

## The Factors That Influence Students for the Selection of Higher Education Institutions- The TPB

**Ms. Shivali Yadav,**  
Assistant Professor JIMS, Delhi

**Dr. Aparna Marwah,**  
Assistant Professor Bharati Vidyapeeth (Deemed to be University) Institute of Management and Research, New Delhi

**Dr. Daljeet Singh Bawa,**  
Assistant Professor Bharati Vidyapeeth (Deemed to be University) Institute of Management and Research, New Delhi

**Dr. Ashima Bhatnagar,**  
Assistant Professor Bharati Vidyapeeth (Deemed to be University) Institute of Management and Research, New Delhi

**Dr. Bhawna Duggal,**  
Assistant Professor Bharati Vidyapeeth (Deemed to be University) Institute of Management and Research, New Delhi

### Abstract

Every student expects excellent platform for study where he can learn many new things and fulfill their parents dreams by getting high position that he desired. Students invest money and 3-4 years to get a degree for bright future. Most of the Career options are available in front of the student when they have to select one from them that may vary due to the many reasons such as: availability of course in selected institute, college, university and Interest of student in specific course. In such a dynamic environment, students are now carefully choosing their higher education institution. The paper is an attempt to see the factor influencing students to the factors that influence students for the selection of higher education institutions. The data was collected from a sample of 277 student respondents who has taken admission in an educational institute in the recent past. It was found from the study that theory of planned behaviour is the best fit for students in taking admission in higher educational institute, so the marketers need to giving due importance to all the aspects of theory of planned behaviour while making any strategy.

**Keywords:** Higher education institutes, TPB, Demography

### Introduction

Higher education is very important in shaping the future generations. One of the utmost important goals is to make the students having the ability to participate critically and analytically in making decision. Nevertheless, in the event when dealing with routine decision-making exercise, a close inspection of students' decision-making reveals that the question of choice is more complex than many assumes. This reality makes decision-making a very interesting subject to study focusing not only on tertiary education choices, but also on other dimensions of decision-making within the context of students' daily routines. Selection of course is becomes the most challenging task for students after completion of their secondary education. First choose the field where they want to continue their further study that may be depend on the recent trends and technology. After choosing the single domain of their study the main and most important objective is to select the most appropriate institute, college and University that fulfill their requirements such as:-cost effectively, infrastructure, facilities, etc. In today's world of globalization and rapidly evolving technological

advancements, having completed high school is no longer perceived as sufficient to maintain a comfortable standard of living (Cohen, 2016; Git, 2014). With more jobs demanding post-secondary education and training, attending further education is now considered a requirement to gainful employment. All over the world the higher education system's governance has undergone multiple changes in recent years. Choosing a university is one of the most important milestones in every person's life since they shape people's future careers, and thus they have a great impact on their whole life. In addition, choosing a suitable major or university affects students' enthusiasm and commitment to study. That is, students who choose their major without considering their priorities may lose their learning motivation; they may face difficulties in succeeding the courses and finding a desirable job. This decision will affect their career, earnings, and professional development. This decision is equally important to the institutions that depend upon students' tuition revenue to operate. In addition, choosing a suitable major or university affects students' enthusiasm and commitment to study. That is, students who choose their university without considering their priorities may lose their learning motivation; they may face difficulties in succeeding the courses and finding a desirable job. The decision usually affects them throughout their future lives. The essence of who the student is will revolve around the student's future ambition. Every student expects an excellent platform for study where he can learn many new things and fulfill their parents' dreams by getting a high position that he desired. Students invest money and 3-4 years to get a degree for a bright future. Most of the career options are available in front of the student when they have to select one from them that may vary due to many reasons such as: availability of course in selected institute, college, university and interest of student in specific course. In such a dynamic environment, students are now carefully choosing their higher education institution. Therefore, investigating the factors that affect students' university preferences is essential to guide them for more appropriate decisions and thus to ensure the students' future pleasantness and success. The paper is an attempt to see the factor influencing students to the factors that influence students for the selection of higher education institutions.

### **Review of Literature**

(Ndofirepi, 2023) found that subjective norms had an indirect effect on sustainable entrepreneurial intention, which was entirely mediated by attitude toward behavior, according to a study on sustainable entrepreneurship among Zimbabwean business school students. (Ndofirepi, 2023) also examined the relationships between the predictor variables of the theory of planned behavior and sustainable entrepreneurship. Individualistic qualities significantly affected the connections between the indicators of aim and the expectation to take part in a feasible business venture. The review's discoveries have suggestions for business colleges' endeavors to add to the objective of practical turn of events. By examining the connection between sustainable entrepreneurship and the theory of planned behavior, the study contributes to the advancement of the existing body of research. Another study discovered that vocational college students' higher entrepreneurial intention was correlated with their attitude, subject norm, and level of satisfaction. In addition, peer interaction, speaker interaction, and design thinking-based entrepreneurship courses affect entrepreneurial intention indirectly through satisfaction. The online design thinking-based learning approach, which this study suggests could be used in entrepreneurship education programs to boost students' entrepreneurial intent, adds to the existing body of research on entrepreneurship education (Woraphiphat & Roopsuwankun, 2023). Similar study on entrepreneurial education suggested that at higher educational levels, innovative technology-based curricula and educational methods can be utilized to increase student participation in entrepreneurship education courses. A mediation and moderation model based on TPB that influences entrepreneurial intention is also built in this study, further testing and expanding the positive psychology research perspective on this theory (Wang et al., 2023). Another study on higher education pointed out that knowledge sharing attitude, subjective norms, perceived ease, course involvement, and perceived usefulness do not appear to have any significant effects. Students' intentions and KSB were impacted negatively by perceived risk. Knowledge sharing is the result of complex cognitive and behavioral processes between individuals. The identification of those features that explain either intention or behavior, or both, is made possible by combining theoretical

foundations. The extent of the intention-behavior gap suggests that to encourage knowledge sharing, additional research may focus on obstacles to converting intentions into actual behavior (Jiang et al., 2023). According to another study, self-regulated learning occurs both directly and indirectly through the Theory of Planned Behavior's main constructs: seen conduct control and conduct disposition. In addition, the relationship between students' perceptions of teacher support and their intention to self-regulate learning demonstrates the growth mindset's mediation and moderating functions (Aldmour & Doyle, 2023). (Heriyati et al., 2023) revealed that contract cheating will be more common among students when: a) they accept that agreement cheating gives different advantages (uplifting outlook toward contract cheating), (b) large numbers of their companions are doing likewise and anticipate that they should do likewise, and (c) they have some control over their agreement duping conduct to try not to be gotten. (Heriyati et al., 2023) revealed that the intention to accept online learning at the outset and digital transformation in the future is influenced by Attitude (influenced by Perceived Usefulness and Perceived Ease of Use), IT Skills, and Self-Study Skills (Aldmour & Doyle, 2023; Heriyati et al., 2023; Thi et al., 2023). Due to IR4.0 and the low cost of online learning, Subjective Norm and Financial Ability have no influence on Vietnamese students' intention to accept new learning methods. Research discoveries are the reason for the creators to give ideas to understudies, foundations on upgrading their advanced change process through their changing ways of behaving in the relationship with different partners encompassing the growing experience of understudies. Studies have also revealed that control beliefs were associated with self-efficacy, normative beliefs were associated with social norms, and behavioral beliefs were associated with transfer attitudes. Move perspectives and move self-adequacy anticipated move aims. However, intentions were not significantly correlated with social norms. One year after training, transfer intentions and self-efficacy predicted transfer. The educational implications of these findings for non-traditional students enrolled in higher education programs are also discussed in light of their predictive validity in relation to Ajzen's theory (Gegenfurtner & Testers, 2022).

**Objective and Research Methodology**

The study aims at investigating the impact of demographic characteristic of students influencing students to the factors that influence students for the selection of higher education institutions. Gender, age, household income, current status Student or passed out college has been considered as independent variable to know the association of social media's influence during the admission in the educational institute. The data was collected from a sample of 277 student respondents who has taken admission in an educational institute in the recent past. The demographic profile is as follows

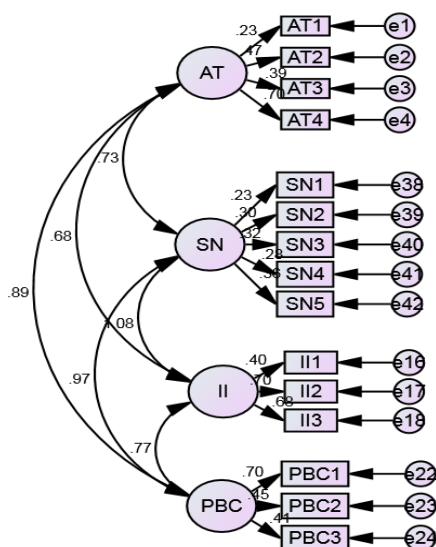
|                  |                                       |     |
|------------------|---------------------------------------|-----|
| Gender           | Male                                  | 178 |
|                  | Female                                | 99  |
| Age              | below 20                              | 118 |
|                  | 20-30                                 | 68  |
|                  | 30-40                                 | 91  |
| Household income | less than 20000                       | 23  |
|                  | 20000 to 40000                        | 31  |
|                  | 40000 to 60000                        | 47  |
|                  | 60000 to 80000                        | 43  |
|                  | 80000 to 100000                       | 33  |
|                  | 1 Lakh and above                      | 100 |
| Current Status   | Student ( still studying)             | 269 |
|                  | Student ( pass out/ degree completed) | 8   |

**Analysis and Interpretation**

The data collected was treated as normally distributed considering the theorem of central tendency as the value of n was more than two hundred (N=277). One sample t-test was conduct to see the significant difference between the sample and the total population. Mean scores along with one-way Anova was conducted to find the significant difference with the groups. From means score of gender

table it can be seen that female (2.60) tend to get influenced by social media than males (2.43). There is a significant difference between all the age groups since the significant value of Anova is less than 0.05 at 95% confidence level. It was found that below 20 had highest mean score (3.05) followed by 20-30 (2.94), lastly 30-40 with a low score of 2.06. Significant different was evident in income groups too which is depicted from the Anova table. The higher income had the highest score with 3.08 and decreased with income 3.0889, 2.7951, 2.5936, 1.9336. Similar result was visible for current also and the mean score clearly showed that student who still in their educational institutes are more tend to get influenced by social media with a mean score of 2.52 and 2.93 respectively.

Confirmatory factor analysis was conducted in order to achieve the objective stated i.e. factor influencing while purchasing as apparels (Schreiber et al., 2006).



The results revealed that there are five factor that influence the while purchasing a Luxury brands. The model was found to be fit since the Chi-square was significant ( $\chi^2/df = 567.49/265 = 2.14$ ,  $P = 0.00$ ), and the fit indices of the model were found to be within their threshold values as such GFI = 0.8, NFI = 0.88, TLI = 0.9, CFI = 0.92 and RMSEA = 0.07 (F. Chen et al., 2008; Kelley & Lai, 2011; Kenny et al., 2015; Rigdon, 1996). It revealed that the first factor influencing for taking admission in higher educational institute is perceived behavioural control(Ajzen, 2002; Azjen, 2002; Castanier et al., 2013; Giles & Cairns, 1995; Kraft et al., 2005; Zolait, 2014) which was revealed in the theory of planned behaviour. The second vital determinant for taking admission in higher educational institute is subjective norm which also a determinant in planned behaviour and numerous researches have proved the same(Barbarossa, De Pelsmacker, Beckmann, Moons, & Gwozdz, 2015; M.-C Chen & Yen, 2015; Godin & Gionet, 1991; I. & P., 2015; Lin, Huang, Joe, & Ma, 2008; Park, Kim, & Koh, 2010). The next determinant found to be vital was behavioural intention which a important for taking admission in higher educational institute (Mohamed et al., 2016). Further attitude and intention were also found to be important determinants for taking admission in higher educational institute. This implies that theory of planned behaviour is the best fit for students in taking admission in higher educational institute, so the marketers need to giving due importance to all the aspects of theory of planned behaviour while making any strategy.

**Table 2**

|            | <b>CR</b> | <b>AVE</b> | <b>PBC</b>   | <b>SN</b>    | <b>II</b>    | <b>AT</b>    |
|------------|-----------|------------|--------------|--------------|--------------|--------------|
| <b>PBC</b> | 0.831     | 0.632      | <b>0.782</b> |              |              |              |
| <b>SN</b>  | 0.803     | 0.642      | 0.760        | <b>0.665</b> |              |              |
| <b>II</b>  | 0.833     | 0.660      | 0.642        | 0.798        | <b>0.678</b> |              |
| <b>AT</b>  | 0.839     | 0.667      | 0.615        | 0.668        | -0.090       | <b>0.683</b> |

The items taken in the study have significant loadings (Table 2). The two additional measures, i.e. Average Variance Extracted (AVE) and Composite Reliability (CR) are considered. Following criteria must be satisfied for ensuring Convergent Validity: CR > 0.70, CR > AVE and AVE > 0.5 (Hair et al., 2012) Composite Reliability Statistics scores > 0.70 are recommended to indicate adequate convergence or internal consistency. The table depicts that the values of CR and AVE for all the constructs are significant, which confirms the Convergent validity. All individual constructs satisfied all pre-requisites for convergent validity (Hair et al., 2012)

### Discussions

The study was conducted with an intention to the factor influencing students to the factors that influence students for the selection of higher education institutions. It was revealed from the study that females are more influenced by social media which implies that the marketers need to create the content relevant to females but on the contrary try develop strategy to attract males in the same fashion. All the different age groups had different rating though all the age groups were influenced by the social media hence digital marketing strategy will be more suits for the new generation to seek admission in higher educational institutes. Significant different was evident in income groups too so, strategy has to be developed to create a scenario where in more people in higher income group can be playing the roles of an influencer to draw more admission in higher educational institutes. Similar result was visible for current also and the mean score clearly showed that student who still in their educational institutes are more tend to get influenced by social media so similar strategy can be applied to these groups. It revealed that the first factor influencing for taking admission in higher educational institute is perceived behavioural control this implies that the marketers need to try to make the process of admission easy. The second vital determinant for taking admission in higher educational institute is subjective norm this implies other than social media the student develop or shape their mind while choosing a higher educational institute and the implies that the marketer need to focus on the way the shape of mind is made so that better strategy can be developed. Further attitude and intention were also found to be important determinants for taking admission in higher educational institute. This implies that theory of planned behaviour is the best fit for students in taking admission in higher educational institute, so the marketers need to giving due importance to all the aspects of theory of planned behaviour while making any strategy.

### References

- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665–683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>
- Aldhmour, F. M., & Doyle, E. (2023). Knowledge Sharing of Postgraduates Online: The Intention-Behavior Gap. *Information Sciences Letters*, 12(2). <https://doi.org/10.18576/isl/120215>
- Ajzen, I. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior1. *Journal of Applied Social Psychology*, 32(4), 665–683.

- Barbarossa, C., De Pelsmacker, P., Beckmann, S. C., Moons, I., & Gwozdz, W. (2015). *The Formation of Usage Intention of Electric Cars* (pp. 126–145). <https://doi.org/10.4018/978-1-4666-8262-7.ch007>
- Castanier, C., Deroche, T., & Woodman, T. (2013). Theory of planned behaviour and road violations: The moderating influence of perceived behavioural control. *Transportation Research Part F: Traffic Psychology and Behaviour*, 18, 148–158. <https://doi.org/10.1016/j.trf.2012.12.014>
- Chen, F., Curran, P. J., Bollen, K. A., Kirby, J., & Paxton, P. (2008). An empirical evaluation of the use of fixed cutoff points in RMSEA test statistic in structural equation models. *Sociological Methods and Research*. <https://doi.org/10.1177/0049124108314720>
- Chen, M.-C., & Yen, Y.-S. (2015). Determinants of Usage Intention of LINE Users in Taiwan. *Modern Economy*, 06(10), 1090–1100. <https://doi.org/10.4236/me.2015.610105>
- Gegenfurtner, A., & Testers, L. (2022). Transfer of training among non-traditional students in higher education: Testing the theory of planned behavior. *Frontiers in Education*, 7. <https://doi.org/10.3389/educ.2022.928996>
- Giles, M., & Cairns, E. (1995). Blood donation and Ajzen's theory of planned behaviour: An examination of perceived behavioural control. *British Journal of Social Psychology*, 34(2), 173–188. <https://doi.org/10.1111/j.2044-8309.1995.tb01056.x>
- Godin, G., & Gionet, N. J. (1991). Determinants of an intention to exercise of an electric power commission's employees. *Ergonomics*, 34(9), 1221–1230. <https://doi.org/10.1080/00140139108964857>
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2012). Partial Least Squares: The Better Approach to Structural Equation Modeling? *Long Range Planning*. <https://doi.org/10.1016/j.lrp.2012.09.011>
- Heriyati, D., Sari, R. L., Ekasari, W. F., & Kurnianto, S. (2023). Understanding Contract Cheating Behavior Among Indonesian University Students: An Application of the Theory of Planned Behavior. *Journal of Academic Ethics*. <https://doi.org/10.1007/s10805-023-09470-y>
- I., M., & P., D. P. (2015). An extended decomposed theory of planned behaviour to predict the usage intention of the electric car: A multi-group comparison. *Sustainability (Switzerland)*, 7(5), 6212–6245. <https://doi.org/10.3390/su7056212>
- Jiang, Y., Liu, H., Yao, Y., Li, Q., & Li, Y. (2023). The Positive Effects of Growth Mindset on Students' Intention toward Self-Regulated Learning during the COVID-19 Pandemic: A PLS-SEM Approach. *Sustainability (Switzerland)*, 15(3). <https://doi.org/10.3390/su15032180>
- Kelley, K., & Lai, K. (2011). Accuracy in parameter estimation for the root mean square error of approximation: Sample size planning for narrow confidence intervals. *Multivariate Behavioral Research*. <https://doi.org/10.1080/00273171.2011.543027>
- Kenny, D. A., Kaniskan, B., & McCoach, D. B. (2015). The Performance of RMSEA in Models With Small Degrees of Freedom. *Sociological Methods and Research*. <https://doi.org/10.1177/0049124114543236>
- Kraft, P., Rise, J., Sutton, S., & Røysamb, E. (2005). Perceived difficulty in the theory of planned behaviour: Perceived behavioural control or affective attitude? *British Journal of Social Psychology*, 44(3), 479–496. <https://doi.org/10.1348/014466604X17533>
- Lin, C.-P., Huang, H.-N., Joe, S.-W., & Ma, H.-C. (2008). Learning the Determinants of Satisfaction and Usage Intention of Instant Messaging. *CyberPsychology & Behavior*, 11(3), 262–267.

<https://doi.org/10.1089/cpb.2007.0062>

- Mohamed, M., Higgins, C., Ferguson, M., & Kanaroglou, P. (2016). Identifying and characterizing potential electric vehicle adopters in Canada: A two-stage modelling approach. *Transport Policy*. <https://doi.org/10.1016/j.tranpol.2016.07.006>
- Park, J. S., Kim, J. J., & Koh, J. (2010). Determinants of continuous usage intention in web analytics services. *Electronic Commerce Research and Applications*, 9(1), 61–72. <https://doi.org/10.1016/j.elerap.2009.08.007>
- Rigdon, E. E. (1996). CFI versus RMSEA: A comparison of two fit indexes for structural equation modeling. *Structural Equation Modeling*. <https://doi.org/10.1080/10705519609540052>
- Schreiber, J. B., K. S. F., Nora, A., Barlow, E. A., & King, J. (2006). Modeling and confirmatory factor analysis results: A review. *Journal of Educational Research*.
- Thi, H. P., Tran, Q. N., La, L. G., Doan, H. M., & Vu, T. D. (2023). Factors motivating students' intention to accept online learning in emerging countries: the case study of Vietnam. *Journal of Applied Research in Higher Education*, 15(2). <https://doi.org/10.1108/JARHE-05-2021-0191>
- Wang, X. H., You, X., Wang, H. P., Wang, B., Lai, W. Y., & Su, N. (2023). The Effect of Entrepreneurship Education on Entrepreneurial Intention: Mediation of Entrepreneurial Self-Efficacy and Moderating Model of Psychological Capital. *Sustainability (Switzerland)*, 15(3). <https://doi.org/10.3390/su15032562>
- Woraphiphat, I., & Roopsuwankun, P. (2023). The impact of online design thinking-based learning on entrepreneurial intention: the case of vocational college. *Journal of Innovation and Entrepreneurship*, 12(1). <https://doi.org/10.1186/s13731-023-00278-z>
- Zolait, A. H. S. (2014). The nature and components of perceived behavioural control as an element of theory of planned behaviour. *Behaviour and Information Technology*, 33(1), 65–84. <https://doi.org/10.1080/0144929X.2011.630419>