

Analysis of the factors for upsurge of Enrolment in the privately run universities in Rawalpindi & Islamabad and Development of future strategy

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Introduction

In the present era, education is considered as one of the essential needs for social, economic and intellectual growth of the society. Without quality education, it does not seem possible to develop a society. It is therefore the developing country like Pakistan is in dire need to improve the quality of education. Education grooms people, improve their personality, and teach them good traits by making them aware of their rights. It also builds up confidence of the people to stand with high shoulder by strengthening their self-confidence and boosting their morals. Evidences from the developing countries show that educational marketing is becoming one of the most effective tools. Without recognizing the importance of universities, the role of education would be incomplete. Parents are in search for that type of education which can ensure quality learning to their children. In order to increase enrolment, universities also make efforts to create awareness among the masses about standard of their establishments. Education comes under the umbrella of services and marketing of services which is also on rise in the competitive world. The marketing strategies focus equally and institutional requirements (Russell, 2005).

The strategies are mostly designed to show the sketch to what percentage they are competing with the rivals. However, no one realizes the fact that the real danger is that none of the university wins holistically. Therefore, no one apparently seems to be predominant. The number of students enrolling in private universities is on the rise in Pakistan. The private universities are not restricted to cities only but also opening their sub campuses in the bigger towns as well. This marks an astonishing fact that rich and poor both wish to opt for private universities in the country. It has become an established thinking amongst the masses that private universities keep their standard and quality but there generally agrees that it is not good to have a huge ratio pursuing education in private universities

The points highlighted the emerging strategic planning using marketing tools as means of increasing enrolment. It is believed that private universities are often expected to be apprehensive only with helping the elite classes of the society. No doubt, universities played and are still playing an imperative role in getting the deprived and satisfying their educational requirement. The private universities are desirous for devising strategies to enhance the number of enrolment so that the contribution of private universities to “education for all” would become a cause for celebration. Viewing their graphs of beating competition, still the real target that subsists is that no one is actually winning the race in the marketplace.

Statement of Research Problem

Different strategies have been adopted by the managements of Rawalpindi and Islamabad based universities to address the issue of less enrollment rate of students in their universities. The understudy research, on one hand, is looking at the utilization of current strategies to attract students; while on the other, it also focuses on development of new strategies to maximize the enrollment rate in the universities.

Research Question. What main strategies are adopted by universities to attract students by highlighting the reasons affecting enrolment, factors that attract students and development of future strategy?

Objective of the Research Study

The objectives of the study are:

- 1) To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrolment.
- 2) To explore reasons affecting enrolment of undergraduate students in the universities.
- 3) To explore factors that attracts students towards universities.

- 4) To devise strategies for improvement in enrolment in privately managed universities.

Scope of the Study

The understudy research which aims to encompass the views collected as a survey from principals and councilors of the universities. Questionnaires were also administered from the faculty and students for worthwhile feedback. The study is expected to reveal some important components which would act as catalyst for promoting privately run universities in the country. The analysis also reveals variables of promotion. The study recognizes the types of assistance that are being used by most of the private universities in Pakistan. Administrators can look at the study for evaluating the link between employment and types of assistance..

Significance of Research Study

This study is significant for university administration to attract a certain group of students for enrolment. The study assisted counselors to develop a program that can attract prospective students for admission. Teachers to raise academic standards that students feel attracted towards the institute. The environment in the university must reflect on achieving the culture that parents feel comfortable sending their children to these universities.

This study is also likely to provide guidelines for public sector universities to improve their operational styles. This study was projected to bring to light various needs challenges and problems faced in the social, career and personal development of the university students for university selection. The results of this study are likely to provide the factors that affect enrollment in the universities. These study results may also be helpful for the teachers and the counselors in the choice of subjects to be taken by the students at the time of their admission to the universities and during the planning of their career. The study may be substantial for the parents who may get information about the support and evidence available in the university for

their children. Parents thus may utilize their finances and resources to protect a better and bright future for their children. The results of the study are also expected to help administrators to deliver developmental and inclusive approaches and provide a tool for enrichment in the number of quality students in the universities.

Delimitation

The study has been delimited to seven randomly selected universities located in Rawalpindi and Islamabad.

Research Design The study is basically descriptive in nature. The data is collected from seven privately run universities based in twin cities of Rawalpindi and Islamabad. Questionnaires are used to collect the data from teachers and students. Moreover, interviews of counselors and heads of universities were conducted for data collection.

Population. The population of the study was comprised of heads, students, teachers, counselors of twelve private universities located in Rawalpindi and Islamabad. Seven universities were randomly selected for the study. The students' number selected in these universities is four hundred and thirty five approximately. Counselors and the heads provided data on the measures adopted by them in order to attract the students. About fifty eight teachers have participated in the study.

Sample. Purposive sampling technique with a clear inclusion criteria was used to select the sample for the study. Seven Universities of Rawalpindi and Islamabad were selected randomly out of the twelve (total numbers of private universities) in twin cities.

Try- out. Try out was conducted to check the validity and reliability of the instrument. Two universities the Air University and Hamdard University were taken as a sample for try-out and

the universities involved were not included in the sample. Five students, three teachers, two heads and two counselors from the above mentioned universities were selected for try out.

Data Collection. The dates of data collection were decided with the consent of the heads of sample universities. The time duration for collecting the data was eight weeks. The sample was separated into four clusters on the basis of academic level of teaching.

Data Analysis

The data collected of closed questions from students and teachers was on the basis five point likert scales and analysis was made with the use of percentages, means and standard deviations. Open ended questions for students, teachers and interviews of counselors and heads were analyzed through thematic analysis. Questions were distributed according to objectives and statements of respondents were recorded in a concise form. The emerging themes were identified according to objectives.

Discussion

In the discussion section, the responses of students were explored and discussed. Likewise, responses from teachers, counselors and heads were explored and discussed.

Limitations

The researcher discussed his limitations while undertaking the research work, highlighting the main implications face during the research. The researcher discussed his limitations while undertaking the research work, emphasizing the main implications faced during the research. The subsequent factors posed as limitations to this study. Some universities found the study to be elusive and were comprehensive.. There were some respondents who articulated only the social standard views. During the gathering of the data, various respondents interviewed were cautious

when requested questions relating to their area of service. To overcome this, the researcher assured them that the document was to be dealt with secrecy.

Abbreviations

SPSS Statistical package for social sciences.

Results of study

The questions were analyzed in the categories of objectives. First the students' responses were presented in the form of tables on the basis of closed questions while using SPSS 21st edition. Responses of open ended questions were presented in the form of tables by content analysis. The same procedure was adopted for the questionnaires of teachers. Responses of the Counselors and Heads were also analyzed. According to objectives, the students' regards were written and the emerging themes were identified for the responses.

Responses of the University Students

Table 1
Demographic Characteristics of the students Sample (N=435)

Variable	Categories	Frequency (%)
Universities	Cust	75(17.1)
	Foundation	40(9.1)
	Iqra	21((4.8)
	Preston	81(18.5)
	Ripah	57(13.0)
	Szabist	66(15.1)
	Tmuc	90(20.5)
Gender	Female	148(33.8)
	Male	282(64.4)
Marital Status	Married	27(6.2)
	Unmarried	403(92.0)

Mean and Standard Deviation

Objective I *To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrolment*

Table 2
Mean and standard deviation of students on Objective 1 Statements (N=435)

Statement	Mean	Standard Deviation
We are not satisfied with the overall environment of the university.	2.221	1.2264
Does the Cafeteria of the university meet all needs of the students?	2.20	1.299
Teachers are cooperative in all ways.	2.27	1.070
Are you satisfied with your grades up till now at this university?	2.41	1.182
Is your university facilitating students with all essential activities sports equipment's?	2.55	1.189
Does your university provide an access to multiple religious activities?	2.68	1.221

Students were not satisfied with overall environment of the university. Around 68% of the students did not like the cafeteria of the university. Likewise, 64% adults felt the teachers were not cooperative in the university. Students were not completely satisfied with the grades in university. Similarly, 54% look forward to have more effective multiple sports programs. Most of the universities provide religious activities in the university.

Objective II *To explore reasons affecting enrolment of undergraduate students in the universities*

Table 3
Mean and standard deviation of students on Objective II statements (N=435)

Statement	Mean	Standard Deviation
Do you expect to enroll for an advanced degree once you have completed your undergraduate degree?	2.26	1.072
Does your university provide access to off campus cultural recreation opportunities?	2.35	1.407
Your university is facilitating students with all essential sports competitions	2.47	1.382
Are you satisfied with the environment of the university?	2.10	1.073
Would you recommend this university to other people?	2.37	1.173

Around 52% students wanted go to some other universities for their higher qualification. Likewise, 52% of students are not offered off cultural recreation activities. Sports competitions were limited and one time activity in the university. Similarly, 57% students did not agree that university was offering diverse academic programs. Students did not have any issues related to teachers of opposite gender, quite a reasonable number of students do face pressure due to teachers of opposite genders. 61% students were of the opinion that they recommended their university to other students.

Objective III *To explore factors that attracts students towards universities*

Table 4

Mean and standard deviation of students on Objective III statements ($N=435$)

Statement	Mean	Standard Deviation
Did siblings graduate from this university?	3.34	1.375
Would you be willing to help us promote the University?	2.42	1.228
Are you against of co-education in the universities?	2.13	1.142

Group's projects are not helpful in developing confidence?	2.13	1.049
Do you think field work is a burden for students in university?	2.53	1.057

Most of the siblings didn't graduate from the university. Students due to academic pressure were not willing to be part of promotion campaign in the university. Most of the students are in favor of co-education. Students were in favor of group projects and in the view that they found academic help in group projects. Students feel that field work is a burden in their academics life.

Objective IV *To devise strategies for improvement in enrolment in privately run universities*

Table 5

Mean and standard deviation of students on Objective IV Statements (N=435)

Statement	Mean	Standard Deviation
Do you face any social pressures in the university?	2.60	1.115
Are you comfortable wearing uniform every day?	2.13	1.129
Do you have any issues related to teachers of the opposite gender?	2.69	1.171

Students did not feel pressure of peers and academics in the university. Most of the students did not like wearing uniform in the university. Students did not mention any issues related to teachers and opposite genders.

Responses of University Teachers

Demographic Characteristics of the study Sample ($N=58$)

Table 6

Variable	Categories	Frequency (%)
Universities	Cust	7(12.1%)
	Foundation	7(12.1%)
	Iqra	7(12.1%)
	Preston	7(12.1%)
	Ripah	7(12.1%)
	Szabist	7(12.1%)
	Tmuc	7(12.1%)
Gender	Female	15(25.9%)
	Male	34(58.6%)

Mean and Standard Deviation

Objective I *To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrolment*

Table 7

Mean and standard deviation of teachers on Objective I Statements ($N=58$)

Statement	Mean	Standard Deviation
The teaches are provided with the proper resource materials	2.143	0.8165
Students are not satisfied by the lectures delivered by the teachers	2.306	1.1031
Is your university fully equipped with the facilities of this era?	2.204	0.9785
Do you feel any change in your personality since you have joined this university?	1.673	0.8007
Do you feel yourself protected in the university?	2.082	1.0770

About 65% teachers mentioned that they are deprived of resource materials. Teachers feel that students are usually satisfied with their performance. Around 50% of the staff has facilities while other staff does not have according to this era. Likewise, 87% of staff felt that

university have not bought any change in their personality. Most staff does not feel comfortable in their work situation

Objective II *To explore reasons affecting enrolment of undergraduate students in the universities*

Table 8

Mean and standard deviation of teachers on Objective II Statements ($N=58$)

Statement	Mean	Standard Deviation
Heads are cooperating in all the ways for the facilitation of teachers	1.898	0.5494
Motivational activities are planned frequently for the good progress of the staff	2.208	0.9666
Are you satisfied with the food quality available at your university cafeteria?	2.020	0.7497
Do you get enough chance to participate in university activities?	2.020	0.8537
Is there emphasis on personal relevance and practical values of courses you are teaching?	2.163	0.9649
Are there high standards of teaching events and activities at university that interest and motivate the students?	2.102	0.8477
Do you feel impressed with all the aspects of the university?	2.122	0.8325
Do you recommend this university to others?	2.224	0.9632

About 93% of the teachers are unable to receive cooperation from the heads which is quite noticeable. Likewise, 77% staff mentioned that motivational activities are not planned in university for the staff. Generally, the staff is not comfortable with quality of food available in cafeterias. Most of the staff gets reasonable chance to participate in university activities. Most of the staff replied that they are following the courses designed by HEC. Similarly, 73% staff did not agree that there are high level student's activities in the universities. In the same way, 71%

staff is not much convinced with all the aspects of university life. 65% staff did not recommend their university to others.

Objective III *To explore factors that attracts students towards universities*

Table 9

Mean and standard deviation of teachers on Objective III Statements (N=58)

Statement	Mean	Standard Deviation
How confident do you feel when you meet new people?	1.918	0.7023
Would you consider this university for your children education?	1.939	0.9221
Would you recommend this university to other people?	1.878	0.8325
Is there emphasis on vocational and occupational competence in your university?	2.061	0.8517
Is there any emphasis on developing information literacy skills using computers and other information resources?	2.143	0.7906
Should the university involve community more in student's education such as police officers, local GPs, disabled people, theatres and artists etc.?	2.082	0.9318
Is university environment is not really positive?	1.918	0.7023

Most of the staff feels confident while introducing with new person while 77% teachers did not consider their university for their children. Likewise, 83% staff did not recommend their university to the people. Vocational and occupational competence is not focused in most of the universities. It means that teachers are of the view that only those skills are taught which could be used in the course. Likewise, 65% of the staff agreed that community involvement will make difference in the lives of students. Environment is fine and comfort prevailed in the university.

Objective IV *To devise strategies for improvement in enrolment in privately run universities*

Table 10

Mean and standard deviation of teachers on Objective IV Statements (N=58)

Statement	Mean	Standard Deviation
Do you think it is an exceptional university with lots of extracurricular activities?	2.306	0.8467
University takes care for the wellbeing of their staff?	2.163	1.2474
Interesting range of clubs/activities offered by the university	1.898	0.8227
Do you think buildings need to be fit for the purpose in 21 st century?	1.857	0.7906
Would you like to suggest that a weekly comment book should not be introduced, where possibly an indication of teachers concerns can be noted keeping parents informed?	2.082	0.9318
Do you think students are involved in making suggestions for improvements?	2.061	0.6894
Do you think space is sufficient?	2.122	0.8571

About 60% of the staff did not agree and wanted more care from management. Likewise, 61% of the staff did not agree that his is an exceptional university. Activities are offered but range is limited. Most of the staff agreed with the idea of infrastructure needs to be aligned with 21st century demands. Teachers wanted an interaction with the parents that will result in ultimate improvement in the academics and other aspects of student's lives. Similarly, parents are generally not involved in the life of university.

Responses of University Counselors

Objective I *To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrolment*

Table 11
Analysis of existing procedures.

Question of Objective I	Statements of Respondents	Emerging Themes
Is there is any effective communication amongst students?	Very good relations. Cordial relations.	Harmony.
Do students regularly discuss their pathway future?	Yes they do discuss. Moderately yes. Yes, but not timely.	Detailed discussion required about future path ways.
Are students mature enough to make their choices?	They are not mature enough. Yes to some extent.	Guidance needed.
Is community work encouraged amongst students?	Community work is encouraged	Social work source of attraction.
Do you provide support to students regarding student abuse issues and make referrals when necessary?	Yes. Formal body is there to address the issues. HOD does it.	Formal system needs to be devised.
Are the students eagerly participating in co-curricular activities?	Yes, all the students are keen to be part of activities.	Co-curricular activities, source of attraction.
Do you assist in mediating student teacher conflicts?	Not directly discipline committee handle such issues	A formal system needed to handle discipline issues.
Do you provide support to students about mental health issues?	No formal system exists. Only HOD deals it	Policy should be formulated for student mental health
Is there is mutual respect between students and counselors?	The element of respect is there.	Element of respect can be strengthened.
Are counselors providing opportunities for co-	Counselors are not directly involved. There is a limited opportunity.	Involvement of counselors in co-curricular activities should be strengthened.

curricular activities to students?

Are students aware of their problems and want to seek help.

Students are somehow aware but hesitate in seeking help

An environment of mutual confidence has to be evolved

Objective II *To explore reasons affecting enrolment of undergraduate students in the universities*

Table 12
Reasons affecting enrolments

Question of Objective II	Statements of Respondents	Emerging Themes
Are parents satisfied with their career choices made by their children?	Parents are not involved. Very few are happy.	Detailed deliberations needed for career choices with all the stake holders.
Is your university providing scholarships? If yes what types of scholarships are given?	Yes, merit scholarships. In few cases financial aid. Province wise scholarships.	Scholarships need to be granted more liberally.
Is the learning of students hindered by disruptive behavior?	Very few cases. No noticeable impact.	Students with behavior issues can be counseled.
Are counselors regularly monitoring the behavioral social and academic issues of students?	Occasionally follow up is not formal. Only rules are followed.	A system to monitor behavior and academic issues of the students.
Do students take interest in finding future career opportunities activity?	Only serious students take interest.	All students need to be involved.
Are the disruptive students reluctant to visit the counselors?	Yes. They avoid interacting with counselors on their own.	Students with casual attitude need informed follow up.
Are students encouraged to participate in debates and competitions?	To some extent yes, mostly counselors are not evolved in the activities.	Counselor's involvement in organizing activities.
Do you meet with students to make schedule adjustments?	No direct involvement with adjustments. No involvement in academics.	Academic involvement of the counselors.

Is your university providing

evening program that covers financial aid information?	No such program is offered.	Financial aid program to be introduced. Formal parental involvement
Do you think counselors should be assigned parents involvement and parent teaching association job opportunities?	Parent's involvement is essential. It is not implementing.	Planned meeting for course selection with proper documentation.
Do you assist students with course selection?	Can assist. Mostly students don't consult them...	Evening gatherings with all stakeholders will help for effective communication.
Is the university providing evening programme for all parents and students?	No such program is being offered.	A systematic arrangement has to be implemented.
Are students clear about their interests and abilities in order to select their future choices?	Most of them have ideas but some are not sure and they need family guidance.	No expert advice is attained. Guidance must be taken in positive results.
Are your students too much dependent on counselor's advice?	Not much	No rigorous plan is there in the universities.
Are the students encouraged for national and international participations?	Students are encouraged for participation	

Objective III *To explore factors that attracts students towards universities.*

Table 13
Factors of attraction in the universities.

Question of Objective III	Statements of Respondents	Emerging Themes
Does the counselor facilitate communication with parents and how to achieve future goals?	Communication is there. Guidance is also provided but is limited.	Formal communication with parents to be planned.
Does the staff in this university work in coordination to promote and maintain good relation with the community?	There is formal relation with the community. Room for improvement is there.	They try in their individual capacity to promote good relation with community.

Do you think counselor dialogue with administrators when permanently assigned non counseling duties and job responsibilities?	Counselors are performing non counseling duties, can be avoided.	Non- counseling related assignments to be avoided with counselors.
Do you feel that counselors should be required to develop and conduct in university group counseling sessions?	Proper session with counselor is essential for the students.	Counseling sessions with whole student body to be planned.
Are students trained enough to arrange activities and events within the institute and outside?	Yes. Through proper mind monitoring they can be assigned duties to arrange events.	Students are capable of handling their events.
Are you satisfied with current duties and job responsibilities of university counselors?	Yes, satisfaction is there.	There is a general contentment amongst counselors.
Do you meet student with personal and social needs?	Yes, if students want to have a session.	Mostly occasional meetings with students.
Do you communicate with other university representatives about further admissions?	No such environment is there at formal level	A systematic communication channel has to be evolved.

Objective IV *To devise strategies for improvement in enrolment in privately run universities*

Table 14
Strategies for improvement.

Question of Objective IV	Statements of Respondents	Emerging Themes
Does a counselor play a vital role in shaping the lives of students?	Counselor can play a vital role.	They tried to play a vital role. Mostly ineffective.
Do you assist students in developing or pursuing career?	Yes, but limited extent.	Up to their capacity. However not a wide scale.
Do you collaborate with students to process applications?	Yes, in few cases. Not frequently.	Not extensive.

Do you assist students in utilizing the career centre?	Yes. limited choices	Limited scale.
Students are no more with career selection issues?	Yes. There are issues. No there are no issues in few cases.	They do face challenges.
Do you discuss and interpret standardized tests that measure student's ability aptitude and interests?	No formal testing is available.	No formal system of career choices.
Do you communicate with college representative about further admissions?	Very rare meetings take place.	Moderate communication with representative is made.
Are you involved in disseminating information regarding scholastic awards and scholarships	Not involved in decision making about scholarships.	Students are informed about scholarships through notice board.
Hold student's counselor's conference each year to discuss academic planning?	No such conferences are planned	No conferences related to academics are planned.
Do you provide parents with information about the educational needs of students?	Very rare. Only administration wants to do so.	Parents are informed only in case of extreme issues.
Do you think parental pressure regarding career choices is the reason for average results in students?	Yes, parental pressure is one of the key factors for low results in students.	Students must be given liberty in career choices.
Do sessions regarding career opportunities are regularly delivered amongst students?	Jobs fairs are held regularly in most of the universities.	Careers opportunities can be arranged more regularly.

Responses of University Heads

Objective *To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrolment*

Table 15

Analysis of existing procedures.

Question of Objective I	Statements of Respondents	Emerging Themes
Does your university have an IT expert	Qualified IT experts are there.	Qualified experts.
Is there an emphasis on personal relevance and practical value of course you are teaching?	Up to some extent. HEC curriculum is followed. Not as such.	HEC curriculum.
How many years have you been working here including this university year?	Five to twenty five years.	Experienced staff.
How many years' experience do you have working as a head?	Two to six years.	Stable management.
How many years did you spend as a subject/class teacher before you became a head?	Seven to twenty nine years.	Reasonable teaching experience.
What is the current university enrolment number of students of all level in this university?	Two thousand to four thousand (approx.)	Realistic number of students.
What is the highest level of formal education you have completed?	All Ph.D. except one.	Mostly Ph.D. qualification.
What is your university HEC ranking?	Two W4. Rest average.	Average ranking.
Approximately, what proportion of this equipment (computers, interactive white boards, Laptops, data projectors) is fully operational this university year?	Most of the universities have facilities. However quality is compromised in few cases.	Universities have to provide up to date equipment for comfort to the students.

Objective II *To explore reasons affecting enrolment of undergraduate students in the universities*

Table 16
Reasons affecting enrolments

Question of Objective II	Statements of Respondents	Emerging Themes
Is there an emphasis on vocational and occupational competence in your university?	Only curriculum related training. No extra training is offered.	Additional training about teaching practices.
In this university to what extent is the learning of students hindered by the disruptive behaviors?	Very few cases. Smooth academics.	Behavior issues follow up.
In this university capacity to provide instruction hindered by a lack of qualified teachers If any?	Teachers are available. Qualification sometimes becomes challenge.	Hunt for qualified human resource.
In this university capacity to provide instruction hindered by a lack of laboratory technicians? If any.	Qualified human resources available.	Effective laboratory human resource.
In this university capacity to provide instruction hindered by a lack of instructional support personnel? If any?	Required level of competence is available.	Allied staff available.
Is the university proactive and effective in tackling bullying?	Faculty normally handled it. Anti-harassment cell rare cases reported.	Only those cases are tackled which are reported.
As a percentage, how many students use a different language at home form that used in lessons?	99% used a different language	Mother tongue is not the medium of instruction.
What additional vocational trainings your university offered.	Limited number of trainings are offered.	Very few vocational training available.
Are there high standards of teaching events and activities at university those interests and motivate the university?	Relevant events. Not frequent conferences organized.	Academic event to be planned.
What is the total no of students in this university year in your university by education level and gender?	Four hundred to two thousand. 25% girls.	Balance between boys and girls to be maintained.
How do you monitor student behavior in the university?	Normally teachers monitor it. No formal mechanism	A proper system of monitoring has to be designed.

	available.	
Do you think that student support mechanism is effectively working? How?	Academic monitoring through examination system is done no other support system is available.	Only assessment is the tool to access student performance.
As a percentage, how many students in your university come from deprived homes?	Less than ten percent students with high academic background are from deprived homes.	A more liberal need based scholarships will help attracting students from deprived background.

Objective III *To explore factors that attracts students towards universities.*

Table 17
Factors of attraction in the universities.

Question of Objective III	Statements of Respondents	Emerging Themes
Is there good communication between the head and students?	No direct communication. Only through appointment. Moderate link.	There is communication gap between head and students
How much consideration is given to academic factors when students are considered for admission to this university?	Mainly academic performance is the criteria sometime rules are relaxed to attract more students.	Through promotion
Is your university is providing enough/merit need based scholarships?	Limited scholarships, few need based scholarships linked with merit. Sometime negotiation.	Merit scholarships but limited
Do you know how students support structure work in the university and who to contact if one has a worry or concern? Are the students encouraged for the co-curricular activities at your university?	No formal policy they talk to teachers and counselors. Director student affair is involved. Reasonable co-curricular activities are offered.	No policy. Student affair directly involved Very few activities are offered
Are students aware about how to get an access help	Admission office required information.	Lack of information

regarding scholarships?

How many students so far have transferred their credit hours to foreign universities?

Very few. There is lack of awareness.

No up to the mark

Objective IV *To devise strategies for improvement in enrolment in privately run universities.*

Table 18
Strategies for improvement.

Question of Objective IV	Statements of Respondents	Emerging Themes
How often during the last 5 years did this university self-evaluation document and/or was the university evaluated by an external agency or body (e.g. external inspector)?	Normally HEC visits. Quality enhancement cell. Department of quality assurance.	HEC visits; quality check
How often the work of teachers in this university is appraised by either you other colleagues in the university or an external individual?	Not regular practice. Students feedback and HOD monitoring is done.	Qualified experts.
How often are appraisals of teachers work conducted that include a written report that is kept as a record? Please also indicate who provides this report.	Student's results, feedback and discussion are approved for appraisal.	HEC curriculum.
Does the student seek help from the Head?	Very few students contact for help.	Realistic number of students.
Does your university have an official policy statement about innovation within university in teaching learning methods?	Yes, given in the charter.	Very few activities are offered
Do people speak directly to students rather than through a para professional or other person?	Normally, discipline committee coordinate with the students. Teacher/ Counselors are also involved.	Average ranking.

Is the university council making a difference in the university's success?	Class representative and tutorial groups are functional. No formal student body is present.	Empowered student body.
Do the families attend case management meetings or planning, meeting on regular basis?	No formal structure is available.	Formal involvement of parents.
Is your university working for student's placement in foreign universities?	Very few credit transferred cases in foreign universities are observed.	An organized structure for students placements.

Discussion

Students' views

Students were of the view that sports competitions were limited to one time activity in the university. They looked forward to have more sports opportunities. The students did not have any issues related with the teachers of opposite genders, but some students did face pressure due to teachers of opposite genders and mentioned that there was discomfort as a result of body language. The students did not want to study in the same university and looked forward to explore some other universities for their higher education reflected their dissatisfaction with the quality of education. Students did not agree that university was offering diverse academic programs they were keen to be part of the diverse academic program. Students recommended their university to other students due to quality of education but some of them did not recommend the university to other potential students. Scholarships were offered in most of the universities and students were found more interested in financial aid and part time jobs as well.

Teachers' Opinion

The teachers mentioned that they were not given the required resource materials. However, they said that if they were provided with more resources, they can improve the teaching quality with

additional resources. Teachers felt that students were satisfied with their performance and they did not have any issues in teaching. Fifty percent of the staff lacked facilities while other staff did not have any issues and looked forward to perform their duties effectively. Most of the staff members felt that university had not brought any change in their personalities and they were still the same. The staff members did not feel comfortable in their work situation and were always under threat of losing jobs. They had mixed opinions about their concerns. One fourth showed concerns about job security; one fourth of the staff members wanted to learn new teaching techniques; and half of the opinion that their professional activities were not open and tries to help each other for improvement.

Counselors' Point of View

Counselors were of the view that students were not satisfied with the career choices and they were not comfortable with the decisions. However, some of them thought that they could have made better decision themselves.. A general mutual respect was observed in all universities and counselors enjoyed respect. Most of the counselors were not involved in mediating conflicts and in other university teachers were handling discipline issues. There was no formal system to assist students to pursue their career in most of the universities. Less than half counselors were involved in dealing with mental stress of the students. Only in one university, the HOD dealt with such issues. Almost half of the counselors were assigned non-counseling duties while in three universities; the counselors were restricted to their jobs. The counselors mentioned that there should be counseling sessions while one counselor mentioned that there was no need for such sessions. In six universities, the counselors supported extracurricular activities.

Most of the counselors were of the view that universities send their students for participating in debates while two universities mentioned that students were not interested in debates. Most of

the students were capable of handling events. More than fifty percentage universities counselors helped the students in course selection while in three universities; the counselors were not involved in course selection of the students. Less than half of the counselors were of the view that universities were not conducting any standardized tests while three universities did have some type of assessments. Three universities were not considering students opinion while other four universities were giving weight age to student's opinions. The counselors in three universities were providing guidance to improve academic standards of students while other four universities did not provide such support.

About 71.5% counselors mentioned that there were issues while in the selection of career, two of them have said that students do not have any problem. Generally, the students take admission as per the advice from their friends and family. More than fifty percent universities were not conducting any standardized tests while three are conducting such tests. Four counselors were not providing any assistance in improving their university's performance while three counselors were somewhat helping them

Heads' Point of View

Almost all of the universities had a dearth of qualified teachers. Heads wanted some stable and innovative teachers. One university had anti-harassment cell while other universities were handling bullying issues through discipline committees. Almost all of the students used different languages other than English at home.. This number was reasonable and they strived hard to improve it. Around half of the universities felt that student's behavior was hindering teaching and learning. There were no students support strategies in any university that catered to their personal needs. There was not extra support of any type in any university for the students having low performance.

Likewise, merit was the criteria in most of the universities, but sometimes, compromises were made as the number of students was also important in the university. All universities were offering scholarships but most of them were merit based and they were very few need based scholarships. There was no formal students support structure in most of the universities and only few cases were handled by students' affairs department. Most of the universities were encouraging extracurricular activities in their universities but it was one time activity in most of the universities.

No exclusive arrangements were made for scholarships. There was no exclusive person assigned for guidance. Few students have transferred to foreign universities. Most of the student preferred to study here. Similarly, most of the universities were evaluated by HEC and was assessed about the quality assurance. They guide and provide assistance for further improvements. There was no proper appraisal system of teachers by Heads in most of the universities.. Heads considered their universities as average or below average and were adopting multiple strategies to improve their universities. Heads opined that they were aggressively working on the occupational competence of their students and staff. They believed that there was dearth of quality teaching faculty. They wanted staff to adopt innovative teaching methods. There was very few behavior issues reported in the universities. Students were not much proficient in English language that helps in achieving better goals.

. Conclusions

There are very few job opportunities in the universities. Students learn about dealing in society and social skills in the universities while 30% of them said that they have learnt nothing about the social skills. No doubt that percentage of students who learnt nothing was less but 30% is not that less that could be ignored. The students empowerment and followed up must be

planned to make them productive member of the society. The response was on an average based that around 50% of the students felt that they were getting reasonable support while the other half was of the view that no reasonable help was provided.

Most of the teachers felt that due to semester system student did not opt to confront with the teacher, however, due to improved communication, students normally felt comfortable. Most of the staff mentioned that motivational activities were not planned in university. Most of staff agreed that community involvement will make difference in the lives of students who were not motivated through social aspects of society. Few of the faculty members said that they there were multiple social factors that needed improvement in the university. They were of the view that all these factors must be coherent with the norms of the society. More than fifty percent of the staff stated that no activities were planned for them. There was no evident programmed chalked out for the mental wellbeing of the students.

More than half universities were working in coordination to maintain good relation with community but no evidence was observed in any form. Four counselors mentioned that they discussed their issues with university management once that they were assigned non-counseling duties. Majority of counselors agreed that group counseling session must be arranged. They did want to have events about counseling as part of the curriculum while five counselors agreed that students shouldbe trained to arrange activities within the campus.The remaining two were not sure about it that counselors were not part of activities in the university. All of the counselors were satisfied with their job description and they were found pretty happy with their work situation. The majority of the counselors meet students to address their personal and social needs, but the number of students meeting them is limited.

The Heads wanted more of academic activities in the form of seminars and conferences to enhance academics environment. They felt that student's behaviors need improvement and want to have better quality of students. No class observation was done by H.O.D, only those classes were observed when there was some concern raised by the students. Student feedback was the main criteria to assess teaching-learning activities. The CR system is in place but students' council was not operating in most of the universities as they agreed that students could be involved to take suggestions for further improvement. Heads mentioned that they were in contact with parents but up to limited level. The students' placement programmed is not actively launched. The students wanted to improve the environment of the universities as they think that cordial environment was not prevailing in the universities. Therefore, students were under pressure from their fellows and teachers.

Development of Future Strategy for Enhancement of Enrolment

A set of recommendations is suggested for the universities as a strategy. It is not necessary that all of them will be applicable in all of the universities. However, only those recommendations that suit the universities can be taken up by them. The following areas are suggested for the follow up.

- 1) Infrastructure and facilities can be improved with more space to sit for independent studies. Students should be provided with self-assurance activities program to tackle issues related to their fellows and teachers.
- 2) Students could be involved in decision-making to develop ownership in them so that they can recommend their university to others as well. Teachers need training to handle students and appropriate behavior and selection of words while dealing with stake holder's especially female students.

- 3) Extensive sports facilities for maximum part of the day to be convinced arranged day trainers. Sports activities should be in front during weekend and concessions offered to families.
- 4) Financial-aid programs should be based on broader ground even sponsors could be arranged. Part-time jobs or piece-work could be given to students so that they can generate some funds to meet some of their expenses.
- 5) Improved arrangements with better resources for faculty are needed. Teachers training programs to guide and empower them with latest teaching techniques will help improve academic quality of staff.
- 6) Faculty must be having a feeling of job security that will have a positive impact in their performance. A threat of losing job must be absolved in the minds of staff. A conducive and cordial environment where mutual respect is to be prevailed amongst the faculty otherwise it is creating a feeling of discomfort between colleagues and they are always under the threat where they are unable to share their feelings of workplace.
- 7) Heads of the universities should have one to one and open communication with all categories of staff. A group of staff must not overshadow the boss. Staff motivational activities and programs have to be arranged in a planned way to develop comfort and ownership amongst the faculty.
- 8) Such activities need to be planned that can inculcate a sense of ownership in them that they can recommend their children and contacts to their universities.
- 9) Behavior counselors to be appointed to deal with the stress of students under academic and allied pressures. A plan can be chalked out to ensure regular visits of students to

counselors. Counselors could be involved in decision making as students opinion could be communicated to management through them.

- 10) Counselors must be involved to arrange internships during course of studies. An intensive job description must be designed with serious follow-up.
- 11) Credits to foreign universities and admission abroad must be handled by trained counselors and complete knowledge and experience in this field. Serious efforts are required to raise the academics level by the heads.
- 12) Serious efforts are required to hire quality teaching faculty. Criteria for admission had to be clearly defined and followed up.
- 13) Merit and need based scholarships must be increased by the management. Extracurricular activities are required at a better scale.
- 14) Classes need to be observed by heads and H.O.D's to make assessment about teaching and learning in the university. Students councils must be activated and made part in the decision making process. Proper appraisal system must be introduced and shared with the staff.
- 15) Community work has to be part of curriculum that will help develop the feeling of humanity among the students besides having positive impact about the university.

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