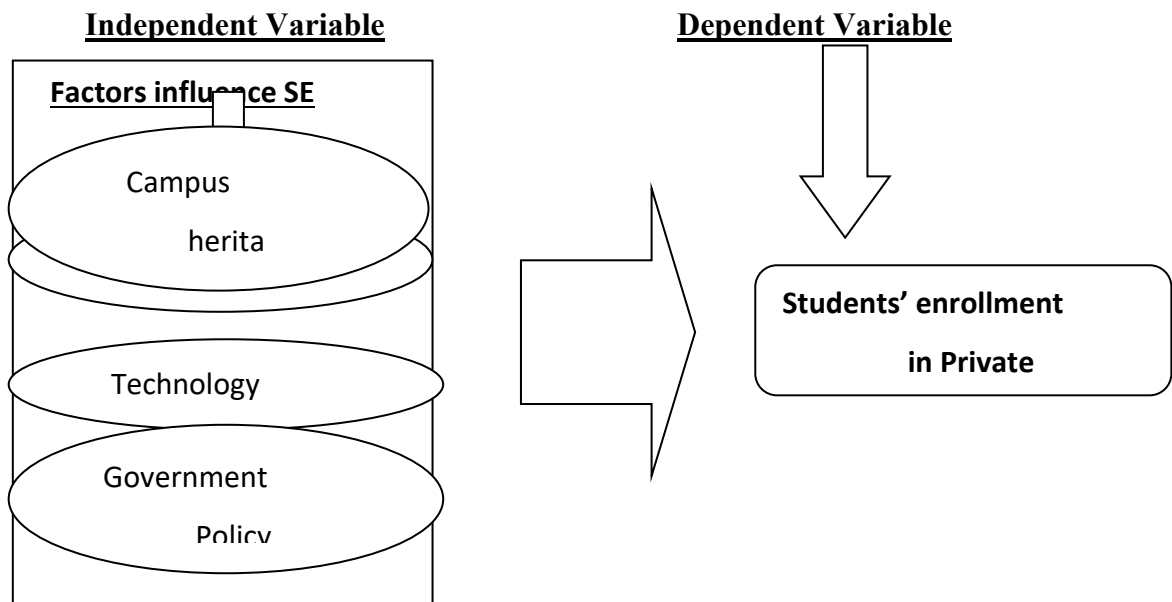


Fig. 1. Self-development from theoretical and empirical review

4. Material and Method

4.1. Data and Variables of the study

Qualitative, quantitative and mixed data were collected mainly through the instruments i.e. questionnaire, interview and descriptive and explanatory research designs were employed. The target population for the study were entire set of units for which the research data were used to make generalisation from all private higher education staff of eastern Ethiopia specifically in at April 2024. Therefore, the respondents were 140. Out of population set 140 questionnaire distributed, only 137 were returned, i.e., 97.8% of the questionnaire was returned.

The Questionnaire which have four parts (profile of the respondent's; personal profile (4-Item), government policy and regulation 5-Item, marketing mix 12-Item, Campus brand 5-Item, Technology Advancement 5-Item were employed.

Moreover, the researcher employed open ended questions and collected data using a face to face interview with respondents who were interested for interview. The interview data was also used to triangulate the questionnaire.

In the analysis after data collection of the descriptive statistics to determine, analyze, and describe the demographic characteristics of the respondents using frequency counts and percentage. The Multiple Regression test of the normality and linearity, Homoscedasticity, Multicollinearity was tested. This indicates that the test makes all assumptions concerning the regression of the variables utilized in the analysis are satisfied.

finally, The multiple regression analysis and the correlation analysis calculated using the Pearson correlation method. Model Specification and Description of Study Variables

Model Specification: - $Y=B_0+B_1X_1+B_2X_2+B_3X_3+ B_4X_4+e$

Where:-

Y= Factor influence students Enrollment

B₀, B₁, B₂, B₃ and B₄ are parameters/Coefficient

X₁= Marketing mix element

X₂= Technology Advancement

X₃= campus heritage/brand

X₄= Government Policy and Regulation

e= error term,

5. Results and Discussion

5.1. Participants of the study

Table 1: Demographic Profile Data Information

Demographic	Category	Frequency	Percent
Gender	Male	86	62.8%
	Female	51	37.2%
	Total	137	100.0%
Age	Under 1 Year	31	22.6%
	1 to 3 Years	45	32.8%
	3 to 5 Years	30	21.9%
	5 Years and Above	31	22.6%
	Total	137	100.0%
Education Level	Secondary Degree	0	0.0%
	First Degree (Bachelor's)	137	100.0%
	College Diploma	0	0.0%
	High School Completion (Grade 12/10)	0	0.0%
	Total	137	100.0%
Program Enrolled In	Healthcare Programs	0	0.0%
	Business	137	100.0%
	Engineering	0	0.0%
	Education	0	0.0%
	Social Sciences	0	0.0%
	Total	137	100.0%

Sources: - Own Survey 2024

As delineated in Table 1, In the study 62.8% of the respondents are male and the rest 37.2% were female participants. with the majority (45.3%) falling within the age group of 18 to 25 years, reflecting the typical age of undergraduate students in private higher education institutions. This group is followed by those in the 26 to 30 years age range (28.5%), representing the segment of older students.

5.2. Descriptive Result of the Study

Table 2: Descriptive of Marketing Mix

	N	Mean	Std. Deviation
1. I am satisfied with the variety of programs and courses offered at our institution.	137	2.80	.892
2. The educational resources (e.g., textbooks, online materials) meet my needs.	137	2.86	.941
3. The information provided about programs and courses is clear and comprehensive.	137	2.79	.927
4. The tuition fees at our institution are reasonable compared to similar institutions.	137	3.07	.913
5. I am aware of the financial aid options (e.g., scholarships, grants) available at our institution.	137	3.06	.968
6. The pricing policies at our institution are transparent.	137	3.08	.955
7. I am satisfied with the physical facilities (e.g., classrooms, libraries) at our institution.	137	2.96	.911
8. The campus location is convenient for my needs.	137	2.69	.998
9. The online resources and virtual learning options provided by our institution are useful.	137	3.28	.939
10. The promotional materials (e.g., brochures, website) effectively communicate program information.	137	2.62	1.023
11. I engage with our institution through social media.	137	2.70	1.017
12. I have attended informational events (e.g., open houses, webinars) hosted by our institution.	137	2.50	1.015
13. The staff are helpful in answering my questions during the enrollment process	137	2.40	1.032
14. The institution is welcoming during campus visits or events.	137	2.26	.866
15. I believe the institution needs improvement in certain areas.	137	2.34	.935

Sources: own survey data 2024

This result is comparable to the dissatisfaction with the clarity and comprehensiveness of program information (mean = 2.79), suggesting that students are not only dissatisfied with the range of courses but also with the information available about these offerings. With a mean score of 3.07, the institution's tuition fees are seen as relatively reasonable when compared to similar institutions. The mean score for the transparency of pricing policies is 3.08, which is relatively positive but still suggests that students see room for improvement. Satisfaction with physical facilities (classrooms, libraries, etc.) has a mean of 2.96, indicating mild dissatisfaction. Satisfaction with engagement through social media (mean = 2.70) and attendance at informational events (mean = 2.50) indicates that students are not particularly engaged with the institution's outreach efforts.

Table 3: Descriptive result on Technology and Heritage Brand

Technology	N	Mean	Std. Dev.
1. The technology used in my courses enhances my learning experience.	137	4.05	.689
2. I am satisfied with the online resources (e.g., learning management system) available for my studies.	136	4.05	.723
3. The institution provides adequate training for using educational technology.	137	4.04	.701
4. I believe that technology is integrated effectively into the curriculum.	137	4.04	.695
5. I have access to the necessary technology (e.g., computers, software) to support my learning.	136	4.06	.697
Compass culture and brand			
1. I am proud of the heritage and history of my institution.	137	4.11	.714
2. The reputation of my institution influenced my decision to enroll.	137	4.15	.663
3. I believe that the brand image of my institution positively affects my educational experience.	137	3.50	.948
4. The institution's alumni network contributes positively to its brand.	137	3.49	.908
5. The values and mission of my institution resonate with my personal beliefs.	137	3.58	.913
Environment			
1. I have noticed an increase in student enrollment at my institution in recent years.	137	3.78	.774
2. The institution's efforts to attract students have been effective.	137	3.47	.875
3. I believe that the overall quality of education has improved due to increased enrollment.	136	3.66	.836
4. The diversity of the student body has positively impacted my learning experience.	137	3.74	.849
5. Increased enrollment has led to more opportunities for networking and collaboration among students.	137	3.90	.645

Sources: own survey data 2024

The mean score for satisfaction with training in educational technology (mean = 4.04, SD = 0.701) is also quite positive, suggesting that students feel adequately prepared to use the technology provided. Students expressed pride in their institution (mean = 4.11, SD = 0.714), and the reputation of the institution influenced their decision to enroll (mean = 4.15, SD = 0.663). These findings suggest that the institution enjoys a strong brand image and that this positively affects student decision-making and engagement. While the data reflects a generally favorable view of the institution's legacy and reputation, responses to questions about the institution's alumni network (mean = 3.49, SD = 0.908) and its contribution to the brand image are somewhat less positive. As for the impact of increased enrollment, students expressed a generally positive view. A majority of students felt that increased enrollment has led to more

opportunities for networking and collaboration (mean = 3.90, SD = 0.645). Additionally, they noted an increase in student enrollment in recent years (mean = 3.78, SD = 0.774).

Table 4: Descriptive result of Government policy and regulation

Government policy and regulation	N	Mean	Std. Dev.
1. I am aware of government policies that affect private higher education.	137	3.85	.648
2. Government regulations positively impact the quality of education at my institution.	135	4.04	.640
3. The institution complies well with government regulations and standards.	137	3.85	.692
4. I believe that government support for private higher education should be increased.	137	3.68	.737
5. I think that government policies help protect student rights in private higher education.	137	3.76	.692
Institutional experience			
1. Overall, I am satisfied with my experience at my institution.	137	3.91	.691
2. I would recommend my institution to prospective students.	137	3.87	.736
3. I believe that my institution is preparing me well for my future career.	137	3.70	.780
4. The support services are helpful and accessible.	137	3.72	.725
5. I feel that my institution values student feedback and takes it into account for improvement.	137	3.91	.775

Sources: own survey data 2024

The institution's compliance with government regulations was rated moderately high (mean = 3.85, SD = 0.692), suggesting that students are generally satisfied with how well the institution follows legal and regulatory standards. Overall, students expressed a relatively high level of satisfaction with their experience at the institution (mean = 3.91, SD = 0.691). This score suggests that most students are content with their educational experience, but it is not without its areas of concern. Satisfaction with support services, including academic advising and career services, received a mean score of 3.72 (SD = 0.725), suggesting that these services are generally well-regarded but could benefit from further enhancement.

5.3. Correlation analysis

In this study, the correlation analysis will examine the relationships between a variety of factors that are thought to influence student enrollment decisions, including the institution's branding and reputation, the quality of educational programs, technological advancements, pricing policies, and government regulations.

The correlation data further reinforces the importance of government policies, with a significant positive relationship between government policy and regulation and enrollment

performance ($r = 0.735, p < 0.01$). The correlation between the marketing mix and enrollment performance ($r = 0.375, p < 0.01$) suggests that the overall effectiveness of the institution’s marketing strategy encompassing tuition, financial aid communication, and promotional efforts has a moderate but significant impact on enrollment. The correlation analysis supports this, with a positive correlation between campus brand and diversity ($r = 0.408, p < 0.01$). A diverse student body contributes to a positive learning environment and strengthens the institution’s brand, which is seen as an attractive feature for prospective students.

Table 5: Descriptive result of Government policy and regulation

		Marketing mix	Technology Advancement	Campus brand	Government Policy and Regulation	Enrollment performance
Marketing mix	Pearson Correlation	1	.412**	.443**	.203*	.375**
	Sig. (2-tailed)		.000	.000	.018	.000
	N	137	137	137	137	137
Technology Advancement	Pearson Correlation	.412**	1	.390**	.577**	.668**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	137	137	137	137	137
Campus brand	Pearson Correlation	.443**	.390**	1	.408**	.741**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	137	137	137	137	137
Government Policy and Regulation	Pearson Correlation	.203*	.577**	.408**	1	.735**
	Sig. (2-tailed)	.018	.000	.000		.000
	N	137	137	137	137	137
Enrollment performance	Pearson Correlation	.375**	.668**	.741**	.735**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	137	137	137	137	138

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

* . Correlation is significant at the 0.05 level (2-tailed).

Sources: own survey data 2024

5.4 Multiple Regression Assumption Test

A. Normality Test

Normality of Residuals

Normality refers to the distribution of the residuals in a regression model, which should ideally follow a normal distribution for the results to be valid. From the Residuals Statistics table, we know that the residuals have a mean of 0.00000, which is ideal in confirming that the model has been properly fitted.

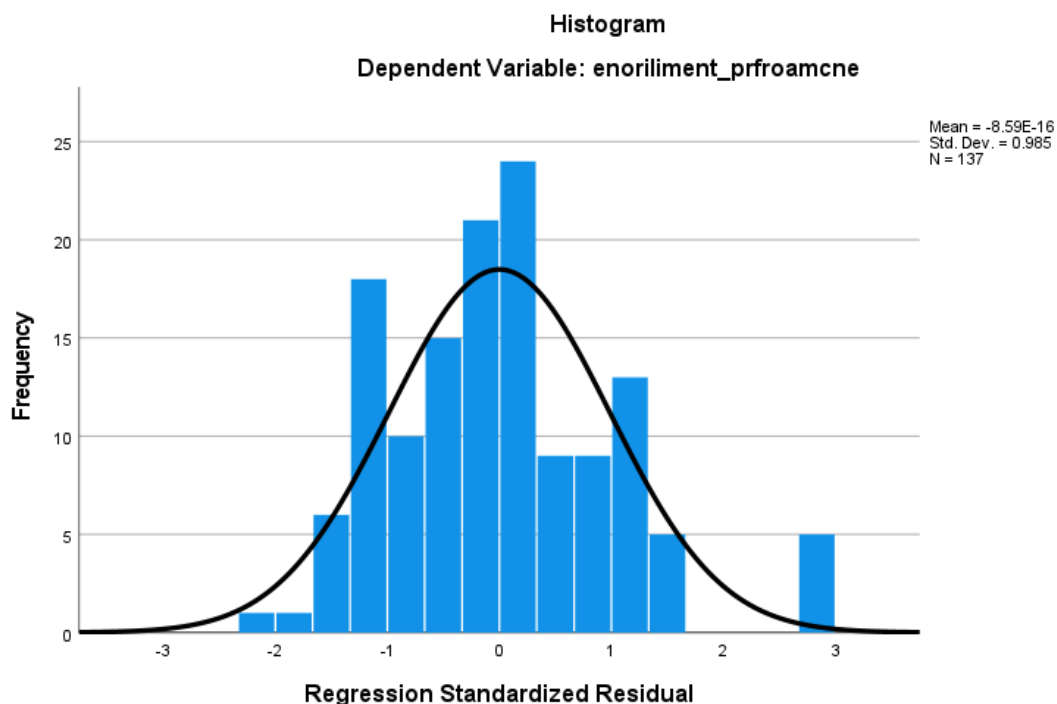


Fig . 2. Normality Test

B. Linearity of Residuals

The slight fragmentation near the 45-degree line could indicate a minor non-linearity, but it is often negligible, especially in large datasets. Little fragmentation suggests that the model is close to linear but might have minor nonlinearities that could be addressed with more complex models if necessary. However, this slight non-linearity is unlikely to significantly distort the regression results, as long as the major pattern of the residuals remains randomly scattered.

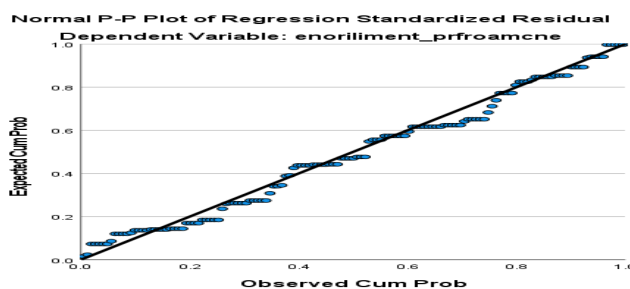


Fig. 3. Linearity of Residuals test

C. Model Fitness Information

The Model Summary from the regression analysis presents a strong statistical relationship between the predictors (Government Policy and Regulation, Marketing Mix, Campus Brand, and Technology Advancement) and Students’ Enrollment, explaining 81.5% of the variance in

enrollment outcomes. This aligns well with earlier findings from the correlation analysis, which identified strong positive relationships between several of these factors such as Campus Brand ($r = 0.741$) and Technology Advancement ($r = 0.668$) and Students' Enrollment. The strong predictive power of the model, with an R^2 value of 0.815, reinforces the notion that these institutional factors collectively contribute significantly to attracting students, thus enhancing enrollment success. The regression model's Adjusted R^2 of 0.810, which is slightly lower than the R^2 value, indicates that the model's explanatory power remains robust even after accounting for the number of predictors.

the Durbin-Watson statistic of 2.316, which falls close to the ideal value of 2, indicates that there is no significant autocorrelation in the residuals, meaning the model's predictions are not systematically biased. This further supports the integrity of the regression model, confirming that the factors influencing enrollment are independent of each other and that the model is well-specified.

Table 6: Model Fitness Information

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.903 ^a	.815	.810	.31191	2.316

a. Predictors: (Constant), Government_Policy_and_Regulation, marketing_mix, Campus brand, Technology Advancement

b. b. Dependent Variable: Students' Enrollment

Source: Survey, 2024

ANOVA

The results from the ANOVA analysis further confirm the findings from both the descriptive statistics and correlation analysis, reinforcing the significant role that key factors play in influencing Students' Enrollment. The F-statistic of 145.850, with a p-value of 0.000, indicates that the model, which includes Government Policy and Regulation, Marketing Mix, Campus Brand, and Technology Advancement, collectively explains a significant portion of the variance in enrollment outcomes.

Table 7: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.756	4	14.189	145.850	.000 ^b
	Residual	12.842	132	.097		
	Total	69.598	136			

a. Dependent Variable: Students' Enrollment

b. Predictors: (Constant), Government_Policy_and_Regulation, marketing_mix, Campus brand, Technology Advancement

Source: Survey, 2024

The ANOVA results strengthen the earlier conclusion that improving elements such as branding, technology, and regulatory compliance can enhance enrollment outcomes. These findings suggest that while there is room for improvement in certain areas, such as promotional materials or financial aid communication, the institution’s overall strategy, focused on technology and branding, should be leveraged to attract and retain students.

Residuals Statistics Analysis

Table 8: Results on Residuals Statistics

Residuals Statistics^a					
	Minimu	Maximu	Mean	Std. Deviation	N
Predicted Value	1.8976	4.8614	2.9518	.64601	137
Residual	-.67703	.85073	.00000	.30728	137
Std. Predicted Value	-1.632	2.956	.000	1.000	137
Std. Residual	-2.171	2.728	.000	.985	137

a. Dependent Variable: Students’ Enrollment

Source: Survey, 2024

Students’ Enrollment values and the predicted values based on the regression equation. The predicted values range from 1.8976 to 4.8614, with a mean of 2.9518 and a standard deviation of 0.64601. This indicates that the predicted Students’ Enrollment scores are reasonably distributed across the scale, with the mean falling closer to the middle of the scale (around 3). The relatively low standard deviation suggests that the model's predictions are reasonably consistent across the sample. Although the residuals themselves have a mean of 0.00000, which is expected in a well-fitting model, as the average residual should be zero. The range of the residuals varies from -0.67703 to 0.85073, which indicates that the model’s predictions can sometimes overestimate or underestimate Students’ Enrollment by up to approximately 0.85 points on the scale. The relatively small residual values further suggest that the model has a good fit, as large residuals would indicate poor predictive accuracy.

The residuals statistics provide further confirmation of the robustness of the regression model. The mean residual of 0.00000 indicates that the model is unbiased in its predictions, and the standardized residuals suggest that there are no extreme outliers skewing the results. This fits well with the earlier findings from the ANOVA ($F = 145.850, p = 0.000$), which demonstrated that the overall model fit is strong and statistically significant.

5.5. Coefficient analysis

The relationship between Campus Brand and Students’ Enrollment is one of the most significant predictors in the regression model, with an unstandardized coefficient (B) of 0.334 and a standardized Beta of 0.493. This suggests that students' perceptions of the institution’s brand have a strong positive impact on their decision to enroll. The findings from the regression analysis align with earlier results from both the correlation analysis ($r = 0.741$)

Table 9: Results of Coefficient

Model		Unstandardized Coefficients		Standard.Co	t	Sig.
		B	Std. Error	efficients Beta		
1	(Constant)	.341	.133		2.572	.011
	Marekting_mix	-.029	.040	-.031	-.706	.481
	Technology Advancement	.268	.050	.265	5.376	.000
	Campus brand	.334	.030	.493	10.979	.000
	Government_Policy_and_Regulation	.380	.047	.388	8.136	.000

a. Dependent Variable: Students’ Enrollment

Source: Survey, 2024

Technology Advancement (B = 0.268, Beta = 0.265) is another key predictor of Students’ Enrollment, demonstrating a strong positive effect on students’ decisions to enroll. The results of the regression analysis are consistent with the earlier correlation analysis ($r = 0.668$), where technology was shown to significantly influence enrollment. Students expressed high satisfaction with the technological resources provided by the institution (mean = 4.05).

Government Policy and Regulation (B = 0.380, Beta = 0.388) shows a strong, positive relationship with Students’ Enrollment, emphasizing that government support and regulations significantly impact students' enrollment decisions. This result is consistent with the earlier correlation analysis ($r = 0.735$), where students acknowledged the role of government policies in enhancing the quality of education. As the regression analysis demonstrates, government policies can create an environment that fosters growth and stability in higher education, which in turn attracts more students.

The relationship between the Marketing Mix and Students’ Enrollment in the regression model is found to be statistically insignificant, with a p-value of 0.481. This result contrasts with the earlier correlation analysis ($r = 0.375$), where the Marketing Mix was shown to have a moderate positive impact on enrollment decisions. While the Marketing Mix includes important factors such as tuition fees, financial aid, and promotional materials, these elements appear to have a

less direct effect on enrollment when compared to other predictors like Campus Brand and Technology Advancement.

In summary, the regression analysis strengthens earlier findings from both the correlation and descriptive statistics analyses by confirming the significant roles of Campus Brand, Technology Advancement, and Government Policy and Regulation in influencing Students' Enrollment. These predictors have a robust, positive impact on students' enrollment decisions, which is consistent with existing literature on the factors driving student choice (Chapleo, 2015; Mackenzie, 2011; Bastedo & Jaquette, 2011). Conversely, while the Marketing Mix was found to have a moderate influence in the correlation analysis, the regression results suggest that its role is less significant, highlighting the growing importance of reputation, technology, and regulatory support in shaping enrollment outcomes. The findings from this study underscore the importance of focusing on these key areas to improve Students' Enrollment and ensure the long-term success of higher education institutions.

6. Conclusion

This study set out to examine the underlying factors that influence students' decisions to enroll in private higher education institutions. By using a mixed-methods approach that combined both qualitative and quantitative data, the research provided a holistic understanding of the dynamics shaping student enrollment behavior. The findings revealed that institutional branding, technology integration, and government policies are pivotal in determining where students choose to pursue their studies. Among these, a strong institutional reputation emerged as one of the most powerful motivators for prospective students, as it conveys a sense of trust, credibility, and long-term value. Similarly, the incorporation of modern technology into teaching and administrative processes was found to significantly enhance students' perceptions of institutional quality and relevance in today's digital world.

Furthermore, the study demonstrated that the policies and regulatory frameworks established by government authorities indirectly affect the growth and competitiveness of private higher education institutions. Institutions that adapt proactively to these policy environments tend to experience higher enrollment and better student satisfaction. Ultimately, the research highlights that the success of private higher education institutions relies on their ability to balance academic excellence with strategic marketing, technological advancement, and effective engagement with both students and stakeholders.

8. Recommendations

Based on the study's findings, several key recommendations are proposed to help private higher education institutions strengthen their enrollment strategies and market positioning.

- ✓ First, institutions should prioritize building and maintaining a strong institutional brand. This can be achieved by showcasing alumni achievements, promoting faculty expertise, and emphasizing unique academic programs that distinguish the institution from its competitors. A consistent and transparent communication strategy is essential to ensure that the institution's values and mission resonate with prospective students and their families.
- ✓ Second, it is crucial to embrace technology not only as a tool for instruction but also as a central feature of institutional identity. Investments in digital learning platforms, virtual classrooms, and technology-enhanced facilities can create a more engaging and flexible learning environment that meets the expectations of modern learners.
- ✓ Third, marketing efforts should be data-driven and student-centered. Private institutions should use social media campaigns, interactive online platforms, and educational fairs to connect authentically with potential students. Highlighting real stories such as successful graduates and innovative projects can create an emotional connection that goes beyond traditional advertising.
- ✓ Finally, collaboration between institutions, industries, and government bodies should be encouraged. By aligning academic programs with current labor market demands and policy directions, institutions can ensure their graduates remain competitive and employable. Continuous evaluation and research into student needs and market trends will also help institutions remain adaptable and sustainable in the face of changing educational landscapes.

9. Future Implications

The findings from this study open several avenues for future research and practice. Future studies could expand the scope by examining how socio-economic, cultural, and regional factors influence students' enrollment choices in different contexts. Comparative studies between private and public higher education institutions would also offer deeper insights into the unique challenges and advantages each sector faces.

Moreover, as technology and global mobility continue to transform education, it will be important to explore how innovations such as artificial intelligence, virtual learning environments, and cross-border partnerships shape student experiences and institutional competitiveness. Longitudinal studies could track how branding and marketing strategies evolve over time and how these changes impact enrollment trends. Ultimately, the results of such future research could serve as a foundation for developing more inclusive, adaptive, and future-ready higher education systems.

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Conflict of Interest

The author declares that there is no conflict of interest associated with this study. All procedures were conducted with academic integrity, and no external financial or personal interests influenced the research design, data collection, analysis, or interpretation of findings.

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