NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
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MASTER'S PROGRAM

MASTER'S THESIS

EVIDENCE OF CONSUMER VALUES' EFFECTS ON STUDENTS UNIVERSITY CHOICE

BEHNAZ ZOLFAGHARIAN

NICOSIA
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PREPARED BY
BEHNAZ ZOLFAGHARIAN
20135920

SUPERVISOR
ASST. PROF. DR. AHMET ERTUGAN

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EVIDENCE OF CONSUMER VALUES' EFFECTS ON STUDENTS UNIVERSITY CHOICE

We certify this thesis is satisfactory for the award of degree of Master

of Marketing

Examining committee in Charge:

Asst. Prof. Dr. Ahmet Ertugan   **Near East University,**

                                                                      Supervisor, Chair, Department of Marketing

Assoc. Prof. Dr. Mustafa Menekay   **Near East University,**
                                                                      Chair, Department of International Business

Asst. Prof. Dr. Karen Howells   **Near East University,**

                                                                      Department of Business Administration

Approval of the Graduate School of Social Sciences

Assoc. Prof. Dr. Mustafa SAĞSAN

Acting Director

ÖZ

TÜKETİCİ DEĞERLERİNİN ÖĞRENCİLERİN ÜNİVERSİTE SEÇİMİNDEKİ ETKILERİNİN KANITI

Behnaz Zolfagharian Tarafından hazırlanımıştır
20135920

Şubat, 2017

Bilim ve teknolojinin gelişimini değerlendirdiğimizde, üniversitelere olan başvuru sayısında buyuk bir artış görülmektedir, bu nedenden dolayı eğitim kurumlarının strateji geliştirerek muhtemel öğrencilerin beklentilerine ve üniversite seçiminde kararlarına etki yapan faktörler ile ilgili bilgilere ulaşıp, bu bilgileri göz önüne alarak öğrencilerin eğitim kurumlarındaki bağlılıklarını sağlamalıdır (Tinto, 2012). Bu araştırma işlevsel değerlerin, koşullu değerlerin, duygusal değerlerin, sosyal değerlerin ve epistemic değerlerin etkisini araştırarak pazar seçimlerindeki etkili yapıları incelemektedir. Araştırmanın hedefi servis sunucularının (Eğitim Kurumları) pazarlama stratejilerini geliştirip, öğrencilerin beklentileri ile ilgili bilgi sahibi olarak, eğitim kurumlarının öğrencilerin beklentilerini karşılamasında yardımcı olmaktır. Bunun yanı sıra, hangi değerlerin ve yöntemlerin muhtemel ve halihazırdaki öğrenciler tarafından beklenildiği, etkili olduğu ve tahmin edildiği, bu çalışma sonucunda tanımlanacaktır. Çıkan sonuçlar bu değerlerin öğrencilerin karar verme surecindeki önemini göstermiştir.

Anahtar kelimeler:

Pazarlama, Yüksek Eğitim, Müşteri Değerleri, Müşteri Davranışları, Değerler

ABSTRACT

**EVIDENCE OF CONSUMER VALUES' EFFECTS ON STUDENTS
UNIVERSITY CHOICE**

Prepared by Behnaz Zolfagharian
20135920

February, 2017.

 In consideration to the development of science and technology, and subsequently, the proliferation of admission seekers, it has become exceedingly important for institution to discover   strategy to discover prospective students'expectations and factors that influence their decision to choose a particular university for admission and implement practices that enhance retention (Tinto, 2012)**.** This study examines the effective constructs in market choice by investigating the influneces of functional values, conditional values, emotional values, social values and Epistemic values . This study is helpful to service providers (educational institutions) to   improve their marketing strategies in order to learn the expectation of prospective students and ensure that higher education institutes will meet those expectation . Also, it is aimed to identify which values and practices are expected, effective, and predictive for prospective and current students. The result showed the importance of these values on students decision making.

Keywords :

Marketing, Higher Education, Customer Values, Customer behavior, Values

ACKNOWLEDGEMENT

This work is dedicated to my Family…

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CoV: Conditional Value

CRM: Customer Relationship Management

CV: Customer's Value

EmV: Emotional Value

EpV: Epistemic Value

FV: Functional Value

HE: Higher Education

ISO: International Student Office

NEU: Near East University

ODL: Open and Distance Learning

ÖSYM: Ölçme, Seçme ve Yerleştirme Merkezi

PCA: Principal Componet Analysis

SNG Model: Sheth, Newman and Gross Model (1991)

SoV: Social Value

SPSS: Statistical Package for the Social Sciences

SRM: Student Relationship Management

TRNC: Turkish Republic of Northern Cyprus

CHAPTER ONE

INTRODUCTION

1.1. An Overview

The contemporary technological development has undeniably transformed human lifestyle and the impacts of these changes are obvious in each aspect of every society, business and industry. Easy access to information gives opportunity to people to have a better choice and a better decision while the changes in market environment propel educational Institutes to implementthe use of technology in order to offer better services, safer and more comfortable access to the served community. In the other hands, globalization makes the market competition more challenging. Owing to the prevailing and overriding issues in marketing enviroment, effort to offer innovative services to build a profitable business without the incorporation of technology will be like trying to square a circle, an unavoidable and significant challenges will definately be encountered. The new generation can, by surfing the internet aquire valuable information about the Sciences, Technologies**,** History and learn whatever they desire to learn as well. Learning can also take place bothat universities traditional program or online educational courses which is putatively the fastest growing area of education called Distance Learning (Reichheld &Schefter, 2000). Moreover, asychronous discussion with prompt feedback about interesting topics among learners is an intergrated part of distance learning, and can also take on social networks such as Facebook, Twiter, 2go, Whatsapp etc. People of modern age could by available online facility achieve better life styles without the involvement of traditional agencies or consultancies.

In the other hand, as Ivy (2001) explained, new global trend reforms the competition in higher education, to achieve increasing competitive advantages, being proactive and staying up-to-date with latest technology is vital. In Higher Education Institutes,

International Student Offices (ISOs) in universities and faculties have challenges to overcome in order to register proliferation of international students. It worths knowing that, new communication technologies give chances to universities to have better and more effective marketing strategy also as well assist in providing opportunity for admission seekers to access information from many universities for better decision making. Educational system in universities is becoming more international to maximize the income from overseas (Onkvisit &Shaw, 2001). Nowadays, the significant role of higher education in gaining overseas benefits on economy of host country thereby increasing the intensity of competition within regions. The fees paid by students is the main source of revenue to private educational institutions, so this fosters the need for universities to implement marketing strategies and engagement initiatives that will help them record increase infresh student recruitment (Musa, 2003).

Near East University with 18 faculties, 90 departments, 220 undergraduate programs, 5 postgraduate institutes with 205 programs (at MA and PhD level), 4 vocational schools, 3 high schools and 28 research centers, established in Nicosia, North Turkish Cyprus, is educating over 22 thousand students at different academic levels. Students in NEU are from over 90 different nations.

Prospective students can be admitted into the university through three phases. The first Phase is for Turkish and Turkish Cypriot Nationalities which requires ÖSYM (Ölçme, Seçme ve Yerleştirme Merkezi) Exam as a pre requicite for admisssion into a University. ÖSYM in Turkish languageis literarilly defined as 'Measuring, Selection and Placement Center'.Other nationalities may apply through International Student Office in two phases. Students generally apply via NEU's represntatives in their home countries or through direct contact with the university via the school website and online correpondence (online application). Also, there is a little precentage of students, who personally visit International Student Office and submit application documents on proxy. International Student Office (ISO), is one of responsible departments in the universities to manage international marketing practices, provide the facilities to meet the needs and expectations of current students, beside research the potential students' targets, and

promote university admission offer and packages in new destinations through educational fairs, overseas NEU's Represantaive Offices and other Marketing activities. The information collected by ISO staff invariably forms basis for decision making. Managing this information in a systematic method, processing and evaluating them, shapening into understadable and trustable reports could create a farmwork for future plans and strategies.

This study is focused on those students which by surfing social networks or utilizing any other mediums, reached university and expressed their experiences through university's services.

1.2. The Objectives of Research

The purpose of this study is to examine the factors that influence the decision of potential prospective students from various countries to choose Near East University, a private higher education in North Cyprus. Also, the core aim of this research is to clarify and discover prospective students' values, experiences and perception about the quality of service offered in NEU and their sentiment about the institution corperate image during admission application process. Previously, several studies have argued the factors that affect admission seekers choice. Hu (1986) researched the elements influence parents' university choice. Later, Neagle (1991) discovered the comprehensive enrollment promotion plans.

In addition, this research intended to understand the effect of market choice values on Students' choice and also to investigate the process of university selection and student behaviour during this selection. This research is going to respond to below questions:

1. What are the factors influencing prospective students'decision to choose NEU?
2. What are the factors that can foster student attrition ?
3. How can fresh students enrollment increase?
4. How do successful admission applicants into NEU feel ?

Previous researches have implemented "students are the lifeblood of colleges and universities, and student's character often defines the distinctiveness of individual campuses" (Kinzie et al., 2004).

1.3. The Proposed Research Model

The proposed model can be found as follows:

Figure 1.0 : SNG Model (1991), Five dimensions of Market choice behavior
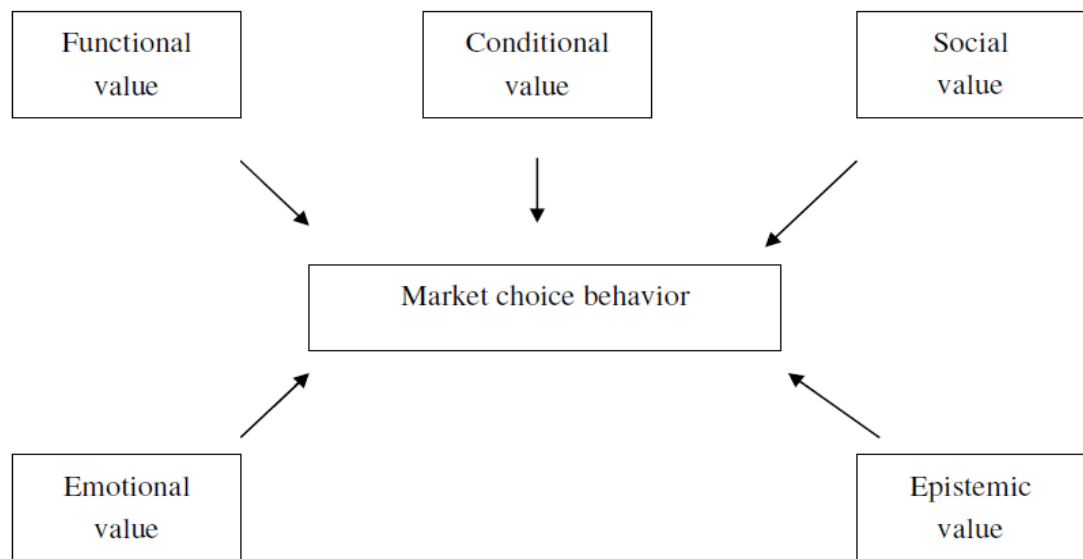
1.4. Nature And Significance Of The Problem

For the nature and significance of the problem to be discussed in details, five dimensions of Market choice behavior shall be explained and elaborated upon. Marketing choice is now a vital topic in the issues of marketing. Many International seminars and special issues of journals of Marketing have successfully created a worldwide forum for discussion on relationship marketing choice, its issues and promises.

Marketing choice has to do with the act making decision on available choices. The goal is to foster sales repurchase, enhance inter personal promotion and collect customer data.

Good relationship choice involves a series of network of strategies with technologies that can assist to achieve a better, more reliable relationship with current and prospective customers.

1.5. Research Questions

This study was carried out to profer answers to the following research questions:

1. What are the factors influencing prospective students' decision to chose NEU?

2. How can fresh students enrollment increase?

3. What are the factors that can foster student attrition ?

4. How do successful admission applicants into NEU feel ?

1.6. Application of Marketing Strategy Model to Higher Education

Managing an educational institution and a business are alike and profitability can be enhanced through the application of similar strategies (Hoyt and Howell, 2011). It has been discovered that websites are designed without consideration to customers' satisfaction and expectations, since there seems to be no direct financial involvement between the student and the educators. Therefore, most of these websites are designed without fore knowledge of the applicants' needs, expectations and preferences. However, studies show that a well designed academic website may not have an effective influence on students' perceptions of the site's owner. So, without the incorporation of marketing strategy, any business can collapse (Reichheld &Schefter, 2000).

1.7. Higher Education

The important role of higher education in society is to assign a moral duty to society in order to optimize the cultural, intellectual, economical and educational background of next generation (Hirsch & Weber, 1999). Like other section of society, educational institutions are influenced by technological development. New methods of teaching and

learning reform the processes and strategies (Gecer, 2013). As demand for reaching university level is increasing even by adult students in different demography levels, over 41 percent (OECD, 2005), a sustainable development is required for higher Education by elements of access and equity. In the other hand, the remarkable role of higher education in sustainable development and lifelong learning causes social changes (Uvalic- rumbic, 2006). Universities as kind of service industries, are producing services which consumers consume while producing (Childers et al., 2014). In order to evaluate the quality of these services in higher education, the satisfaction level of student from the universities' campuses and their benefit could be considered. Chang and Fisher (2003) explored the student's satisfaction from a lecture, and discovered that student has an opinion that his knowledge has increased after the lesson and needs are met by offered services.

The rapid growth in the student's interest for higher education demands a systematic planning for educational institutes. Educational planning as defined by Martha (2012) is a responsibility for constructing the goals and objectives of educational centers, enhance to use a systematic format from 90's. Researches approved that the Educational Planning postulates a solid structure to speed the procedures for achieving the objectives and goals, facilitate guidelines for reaching priorities and expand the institutional system by eliminating any failure and abusage of resources (International Institute for educational Planning, 2010). There are two new challenges which Universities are facing with, first flexibility and feasibility, second coping fast growing world as well as teaching and researching (Uka, 2014). Any particular improvisation is the essential of a learning society which is influenced by external factors such as social, political atmosphere created by governments (Hirsch & Weber, 1999).

1.8. SUMMARY

The core purpose of this study is to clarify the customer's value that is experiment by students during their Higher Education, and also the services offered by the university.

This chapter, provided introductory information related to contextual background of Near East University, its admission phases and importance of higher education. The chapter later ended with core purpose of study. The subsequent chapter will explore the literature reviews about marketing in Higher Education.

CHAPTER TWO

LITERATURE REVIEW

2.1. Overview on the Chapter

This chapter explores factors that influence students decision while choosing a university for admissiom. Review of literature reveals previous studies and models discussed by other scholars and this research is based on models which are as guidelines and principle of other related studies. This chapter will argue the role of higher Education in societies, brief information about marketing strategies in universities and the factors influencing potential prospective students while considering universities to achieve their educational goals. Kotler and Fox (1995) discussed about a feeling of taking risk, students always tend to get adequate information and advice regarding their desirable universities, that ask questions from both alumni and current students of the universities.

New communication Technology and tools which are connecting all corners of world by networks provide a wide range of options for new generation. They have this chance to compare and evaluate available offers and chose the most suitable one, according to their needs and demands.

2.2. Universities Marketing Strategies

Kolter and Fox (1985) explored marketing in Universities as the 'Universities marketing approach is by creating value for their stakeholders which consider as potential and current students, alumni, employees of graduated and creditors.

Dixon (2009) expressed, "Leadership is not focused on leaders only; rather, leadership considers both leaders and followers. This is a new paradigm for leadership development that has great potential and little exploration" .

While everyday Technology makes the education systems more universal than yesterday, the admission teams in higher educational are in a competition to approach every corners the globe. Therefore, it has become mandatory for universities to create a multi-cultural teams that have more flexibilities to deal with potential students. They will act as ambasadors of the universities, they will attend the educational fairs and exihibitions thereby they get acquainted with foreign culture, expections and orientate candidate students in the host countries. Also, multi-national teams could assist universities to overcome the language barriers limitations for better negotitaion processes. The admission teams together with the marketing team are expected to be effective as much as possible to increase the student recuitment's rate. However, the role of technology as a medium is vital in this area and task. Technology aids the International Student Offices to reach the sales environments by passing the geographic borders in world wide and embrance the potential candidate students, while exchanging the required information. In addition, technological instruments acts as tools to manage information and assist universities in making innovative decisions and plan better.

Homburg et. al., (2011) mentioned that "customer-oriented salesperson behaviors are important for building lasting buyer-seller relationships". According to Crystal (2013, p14)" University admissions representatives must be able to adapt to students from various cultures and backgrounds "Educational institutes like other multi-service organization require a strong relationship with their stakeholders. International Student Office is one of responsible Departments in Universities to manage International Marketing, provide the facilities to meet the needs and expections of current students, research the potential student target, and promote University in new destination by Educational Fairs, overseas NEU's Represantaive Offices and other Marketing activities. The Information collected by ISO, will be considered as a guidline for decision making on the Universities. Managing this information in a systematic method, processing and evaluating them, shaping them into understadable and trustable reports could create a farmework for future plans and strategies. This study focuses on those students which by surfing social networks or any other medium, and sought admission

into the university. We would like to analyse their experience, and encounter about services they recieved during their admission application process.

2.3. Consumer Choice

Educational institutes are affected by new Marketing-based principles, and consider students as consumers, and understanding the students behavior choice becomes a proactive approach for universitie to survive in competition among educational organizations. It is leading the universities to study and focus on consumer behavior of their market. Basically, the most emphasis on consumer behavior is to discover the decision making process of consumers. Therefore, the attention is growing to define 'choice' of services and products. Thus, organizations aim is to render innovative products and quality services in a way that will generate maximum influence on consumer choice. There are several studies during last 30 years aimed to investigate students' choice for higher education (Chapman, 1986; Roberts and Higgins, 1992). Kotler and Armestrang (2010) explored the consumer behavior as purchasing behavior of final customers.

2.4. Consumer Behavior

The most important issue of consideration to admission seekers while choosing a university for higher education, is how they react to the factors such as values they might receive, and demonstrate a specific behavior according to those marketing strategies (Veltkamp, et al, 2011). In fact, variety in students' preferences and decisions in choosing a university with multiple options mostly differ in price and quality (Azar, 2011).

2.4. 1. The Hossler and Gallagher Model

This research is going to determine and overview one of most acceptable models regarding of consumer behavior which focuses on students' choice. Hossler and Gallagher's three phase's model (1987), explain the three levels of university selection among the potential candidates. Simply, it is included that the student's predisposition to university, involving research and admission, and finally selecting a university.

First phase, which is the tendency for a student to continue his/her education or not, and different factors can be responsible for this.Figure (2.1). Hossler and Gallagher explored these factors as socioeconomics, educational background of students, family and peers and capability to understand academic's cost and financial aids.

Figure 2.1
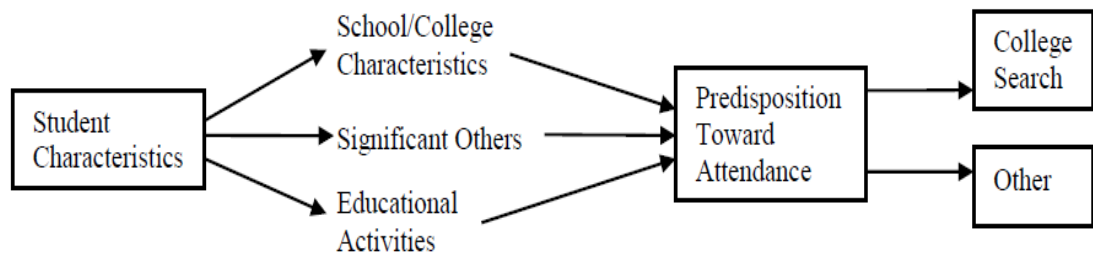
According to Hossler and Gallagher (1987) investigated the second phase while students decide to continue their education and tend to search for the university shown in Figure 2.2. In this stage, as Hossler et al (1999) described, students initiate to collect information from teachers, consultancies, family and friends. In this level, students and their families aim to evaluate the quality of available options in respect to their expectations.

Current research, is mostly related with second step, while students decided to follow their studies in higher education and have evaluating the different values.

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Figure. 2.2

Phase Two: Search
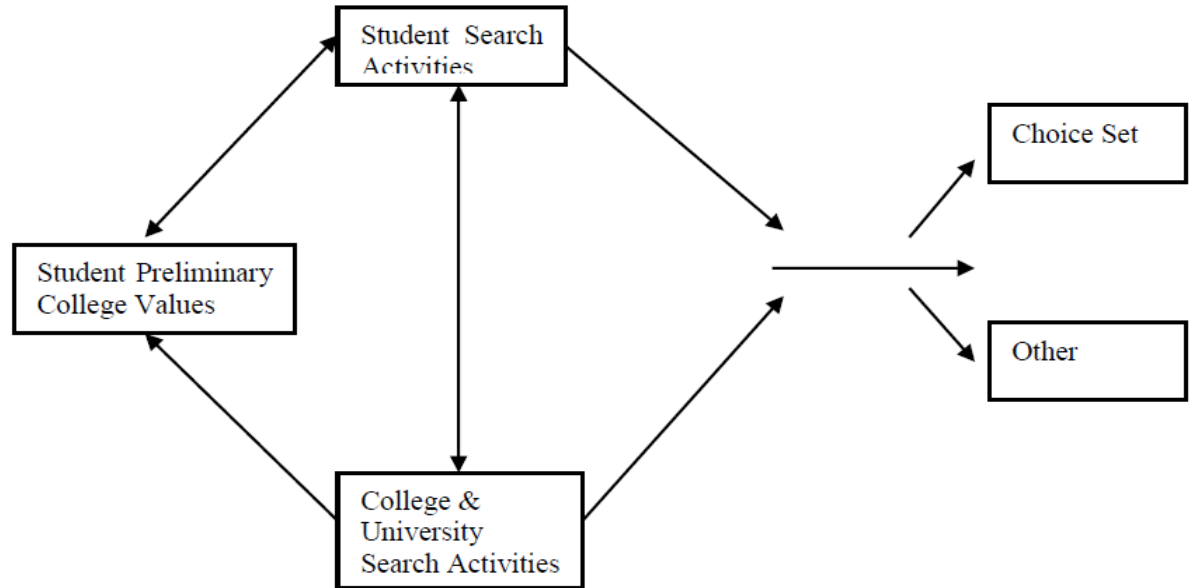
In the last phase, students narrow the range of possible option and focus on a specific institute. Hossler and Gallagher claimed that in this stage, students are affected by their perceptions and the academic's quality they received by the institute, financial aids offered to them. Figure 2.3.

Figure 2.3

Phase Three: Choice
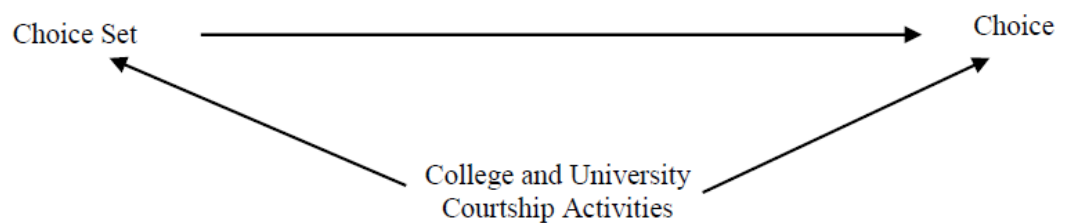
2.4.2 Consumer Value

Many scholars discussed costumer value as an effective force to rule any particular consumer's behavior. Therefore, many studies are discovering the key role of consumers' value and pointing out the relationship between consumer's value and the quality of products and services delivered to consumers. American Marketing Association (AMA, 2008), published a new definition for marketing which emphasis the role of values. This revised description, explain marking as a series of activities and institutes, involving creation, communication and offers which deliver and exchange values for stakeholders. Consumption's value is inferred to an interactive realistic performance of consumer's experience (Holbrook, 2006). In order to stimulant student to choice a university, Higher Education Institutes are supposed to offer them a value proposition (Dann, 2008). Value proposition motivates students to be loyal. Sweeney and Soutar (2001) explained values as the fundamental drives on consumers' decision-making.

(Kotler &Armstrong, 2008) explored values first for customer prospective value and second as customer lifetime value. (Ziethaml, 1988) discovered value as examining between "get" and "give" compounds. Also, he mentioned the other points, such as lower prices, benefits they receive in returned and prospective quality versus the amount they paid. Parasuraman and Grewal (2000) explained the customer value. Several scholars examined the values from customers sides and explored how customers measure the value of a product or service, and elements customers through this evaluation. Monroe (1990) with concentration on quality-price relation, defined customer value as a ratio between expected benefits and expected sacrifices.

2.5. Market Choice Behaviours Dimensions

The purpose of this study is to discover the values that affect on students' behavoir while choosing universities. Therefore, we are going to consider the model developed by Sheth, Newmen and Gross in 1991, which applied by several scholars, in order to determine students as customers and their choice behavior. While model (sheth et al,

1991) believed this model consists of independent variables, (Sweeney & Soutar, 2001) citied these five dimensions inter-related. Nevertheless, other scholars discovered the models by different investigation in table 2.1. SNG Theory proposed three fundamental statements: First, Market choice is a result of several consumption values. Second, these values cause differential contribution in any given choice situation. And thirdly, consumption values are independent (sheth et al, 1991).

Table 2.1 : Comparisons of Conceptualisations of Value

	Sheth, Newmen and Gross (1991)	**Sweeney and Soutar (2001)**	**Nadia Zainuddin (2011)**	**This Thesis**
Research paper	Quantitative	Qualitative	Qualitative Quantitative	Quantitive
Dimensions	Functional Social Emotional Epistemic Conditional	Price/Quality Social Emotional	Functional Social Emotional Altrustic	Functional Social Emotional Epistemic Conditional
Relation between dimensions	Independent	Inter-related	Inter-related	Independent

Sweeney and Soutar (2001) explored value dimensions in commercial marketing as good-based context. Sheth et al (1991) expanded a good-based model which has the potential to transform the commercial service and goods to Social Marketing services. This study aims to implement this model in higher education institutes which offers social services and evaluate the effects of these dimensions on students's behavior choice.

All or any of above dimensions could influence on a student's decision. Students are looking for several values to satisfy their needs. In addition, other factors such as economics, Pyschology, society and market will have effects on student choice (Sheth, Newman and Gross, 1991). This research will be based on Combustion Theory developed by Sheth, Newman and Gross with the abbriviation of SNG model.

2.5.1. Functional Value

Functional values demonstrate a centralised performance and functionality (Zaiduddin, 2011). In Educational services Shen (2004) defined it as " the degree to which a product or service meets a utilitarian needs, for students is known as functional values". Kelvyn Moore et al. (2013) described functional value as "The perceived utility acquired from an alternative capacity for functional, utilitarian, or physical performance (p.37)".*Functional value* refers to items like cost, realities performance of services and products students received.

Figure 2.7: SNG Model (1991), Five dimension of Market choice behavior
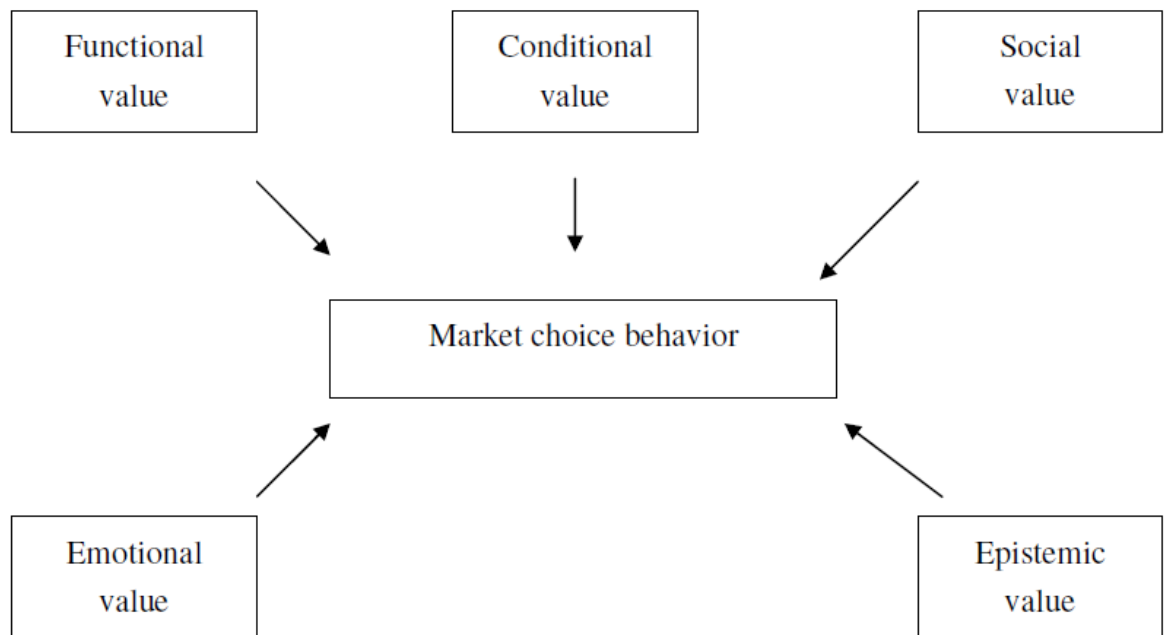
2.5.2. Social Value

Students engaged in social values, while they decide to select a product or service and consider its image and negative or positive stereotypes exist in the society (Shen, 2004). Items which are highly visible, symbolic products, perceived subjects generate from an alternative's association with one or several social groups (Moore et al, 2013). Moreover, social values are directed and motivated by others (Holbrook, 2006). These values affect people to gain desirable purposes like status and influences (Russel-bennett et al, 2009). Social values can be described as a student choice to attempt a socially-desirable to meet the belonging group's needs or influencing others. *Social values* connected to the values acquires by products and services and dealing with demographics, socioeconomics and socio-cultural aspects of consumption.

2.5.3. Emotional Value

Emotional dimension is a representative of emotional and psychological output of selecting a product or service and capability of that product to infuse the emotional responses to build an interesting feeling for consumer. Emotional value is compounded utilitarian and hedonistic charactoristic. Nalchi et al (2012) clearly explained, while students have positive feeling about a product or benefit from a particular service, their intention to purchase the product or services is more frequently. Purchasing intention depends on the level of their feeling about a product from weak to strong. Nevertheless, this value could though be negative feeling. *Emotional values* related to those feeling which created while students receiving a particular products and services. These feelings are affiliate to further feelings and emotion of those students.

2.5.4. Conditional Value

Any buyer is faced with some circumstances and conditions while deciding to purchase a product or service. Conditional value is comprehened outcome of this situation. Several factors which effecting consumer choice such as perceptions, personal knowldge, intencives are dircectly or indirectly depond on two factors of time and

situation. *Conditional values*, define as accumulate present and former physical or social probabilities that increase the social and functional values.

2.5.5. Epistemic value

Costomers are interested to purchase new products. Epistemic value is the ability to provoke consumer by recency, and information to satisfy consumer perception. This value has a key role on those consumers who are interested in new products (Sweeney & Soutar, 2001). According to Sheth et al (1991), consumer's willing to admit to new product and service is included in epistemic advantages. In higher education, epistemic values consist of services and products that are offered to students to satisfy their curiosity, increase their knowledge and create a new experience. In this stage students are gathering information about their desirable university. They may purposely gather the information which is not requiring for their current condition, yet applicable for their future (Lin & Huang, 2012). *Epistemic values* involved with the factors which response the need for more knowledge and spiritual accomplishments.

2.6. Summary of chapter

This chapter discusses the previous studies, and aims to support the existing research with focus on factors affecting propective students to choose an higher education institute. The main emphasis of the survey are the factors explored in table 2.7. The variables and several significant elements such as university facilities, future job opportunities and their feeling about institute and their effects on student choice will be measured. This study is designed to assess NEU fresh students, and could be useful for further decision making. The methodology, data collection, research design will be explained in chapter 3 as following.

CHAPTER THREE

RESEARCH METHODS

3.1. Instrumentation Design

In previous chapter, the relevant theoretical framework for student's choice discovered and other scholars' investigations were discussed. In this chapter,the comprehensive explanation of the research methods which include the research method, the population and sampling, the instrumentation design, the instrumentation validity, the scale reliability, the data collection, and data analysis are contained.

3.1.1. Research Method

This research is a benchmark to determine the perception of admission seekers about values in Near East University by applying the following marketing choice strategies: functional value, social value, conditional value and epestermic value for measuring the quality and success of admission process and policy in Near East University at the international student office using a distributed survey.

The combination of all factors is examined in research study and also by previous studies. An introductory will be tested in polite sample, as follow in this chapter. In additional, validity and reliability will be controlled in a sample of population and collected data from this sample will be implemented to design the model.

3.1.2. Population

This survey conducted in Near East University's campus. The registered International students in NEU are considered as the population for this research. We are going to evaluate the influences of the consumption values, which led their decision to choose Near East University while they were looking for University. We would like to know,

what was the advantage of NEU for them to choose this university not other, and also we would like to represent the reasons cause their participation in this particular educational institute. Students that were admitted in Fall semester of 2015-2016 academic session, through direct contact with admission office in Near East University were the population for this research. Data were collected to measure student functional value, social value, conditional value and epistermic values.The variable for demography (Section 1) contained student gender, high school type, vocational school, school GPA, nationality, family income and prior admission applications. This study examined a cohort of 400 students out of the total population of over 2000 students that were admitted at international student office, Near East University.

3.1.3. Instrumentation Design

An exploratory survey is applied to collect the required data through questionnaires. According to Graord (2003), designing good questions has vital role to analyze a survey. Thus, the questionnaire is an adoption from previous studies and design in different sections. The main reason to select questionnaire for this survey is that, questionnaire is an easy, quick and cheap way to standardize the data and accordingly the results. The questionnaire is measured by a software program, Statistical Package for Social Sciences (SPSS), in order to analyse data. This research questionnaire aim to evaluate five independent variables and one dependent variable, which will be scaled from level 1 (strongly agree) to 5 (strongly disagree). The purpose of the questions is to examine the five consumption values influence on students choice, with 65 items.

Why questionnaire is the selected tools in this study? The benefits of conducting questionnaire could be referred to comfort in collection of large number of data with a low cost and quick method to approach the target population. Moreover, the questionnaire is flexible to adopt the standardization. Further, some participants are not feeling good in other methods such as interview, while questionnaire give this chance to explain their real ideas with confidence and comfort, which could concern as quality of data. Thus, as Oppenheim claimed, questionnaires could be a tool to improve the data

quality, while keep the anonymity of survey participants (1992) as well as it helps to analysis easily and decrease the researchers' bias (Schaw, 2000). Meanwhile, the disadvantage of questionnaire should be under consideration.

3.1.4. Piloting The Questionnaire

This part of research was costing and taking a lot of time. Procedures such providing the introduction, sequences of questions and weight and rating the question. However, it is helping to eliminate further inconveniences and aim to design in a way that at the end receive the research points (Teijlingen & Hundley, 2001). After developing the questionnaire, it piloted on three students. (appendix.1). students were like other current students the reason to choose them was the convenience matter, due to the participants voluntary accept to do it, while I met them in campus. Also, some colleagues in International Student Office assisted me to pilot the questionnaires. Over 20 questionarries as sample, distribute among International Student office personel, which mostly are current students of NEU, and sample study will evaluate the answers and desighed question.

A similar way for the original questionnaire was conducted. Current students that were admitted different countries were given time to complete the questionnaires about fifteen minutes. After they finished their questionnaires, we would like to suggest if they have any idea or what they are thinking about the questions and some feedbacks were noticeable. At the end, the collected questionnaires provided our data and once the data were collected, SPSS was used to analyze the data.

3.2. Scale Reliability

According to Siadat (2008), "Reliability means the level to which method of collecting data yields invariable results, same outcome would be made or conclusions reached by other researchers". The persistence of the the scales for measurement was measured using Cronbach's alpha.Researchers agreed that Cronbach's alpha must be above 0.7. In this study, SPSS software was used to find Cronbach's alpha coefficient values.

3.3. Questionnaire Design

This research questionnaire aim to evaluate five independent variables and one dependent variable, which will be scaled from level 1 (strongly agree) to 5 (strongly disagree). The purpose of the questions is to examine the five consumption values influence students choice, with 65 items.

Questionnaires distributed to the students with an introduction about the aim of survey. However, it could be questionable why we the current students had been chosen, not the potential high school graduate students. The answer is this, it was impossible, due to the potential international students are from unreachable regions and countries and the whole target of candidate students is very large for examination. We are also aware that, all high school graduated are not able to choose the private Universities. In addition, potential student could be university graduated who would like to follow their postgraduate studies, which could make the possible candidate's rang more broad. And also, many of them may not choose Near East University or participate in the survey which will be waste in time and efforts. Therefore, to have more focused on the target student and more control on the quantitative study the probability sample strategies of survey was accorded.Random sampling is implemented in the all the current student of NEU and the chance for being one the participant was equal "non-zero" (Bloor & Wood, 2006). In this sense sampling consisted of whole population of interest. Along with random sampling, a cluster sampling technique has been utilized. Questionnaires offered in classes and NEU campus which ease the process and reduce the difficulties in time and efforts (Oppenheim, 1992). Cluster classes were surveyed randomly in different departments and 400 questionnaires distributed to student from different countries.

Access and gaining information was convenience by head of Department's permission. In section one, the demographic characteristic of participants will be considered. Questions regarding to gender, social class, income, educational background and nationality are asked to create a clear vision of our students. Also, to identify student choosing behavior, there are questions to understand the family effect on their decision

and number of other universities, they applied before to find their desirable University. The population consists of both Genders with diversity in nationalities. This questionnaire aids to approach the sense of potential students, while they were searching, and improve the quality of survey and further researches.

In section Two, questions are designed to explore the functional values for potential students which included questions 1 to 21. Whereas, functional values defer to the rewards or benefits will be received from the university, there are several questions asking whether students achieved any tangible or intangible rewards in his/her admission. If not, Later on, automatically the Functional value were eliminated these questions in printed survey and ignored them. The questions are again scaled from 1 to 5 with weight of strongly agree to strongly disagree.

Table 3.1: values's contrustion and measurement items

CONSTRUCT	DEFINITION	MEASUREMENT ITEMS	REFERENCE
CONSUMPTION VALUE			
Functional value	The utility derived from perceived quality and expected performance of the product	- Good Quality, reliability, durability, good workmanship, performance	(Sweeney and Soutar 2001), (Park and Rabolt 2009)
Conditional Value	situation and conditional	Feedback Family's condition External factors	(Sheth, Newman et al. 1991)
Social Value	The utility derived from the product's ability to enhance social self-concept	- feeling accepted, perception of self from others, promotes self-image, social approval	(Sweeney and Soutar 2001)

Emotional Value	The utility derived from the feelings or affective states that a product generates	- enjoyment, frequent utilisation, relaxation, feel good, pleasure	(Sweeney and Soutar 2001)
Epistemic Value	The perceived utility acquired from an alternative's capacity to arouse curiosity, provide novelty and/or satisfy a desire for knowledge	- advertisement appeal, discounts, curiosity, novelty, new and different, surprise	(Sheth, Newman et al. 1991; Long and Schiffman 2000; Williams and Soutar 2000), (Park and Rabolt 2009)

In part three, tried to evaluate the Social values to understand the effect of social image of University such as social classes, image quality of currents students, sports-minded students and explore the effect of international students on the potential students. This part, included question 22 to question 28, and weight the responses from 1.

Most Conditional values are examined in section 4. This part explored the students' situation and conditional and tried to measure how external factors could cause their decision to attend or not to attend Near East University.

This section is asking students about their families' condition, feedbacks they received from NEU or other Universities, effect of socioeconomically items such aids, scholarships or financial help, job opportunities and positive word of mouth about University, which influence their decision to admit or not.

These questions designed to scale this influences in the responses by, Definitely Yes from number (1) to definitely No as number (5).

Section 5, is indicated the students emotional experiences during their decision, while applying for NEU. Negative feeling such as scared, unsure and disappointed, are scaling

as while as positive feeling like happy, confidence and comfortable has been indicated. The related answers rated from 1 which is definitely Yes to 5 as definitely No.

The questionnaire is in simple English language, as the common language for International Students and the medium of education. Easy format of questionnaire is helping the students to continue till end of questions (Schuman & Presser, 1981).

Reliability of questionnaire tested in format and while survey processing. Being with students and assist them if they cannot understand the question, speak with them and have attendance for any consequences.

Section 6, is discovering the Epistemic values by questiong about their curiosity, how much NEU is interesting for them.

3.4. Data Analysis

There is no doubt each data collection tools has both strangeness and weakness. This section will be considered the weakness and strangeness of survey method to omit the unconstructive effects.
Questionnaire was designed having been approved by the researchers supervisor and by other experts at the faculty marketing management in Near East University. The survey was given out to students on campus to current and fresh students to administer.

The data collection started during fall semester, November 2015 and lasted for some weeks in order to get the highest and best possible response rate. Once the data were collected, SPSS was used to analyze the data.

Firstly, missing data and outliers were discovered. Though data that are completed for all surveys are desired, yet, there is probability that some data items will not be available. According to High (2005), there are three ways to resolve the missing data issue:

(1) *By applying completely recorded variables for each topic.*

(2) *By filling in data that were missing by mean substitution calculations.*

(3) Inferences that is based on predictions.

Secondly, the reliability analysis to assess the data quality was done. Cronbach's alpha was used to measure the consistency. Factor analysis is capable of discovering the causes of errors in the original model.

CHAPTER FOUR

RESULTS

In this chapter, statistical analysis ,results and the assessment of measures including reliability analysis, descriptive analysis and factor analysis are presented. The survey was given to students that were admitted through online admission unit at the Near East University. The process of collecting data lasted longer than had expected, and the researcher had some other challenges to overcome during the collection of data .

4.1. Exploratory Factor Analysis

The researcher carried out exploratory factor analyses to group observed variables and to determine the factor structures of the survey and the test separately.

4.2. Results of the Exploratory Factor Analysis of the Survey

By using SPSS 17.0 for Windows, Principal Component Analyses with Varimax rotation method were done in order to arrange and reduce the number of observed variables with respect to the common shared variance. After preliminary analyses had been done, the initial survey still consisted of 65 items with some items that are related to demographic profile and 58 items are of five point scale Likert type questions. After missing outlier and influential point analyses, some items that were mentioned in the preliminary analyses stage were removed from further analyses since they might be responsible for inconsistent factor loadings. After removing observed variables with ambiguous factor loadings, the final Principal Component Analysis (PCA) with only 58 observed variables yielded better results in terms of factor structure. The listwise deletion method was used to handle missing values.

The Kaiser-Meyer-Olkin measure of the adequacy of the distribution values for carrying out factor analysis was obtained as 0.844 is in the range between 0.80 and 0.89 which was defined as meritorious (Kaiser, 1974).The list wise deletion method was used to handle missing values. Since the sample size was 400, the criterion for the sample size to be 5-10 times the number of variables was satisfied in the final version of PCA (Crocker & Algina, 1982). In addition, Bartlett's test of Sphericity value (0.000) is significant ,table 4.1 depicts the result.

4.2.1. Second Factor Analysis results

The Second Factor Analysis results is measured by KMO and Bratlett's sampling adequancy (Table 4.1).

KMO and Bartlett's Test

Table 4.1. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.844
Bartlett's Test of Sphericity	Approx. Chi-Square	5191.405
	Df	1653
	Sig.	.000

The analysis was conducted with the limitation of the number of factors to 5. The total variance explained by 5 factors with 58 observed variables is 59.764%. The rotated factor loadings of the observed variables for the survey are presented in Table 4.1. where factor loadings that are less than 0.40 were omitted. The items of factor loadings greater than 0.40 in absolute value were considered.

The rotated factor loadings of the observed variables for the test are presented in Table 4.2 where factor loadings that are less than 0.51 were omitted.

Table 4.2. Rotated Component Matrix

	Rotated Component Matrix				
	Component				
	1	2	3	4	5
FuVeItem14	.654				

FuVeItem2	.506				
FuVeItem13	647				
FuVeItem4	612				
FuVeItem5	501				
FuVeItem16	637				
FuVeItem7	757				
FuVeItem8	605				
FuVeItem6	500				
FuVeItem10	611				
FuVeItem11	502				
FuVeItem12	502				
FuVeItem20	511				
FuVeItem1	.788				
FuVeItem18	.655				
FuVeItem3	.552				
FuVeItem17	.610				
FuVeItem9	.712				
FuVeItem19	.653				
FuVeItem15	.562				
FuVeItem21	.621				
SoVeItem28		.744			
SoVeItem26		.543			
SoVeItem24		.751			
SoVeItem27		.652			
SoVeItem23		.555			
SoVeItem25		.500			
SoVeItem22		.762			
CoVeItem33			.672		
CoVeItem30			.871		

CoVeItem34			.761		
CoVeItem38			.791		
CoVeItem36			.561		
CoVeItem31			,801		
CoVeItem35			.802		
CoVeItem37			.564		
CoVeItem29			.871		
CoVeItem32			.651		
EmVeItem46				.651	
EmVeItem40				.518	
EmVeItem39				.712	
EmVeItem42				.761	
EmVeItem49				.801	
EmVeItem44				.657	
EmVeItem48				.651	
EmVeItem41				.876	
EmVeItem45				.761	
EmVeItem43				.671	
EmVeItem50				.671	
EpVeItem 57					.541
EpVeItem 53					.631
EpVeItem 51					.531
EpVeItem 55					.541
EpVeItem 56					.871
EpVeItem 54					.675
EpVeItem 58					.871
EpVeItem 47					.671

Extraction Method: Principal Component Analysis

Rotation Method: Varimax with Kaiser Normalization.

4.2.3. TOTAL VARIANCE EXPLAINED

Table 4.3. Extraction Method: Principal Component Analysis.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.841	11.794	11.794	6.841	11.794	11.794
2	2.556	4.406	16.201	2.556	4.406	16.201
3	2.427	4.185	20.386	2.427	4.185	20.386
4	2.037	3.512	23.897	2.037	3.512	23.897
5	1.934	3.334	27.231	1.934	3.334	27.231
6	1.832	3.159	30.391	1.832	3.159	30.391
7	1.699	2.930	33.320	1.699	2.930	33.320
8	1.620	2.793	36.113	1.620	2.793	36.113
9	1.510	2.604	38.717	1.510	2.604	38.717
10	1.454	2.507	41.224	1.454	2.507	41.224
11	1.407	2.427	43.651	1.407	2.427	43.651
12	1.346	2.321	45.971	1.346	2.321	45.971
13	1.293	2.229	48.200	1.293	2.229	48.200
14	1.194	2.059	50.260	1.194	2.059	50.260
15	1.175	2.026	52.286	1.175	2.026	52.286
16	1.172	2.021	54.306	1.172	2.021	54.306
17	1.090	1.879	56.186	1.090	1.879	56.186
18	1.049	1.808	57.994	1.049	1.808	57.994
19	1.026	1.770	59.764	1.026	1.770	59.764
20	.992	1.711	61.475			
21	.964	1.663	63.138			
22	.946	1.631	64.769			
23	.921	1.588	66.357			
24	.876	1.510	67.867			
25	.863	1.488	69.355			
26	.852	1.470	70.824			
27	.834	1.437	72.262			

28	.814	1.404	73.666			
29	.779	1.342	75.008			
30	.773	1.332	76.340			
31	.751	1.295	77.636			

To determine the number of factors to extract in the final solution, Cattell's scree plot of eigenvalues was consulted. The scree plot indicated 5factors to retain. The total variance explained by 5factors with58observed variablesis 59.764%. . The scree plot of the factors is given in the Figure 4.1.

Figure 4.1. Scree plot

Scree Plot
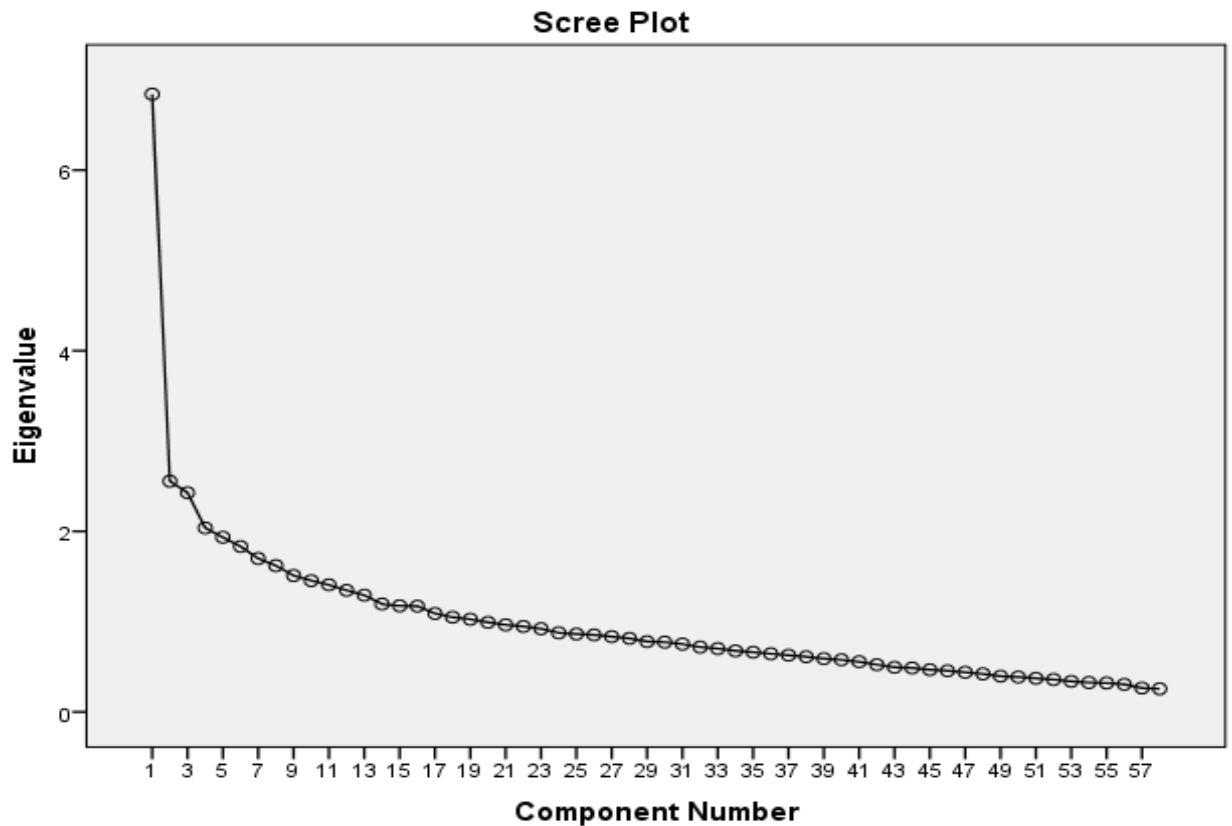
4.2.3. Demographic And Scholastic Characteristics of the Sample

The summarization of the demographic characteristcs of the sample is contained in Table 1.4. Students responded to questions that had to do withgenderand previous schools attended. As it is shown in the table below, 141 (35.3**%**) respondents were male while 257 (64.3**%**) were female. Also can it be found in the same table that, 207 (51.8**%**) respondents attended state high school, 177 (44**%**) respondents attended private high school and 16 (4.0**%**) respondednts attended vocational high school. Morever,the same table reveals respondednts academic GPA of their prior study, it is found out that 60 (15.0 **%**) respondents had GPA that is equall or lesser than 60, 163 (40.8 **%**) had GPA that falls within 70 to 79 while 177 rspodents had GPA that is above 80.

Table 4.4. Demographic and Scholastic Characteristics of the Sample

	Frequency	Percentage %	Valid Percentage %	Cumulative Percentage %
Gender			35.3	
Male	141	35.3	64.3	35.3
Female	257	64.3	.5	64.3
3	2	.5		.5
Total	**400**	**100,0**	**100,0**	100
Your high school type				
State high school	207	51.8	51.8	51.8
Private high school	177	44.	44.3	96.0
Vocational high school	16	4.0	4.0	
Total	**400**	**100,0**		100
Your home school vocatonal school GPA				
69 or below	60	15.0	15.0	15.0
70/79	163	40.8	40.8	55.8
80 plus	177	44.3	44.3	

Total	400	100	100	100

Respondents yearly family income is revealed in the table 4.5. below, it can be seen in the table that 67 (15.0%) families of the respondents receive yearly income that is lesser than 30000 dollars, 147 (36.8%) families receive yearly income that falls between the interval 30001- 60000 , 47 (11.8%) families receive yearly income that is within 60001- 90000 while only 39(11.8%) families of the respondents receive yearly income that is equal or more than 90001 dollars.

Table 4.5. Family yearly income

		Frequency	Percent	Valid Percent	Cumulative Percent
	<30000	167	41.8	41.8	41.8
	30001-60000	147	36.8	36.8	78.5
Valid	60001-90000	47	11.8	11.8	90.3
	≥ 90001	39	9.8	9.8	100.0
	Total	400	100.0	100.0	

Moreover, the table 4.6, below shows that 117 (36.8%) respondents had a family member attending NEU while 283 respondents had no family member attending or ever attended NEU advertisement, or through occasional abroad seminar organized by NEU, information from friends who are in NEU or ever attended NEU.

Table 4.6. Did a member of your family ever attend or currently attend NEU

		Frequency	Percent	Valid Percent	Cumulative Percent
	Yes	117	29.3	29.3	29.3
Valid	No	283	70.8	70.8	100.0
	Total	400	100.0	100.0	

The below table 4.7. shows that most students in NEU choose this university as their first choice and solely while applying for admission into the university as it has been revealed below that 222 (55.5**%**) students chose NEU solely, 160 (40.0**%**) students chose two or up to four universities while only 18 respondents chose more thn five universities while seeking university admission.

Table 4.7. How many university did you apply to before coming to NEU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	just NEU	222	55.5	55.5	55.5
	2-4	160	40.0	40.0	95.5
	≥ 5	18	4.5	4.5	100.0
	Total	400	100.0	100.0	

The respondent's nationality is revealed in the figure 4.2. below ,it is observable in the the figure 2.9. that Syrian has the highest frequency of 63 respondents with 15.8**%**, Nigeria has second heightest frequency of 50 respodents with12.5**%**, Moldova is having 34 respodents with 8.5**%** while the following countries have the least frequency of 1: Brazil, USA, Tanzania, China, Kyrkistan, Poland, UAE, Qatar, Ethopia, Morocco, Congo, Egypt and Kenya.

Figure 4.2. Histogram of Nationalities
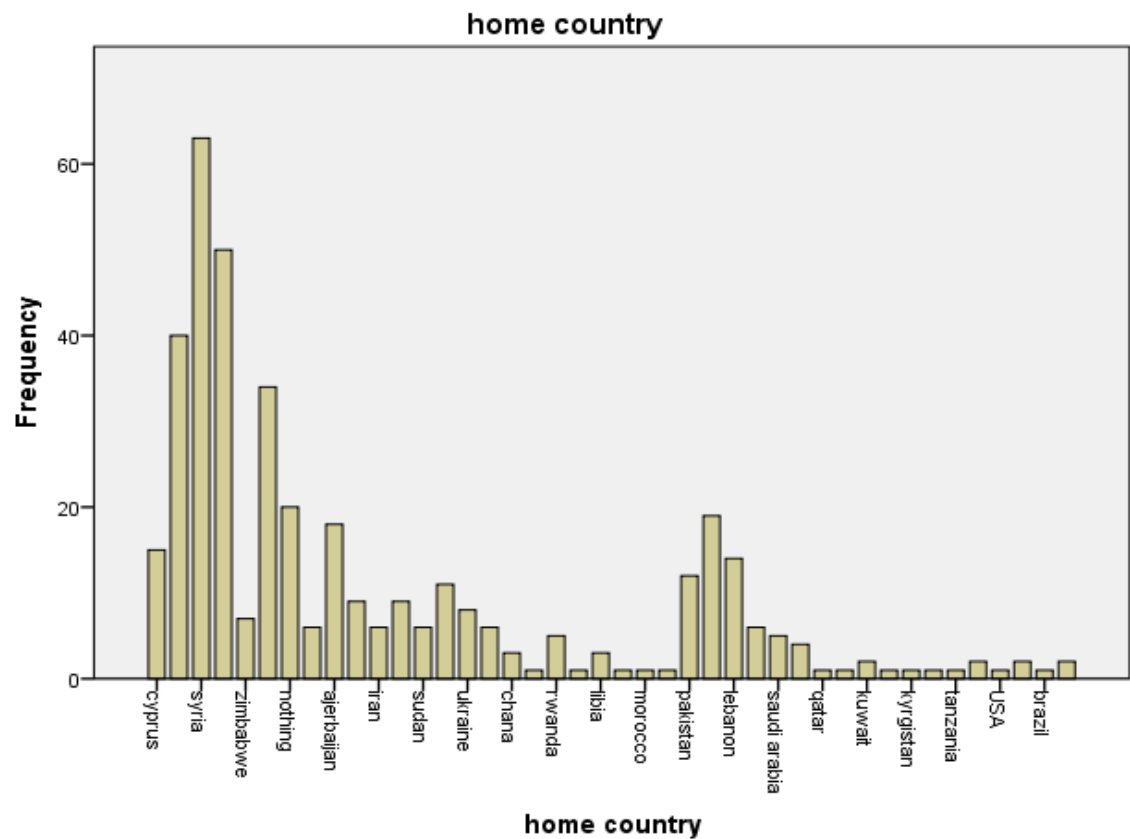
Assessment of Measures

The process of analysing data included reliability analysis, descriptive analysis and factor analysis.

4.2.4. Reliability Analysis

Only 400 students completed the whole questionnaire, incomplete ones were removed from the data analysis .Only the responses that were complete were utilized in reliability test. A Cronbach's alpha coefficient was employed to find the reliability together with consistency.

Any value that that is equall to, or greater than 0.7 is acceptable,a reliability estimate was calculated for all the constructs. The outcome disclosed that the Cronbach's alpha value for each construct exceeded the required minimum level (0.7). The table 4.8, below represents the Cronbach's alpha value for each construct.

Table 4.8. Cronbach's Alpha

	Case Processing Summary			Reliability Statistics	
Variable	**Cases Valid**	**Excluded**	**N**	**Number of Items**	**Cronbach's alpha**
Functional Value	400	0	400	21	.713
Social Value	400	0	400	7	.822
Conditional Value	400	0	400	10	.730
Emotional Value	400	0	400	11	.811
Epestemic Value	400	0	400	9	.798

1- *Descriptive Analysis*

Constructsdescriptive statistics was estimated, this included the mean of the constructs, variance, standard deviation, item means, item variances, item-total statistics.All constructs contained relevant several items, and each of these items was assessed by using a five-point Likert-type scale: Strongly Agree (1) ,Agree (2), Neutral (3), Disagree (4), and Strongly Disagree (5).

4.3. Functional Value (FV)

Students responded to twenty one items scale that were tergetted to assess their view about functional value. The total mean ($\bar{x}$) of the the twenty one items was calculated and found out to be3.778 with the standard deviation (SV) of 1.171.The mean of Item 1

(Is the right distance from my home country), item 6 (Has helful information available for students), Item 7 (Has a lot of scholarship available), item 10 (Is located near many cities),item 12 (Is in a safe area), item 17 (Has a friendly, open atmosphere), item 18 (care about its students), and item 21 (Has nice recreational (leisure) facilities) have lower means than the average mean ($\bar{x}$), 3.778.i.e   (3.690, 3.698, 3.768, 3.699, 3.687, 3.599, 3.776 and 3.699 respectively) $<\bar{x}$. Meanwhile, item 2 (Is the right size), Item 3 (Has the right class size), Item 4 (Has quality academics),Item 5 (Has comfortable dormitries), Item 8 (Students normally graduate in four years), Item 9 (Is inexpensive), Item 11 (Has good social activity), Item 13 (Has a good academic reputation), Item 14 (He quality students), Item 15 (Prepares graduates for a career),Item 16 (Has successful graduates),Item 19 (Has adequate security) and Item 20 (Has an atractive campus) have means that are greater than $\bar{x}$. The SV construct yielded a reliability result of 0.713 according to the Cronbach's alpha method, which exceeds the acceptable minimum level of 0.7. Table 4.9 demostrates the items' results:

Table 4.9. Functional Value Item-Analysis

Statistics for Scale	N	Mean (sum)	Variance	SD
21	79.347	2.824	1.171	

Item Statistics	Mean	SD	N
FuVItem 1	3.690	1.380	400
FuVItem 2	3.699	.938	400
FuVItem 3	3.792	1.170	400
FuVItem 4	3.811	1.000	400
FuVItem 5	3.788	1.274	400
FuVItem 6	3.698	1.060	400
FuVItem 7	3.768	.993	400
FuVItem 8	3.810	1.780	400
FuVItem 9	3.790	.938	400
FuVItem 10	3.801	1.100	400
FuVItem 11	3.800	1.260	400
FuVItem 12	3.687	.941	400
FuVItem 13	3.788	1.750	400
FuVItem 14	3.889	.993	400

FuVItem 15	3.810	.980	400
FuVItem 16	3.798	1.774	400
FuVItem 17	3.599	1.140	400
FuVItem 18	3.776	1.000	400
FuVItem 19	3.781	1.174	400
FuVItem 20	3.791	1.060	400
FuVItem 21	3.699	.897	400

Smmary	Min	Max	Range	Max/Min
Means	3.599	3.811	0.212	1.058
Total Mean	79.347			
Total Average Mean	$(\bar{x})$3.778			

4.4 Social Value

Respondents responded to 7 items that were to measure respondentspoint of view about social function of NEU students. The average mean ($\bar{x}$) of the sevenitems on social function was calculated and the result was found to be 3.754, with a standard deviation (SV) of 1.010.It is revealed that Item 3 (Open minded students) ,item 4 (Students,who study alot) and item 6 (Sport minded students) have lesser means   than($\bar{x}$).(3.702, 3.699,   3.699) $<\bar{x}$. while the means of item 1 (High income students) ,item 2 (Successful student), item 5(Lower income students) and item 7(International students) have higher means than $\bar{x}$.i.e (3.810, 3.791, 3.777 and 3.800 respectively) $>\bar{x}$. The social value construct yielded a reliability result of 0.822 based on the Cronbach's alpha , which is above the acceptable minimum level of 7.0.Table 4.10 reveals the item results:

Table 4.10. Social Value Item-Analysis

Statistics for Scale	N	Mean (Sum)	Variance	SD
	7	26.278	1.910	1.010

Item	Mean	SD	N
Statistics			
SoVItem 1	3.810	0.838	400
SoVItem 2	3.791	1.105	400
SoVItem 3	3.702	1.168	400
SoVItem 4	3.699	1.089	400
SoVItem 5	3.777	0.791	400
SoVItem 6	3.699	1.089	400
SoVItem 7	3.800	0.991	400

Summary	Min	Max	Range	Max/Min
Item Means	3.699	3.810	0.111	1.030
Total Mean	26.278			
Total Average Mean ($\bar{x}$)	3.754			

4.5 Conditional Value

Students responded to ten items that were meant to measure their point of view about conditional value.The total mean of the items of the construct ($\bar{x}$) is found out to be 3.748, having the standard deviation (SD) of 1.055. It is revealed that Item 2(Family problems) ,item 4 (Did not get admitted to first choice university) and item 6 (No enough financial help from y first choice university) ,item 9(Received full job offer) and item 10(Talked to current students,who love NEU) have lesser means than($\bar{x}$).(3.727, 3.684, 3.689, 3.699. 3.701) $<\bar{x}$. while the means of item 1 (Parents lost job) ,item 3 (Need to leave at home), item 5(NEU dropped your program of choice) and item 7(NEU raised tuition significantly),item 8(scholarship cancelled)have higher means than $\bar{x}$.i.e (3.806, 3.800, 3.777 ,3.797 and 3.804 respectively) $>\bar{x}$. The social value construct yielded a reliability result of 0.822 based on the Cronbach's alpha , which is above the acceptable minimum level of 7.0.Table 8,reveals the item results. The conditional value construct yieldeda reliability result of 7.30 according to the Cronbach's alpha method, which is above the acceptable minimum level of 7.0. Table 4.11. demostrates the item results:

Table 4.11. Conditional Value Item- Analysis

Statistics for Scale	N	Mean (Sum)	Variance	SD
	10	3.7484	2.111	1.055

Item Statistics	Mean	SD		N
CoVItem 1	3.806	1.258	,	400
CoVItem 2	3.727	1.056		400
CoVItem 3	3.800	0.782		400
CoVItem 4	3.684	0.997		400
CoVItem 5	3.777	1.183		400
CoVItem 6	3.689	1.258		400
CoVItem 7	3.797	1.056		400
CoVItem 8	3.804	0.782		400
CoVItem 9	3.699	0.997		400
CoVItem 10	3.701	1.184		400

Summary		Min	Max	Range	Max/Min
Means		3.414	3.727	0.313	1.091
Mean Total Mean		37.484			
Total Average Mean $(\bar{x})$		3.748			

4.6. Emotional Value

Respondents responded to eleven questions that were meant to assess their point of view about emotional value. The mean($\bar{x}$) of the eleven items of emotional value constructis found out to be 3.734 having a standard deviation of 1.132.It is revealed that Item 1 (Scared) ,item 6 (confident),item 7 (Comfortable) and item 8 (Unsure) 9 (Disapointed) and 11 (Worried)have lesser means than($\bar{x}$). while the rest items have have higher means than $\bar{x}$.The construct satisfaction has produced a reliability result of 0.811 according to the Cronbach's alpha method, which is above the minimum level of 7.0.Table 4.12. Demonstrates the item-analysis results.

Table 4.12. Emotional Value Item Analysis

Statistics for Scale	N	Mean (Sum)	Variance	SD
	11	40.722	2.265	1.132

Item	Mean	SD	N
Statistics			
EmVItem 1	3.699	1.206	400
EmVItem 2	3.712	0 .908	400
EmVItem 3	3.727	1.109	400
EmVItem 4	3.703	1.046	400
EmVItem 5	3.711	1.208	400
EmVItem 6	3.670	1.089	400
EmVItem 7	3.699	1.106	400
EmVItem 8	3.699	1.208	400
EmVItem 9	3.688	1.119	400
EmVItem 10	3.74 1	1 .908	400
EmVItem 11	3.687	1.282	400

Summary	Min	Max	Range	Max/Min
Means	3.635	3.801	0.11	1.046
Total Mean	40.722			
Total Average Mean	3.702			

4.7. Epistemic Value

Students responded to 9 items that were meant to their measure their point of view about epistemic value.The total mean of the items of the construct ($\bar{x}$) is found out to be 3.737, having the standard deviation (SV) of 1.041.It is revealed that Item 1 (1 am curious about NEU) , item 3 (I like to do things that are new and different),item 6 (I am bored living at home) and item 8 (I was attracted by its location) have lesser means than($\bar{x}$) while the rest items have higher means than $\bar{x}$.The quality construct yieldeda reliability result of 7.91 according to the Cronbach's alpha method, which is above the acceptable minimum level of 7.0. Table 4.13,demostrates the item results:

Table 4.13. Epistemic Item- Analysis

Statistics for Scale	N Mean (Sum)	Variance	SD
933.6751.836	1.041		

Item	Mean		SD		N
Statistics					
EpVItem 1	3.681		1.258	,	400
EpVItem 2	3.727		1.056		400
EpVItem 3	3.688		0.782		400
EpVItem 4	3.784		0.997		400
EpVItem 5	3.811		1.183		400
EpVItem 6	3.681		1.258	,	400
EpVItem 7	3.727		1.056		400
EpVItem 8	3.810		0.782		400
EpVItem 9	3.726		0.997		400

Summary	Min	Max	Range	Max/Min
Means	3.414	3.727	0.313	1.091
Mean Total Mean	33.635			
Total Average Mean	3.737			

This chapter is demonsatared the statistics and analysis, in following chapter this results will be discussed in details.

CHAPTER FIVE

Discussion, Conclusion, and Implication

This chapter includes a discussion that has to do with the results and conclusions of this research findings. Besides, the effects of the results are discussed. Finally, the limitations of the study and proposed suggestions for further research are made. This study admits that one of the most significant constraints to be considered by an institution in attracting prospective students for admission has to do with the perception of the admission applicants about the institution.

In order to increase the number of successful applicants and registered fresh students,we must find out marketing strategy to assess the existing admission policy, regulation and applicants perception about the institution. Alot can be learnt from recent development in the field of marketing in order to discover the marketing practices that can stimulate prospective students interest and favourable decision to attend a particular university.

5.1. Discussion

The purpose of this research was to discover the factors that influence the decision of admission seekers in choosing NEU, prospective students point of view about NEU and challenges they encounter while applying into the university. Study concerns mainly the values, strengths, weaknesses and constraints that can enhance student persistence and proliferation in Near East University , TRNC. A number of studies were found in the literature that dealt with the standard admission policies, the openess of admission

requirement in open university but there is no study that has been conducted on measuring of factors that influence prospective student decision in choosing a particular institution. Therefore, this reasearch is necessary to examine the gap in the body of knowledge and offer spaces for further research. The salient research questions were:

1. What are the values influencing prospective students' decision to chose NEU?.

2. What are the factors that can foster student attrition ?

3. How can fresh students enrollment in NEU increase?

4. How do successful applicants into NEU feel ?

This study is based on the tested and accepted models that applied to constructs that relate to market choice decision and student retention after admission. The results reveal that both consumers' behavioural expectation and created values are significant and can predict the desire of a customer to choose a service provider or leave, the outcomes are parallel with what was expected. (Colgate and Norris, 2001; Healy, 1999)   stated constructs that can affect consumers' chances to stay with or leave their service provider in the future. Definitely, complementary prospective student behaviour's choices was found capable to be a strong constrain of attracting their admission seekers.
 A careful study of the results of Dugan (2015) reveals service quality and expectation are significantly related in attracting the interest of admission seekers. The respondents of this study were current students in NEU and the qualitative research method was used in this study, guided by three research questions that are stated above.

Table 5.1 reveals the summary of the constructs with the total mean ($\bar{x}$) of 3.743 and S.D of 1.082. It has been discovered that emotional value has the least mean of 3.702 i.e 3.702$<\bar{x}$ while the construct fuctional value has the higest average mean of 3.778 > $\bar{x}$ .The result reveals average mean of construct fuctional value, social value and conditional value to be greater than $\bar{x}$ i.e (3.778, 3.758, 3.748 > 3.743) while the

average mean of construct emotional value and epestermic values to be lesser than $\bar{x}$ .Table 4.4.demonstrates the constructs' results:

Table 5.1. The Summary of The Average Means of The Whole Constructs

Statistics for Scale	N	Mean (sum)	SD
	5	18.719	1.082

Construct Statistics		Mean	S.D	N
Functional	Value	3.778	1.171	5
Social	Value	3.754	1.010	5
Conditional	Value	3.748	1.055	5
Emotional	Value	3.702	1.132	5
Epestemic	Value	3.737	1.041	5

Summary	Mean	Min	Max	Range	Max/Min
Means $(\bar{x})$	3.743	3.734	3.778	0.044	1.011

5.2. Conclusion

In this study, three research questions were addressed. These questions and the obtained results are as follow :

Research Question 1.

'' What are the factors influencing prospective students decision to choose NEU'' ?

Good service quality can encourage healthy relationship between customers and service provider (Roos,Igner 1999).It is unavoidably imperative for values providers to improve

quality of performance based on the constructs that can foster customer satisfaction so as to have better and reliable chances or head way for survival at every competitive labour market.It worths noted that,it is when prospective students are completely satisfied with the service and technology provided by an institution or with the information they receive about the institution, that they tend to seek admission into such an institution.

The result of this research, as revealed in the table 4.9, the item FuVItem 4, with one of the heighest means of the construct Functional Values shows that, the high quality of academic standard of this university is a vehement attraction and to admission seekers into this university. Prospective students get attracted and so keen to attend this university based on the quality of education,instruction ,educational services offered and comteporary facilities available in this university. Moerever, many are attracted and attend NEU as revealed in the same table by the result of high mean produced by item FuVItem 8, because students graduate on time without any delay. So NEU academic calendar that gives allowance to timely graduation is an attraction to admission seekers. Besides, the result obtained from FuVItem 10 shows that the location of the university provides a great deal of easy access to prospective students from within middle East, African and Europe especially. The result of FuVItem 11, reveals that the social activities and facilities of the the university attract prospective students.

Many decide to seek admission into NEU because of the its good reputation, high mean of the item 13, of the same construct under the table 4.4 reveals.According to Ivy, J.(2001),there is a relationship between trust and corporate image: *A customer can trust a service provider because of good reputation.* Many students trust NEU and are attracted because of the university's good reputation that has been built for years and take decision to be admitted for study.

In summary , just as revealed by the result of this study, students are appreciably satisfied with NEU quality of service , reputation, quality of instruction, academic calender and the technology in use. Kotler, P., & Fox, K. (1995) considered customer satisfaction to be an antecedent to service loyalty.

Research Question *2*.

''What are the factors that can foster student attrition *?''*

Customer relationship management (CRM) has been referred to as the method of inviting and retaining substantial customers. In the same vein, student relationship management (SRM) can be described as the process of admitting and retaining students till and after graduation.

If we consider the process of creating durable relationship, it will be discovered that students admission can be considered as the foundational stage of complete metamorphosis of the expected durable relationship, this process continues in relationship building and does not terminate until both parties agree to put an end to it.The result of the Item SoVItem 1, which is the heighest in the table 4.10. shows that many repondents strongly agreed that high income students are the ones to attend NEU while lesser number of respodents still agreed that lower income students can still attend NEU, especially international prospective students are more expected to attend NEU by the respodents according to the result of item SoVItem 7 with the second heighest mean. The result in table 4.11, reveals the major factor that can foster student atrition is financial incredibility. Respondents agreed as revealed in the result of CoVItem 1, of the same table that the loss of parental jobs can lead to their attrition. Some respondents that study based on scholarship admitted that, they will have to terminate their study if their scholarship offers are terminated, in the same vein, they would not have been able to study in NEU if not for the scholsrship granted to them. Moreover, many respondents strongly disagreed to have been fully employed in the university.

In conclusion, the major factor thatcan foster student deflection has to do with financial incredibilty, as many will not be able to continue their study if their parents loss their jobs or if the offer of scholarship granted to them is terminated.

Research Question 3.

'' How can fresh students enrollment increase*?''*

Students enrollment based on the result of this research can be increased by granting more scholarship offers to prospective students, creating financial sources of income for registered students and if possible giving allowance to registered students to make payment for tuition in more convinient tranches for them.

Research Question 4.

'' How do successful applicants into NEU feel ? ''

Result revealed in table 4.12, that successful applicants get excited (EmVItem 2), feel good (EmVItem 3), free (EmVItem 4), happy (EmVItem 5) over their successful admission to study in NEU while table 4.13. revealed that most of the successful applicants proceed by getting registered to start their study.

5.4. Limitation and Future Studies

Being that each investigation has its own unique limitations, this particular investigation operated with the following limitations.

5.5. Population

This data used in this study was gathered over a period of time longer than expected, which assessed the responses from a limited number of students only in NEU. The instrument used to collect learner perceptions was given to only those who are fresh or current students; furthermore, participation in the survey was voluntary. Therefore, there was a lack of random sampling of participants. The perceptions of those learners who decided to participate may not necessarily represent the perceptions of those who chose not to participate.

5.6. Final Reflections

This study was performed as a result of the international admission office to understand its prospective student expectations, perception, challanges as well as to identify if their engagement initiatives have a positive relationship with retention. However, the results are limited to the institution and its students at this point in time.

5.7 Recommendation for Future Research

Based on the results of this study, the following recommendations for future research are provided:

1. Future studies can be carried out in another institution.

2. Similar studies can be conducted using larger sample by targeting several Higher educational institutions.

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APPENDIX

Questionnaire:

Near East University

January 2016

Faculty of Economics and Administrative Sciences

Marketing Department.

EVIDENCE OF CONSUMER VALUES' EFFECTS ON STUDENTS UNIVERSITY CHOICE

Questionnaire

Dear Participants,

The questionnaire below is designed as part of master thesis study that focuses on customer behavior that influences students' university choice. Information that will be obtained as a result of the completed questionnaires will be used for scientific purposes only. Under no circumstances contributions other than general findings will be shared with other persons or organizations.

Your kind assistance on the completion of the questionnaire is needed which will directly affect the outcome of my thesis.

Thank you for your time.

Yours faithfully,

Behnaz Zolfagharian

Section I

Personal details

1. Your Gender

    Female ○   Male ○

2. Your high school type

    State high school ○   Private highschool ○ Vocational high school ○

3. Your high school / vocational school GPA:

    69 or below ○   70-79 ○   80 + ○

4. Your home country

    ┌─────────────────┐
    │   │
    └─────────────────┘

5.   Your family's yearly income in US Dollars:

    <30,000 ○   30,000 – 60,000 ○   60,000-90,000 ○   90,000> ○

6. Does a member of your family attended or currently attends NEU?

    Yes ○   No ○

7. How many universities did you apply before coming NEU?

    Just NEU ○   2-4 ○   5+ ○

Section II

How much do you agree or disagree that the following are the characteristics of the NEU?

Near East University	Strongly agree			Strongly disagree	
1- Is the right distance from my home country	1	2	3	4	5
2- Is the right size	1	2	3	4	5
3- Has the right class size	1	2	3	4	5
4- Has quality academics	1	2	3	4	5
5- Has comfortable dormitories	1	2	3	4	5
6- Has helpful information available for students	1	2	3	4	5
7- Has a lot of scholarship available	1	2	3	4	5
8- Students normally graduated in four years	1	2	3	4	5
9- Is inexpensive	1	2	3	4	5
10- Is located near many city activities	1	2	3	4	5
11- Has good social activities	1	2	3	4	5
12- Is in a safe area	1	2	3	4	5
13- Has a good academic reputation	1	2	3	4	5
14- Has quality students	1	2	3	4	5
15- Prepares graduates for a career	1	2	3	4	5
16- Has successful graduates	1	2	3	4	5
17- Has a friendly, open atmosphere	1	2	3	4	5
18- Cares about its students	1	2	3	4	5
19- Has adequate security	1	2	3	4	5
20- Has an attractive campus	1	2	3	4	5
21- Has nice recreational (leisure) facilities	1	2	3	4	5

Section III

Which of the following groups of students do you believe ar most or least likely to attend Near East University?

Please mark (X) your response

	Most Likely			Least Likely	
22- High-income students	1	2	3	4	5
23- Successful students	1	2	3	4	5
24- Open-minded stdents	1	2	3	4	5
25- Students who study a lot	1	2	3	4	5
26- Lower income students	1	2	3	4	5
27- Sports-minded students	1	2	3	4	5
28- International students	1	2	3	4	5

Section IV

Which of the following would cause you to change your decission to attended or not to attend Near East University?

Please mark (X) your response

	Most Likely			Least likely	
	1	2	3	4	5
29- Parent(s) lost job	1	2	3	4	5
30- Family problems	1	2	3	4	5
31- Need to live at home	1	2	3	4	5
32- Did not get into 1. choice university	1	2	3	4	5
33- NEU dropped your program of choice	1	2	3	4	5
34- Not enough financial help from 1. choice university	1	2	3	4	5
35- NEU raised tuition significantly	1	2	3	4	5
36- Schollarship cancelled	1	2	3	4	5
37- Received full-time job offer	1	2	3	4	5
38- Talked to current students who loves NEU	1	2	3	4	5

Section V

Please indicate if you experience any of the following feelings related with your decision to attend or not to attend Near East University?

Please mark (X) your response

I felt		Deffinitly Yes				Deffinitly No
39-	Scared	1	2	3	4	5
40-	Excited	1	2	3	4	5
41-	Good	1	2	3	4	5
42-	Free	1	2	3	4	5
43-	Happy	1	2	3	4	5
44-	Confident	1	2	3	4	5
45-	Comfortable	1	2	3	4	5
46-	Unsure	1	2	3	4	5
47-	Disappointed	1	2	3	4	5
48-	Curious	1	2	3	4	5
49-	Worried	1	2	3	4	5

Section VI

Did you attend NEU or have thoughts of attending NEU for any of the folloving reasons?

Please mark (X) your response

	Deffinitly Yes			Deffinitly No	
	1	2	3	4	5
50- I m cirious about NEU	1	2	3	4	5
51- I am bored with my work/job	1	2	3	4	5
52- I like to do the thing that are new and different	1	2	3	4	**5**
53- I wondered what a provate university would be like	1	2	3	4	5
54- I was accepted so I decided to be attend	1	2	3	4	5
55- I am bored living at home	1	2	3	4	5
56- I found the students to being interesting	1	2	3	4	5
57- I was attracted by its location	1	2	3	4	5
58- I received scolarship, so I decided to enrol.	1	2	3	4	5

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