



## Factors that Students' Maintain in Mind to Choose the Self-Finance Institution for the B.Tech. Course in Uttar Pradesh

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**ABSTRACT:** Finding the College right for you is an Exciting and, at times, Challenging Experience for B. Tech. Course after Higher Secondary Diplomas (10<sup>th</sup>. + Diplomas) and Senior Secondary (10<sup>th</sup>. + 2). With So Many Choices, You may likely wonder where to begin. A Good First Step is to tailor your Choices Based on which Colleges Offer the Various Streams in B. Tech. Course that Best Match Your Interests. The objective of study is to scrutinize how various aspects have encouraged on the decision of students' in selecting self-finance institute for the B.Tech. Course in Uttar Pradesh. For Detail Analysis, the Questionnaire has been developed highlighting the factors which can affect Institute selection decision of Self-Finance Institute for Bachelor Degree i.e. B.Tech. Degree in Uttar Pradesh (U.P.). The Study has been carried out by using Convenience Sampling under Non-Probability Sampling Method of Descriptive Research Design. The studies have been carried out with sample of about 300 students' in various districts in U. P. State. Study has been carried out by using Primary Data through Personal Interview of students'. Personal Interview has been conducted through Questionnaire.

**Keywords Parameters for the Institute Selection, Convenience Sampling under Non-Probability Sampling Method of Descriptive Research Design, Kaiser-Meyer-Olkin (KMO) Test and Bartlett's Test.**

**INTRODUCTION AND LITERATURE REVIEW:** Professional Course like B. Tech. (Bachelor of Technology) is becoming one of the most common career choices amongst the youth in India today. This is purely because of the benefits that the course offers. More and more Engineering Schools and Institutes are coming up in India. There are more than thousand Institutes / Universities all across the Country that offers Engineering Courses. By considering the situation selecting University / Institute is becoming a decision-making process, which could be included in a field of so-called Career Decision-Making. In this Research Article an overview of several models that have been suggested to describe the factors that influence students' intention make to pursue their Graduation Studies, Particularly, Many Streams in B. Tech. Course after Higher Secondary Diplomas (10<sup>th</sup>. + Diplomas) and Senior Secondary (10<sup>th</sup>. + 2) are discussed. The Study by Prof. (Dr.) Karl Wagner and Pooyan Yousefi Fard in 2009 [1] have observed that: The Higher Education Environments (HEE) have become Increasingly Competitive and Institutions have to Encourage for Students' in Employment Markets Positions, further the study [1] is aimed to recognize the Main Factors that Expressively Influence Students' Intention to Study at a Higher Educational Institution (HEI). Conclusions of the Study [1] have been promoted in Terms of Decision Making and have contributed to the roles that assist the HEI Dealers to Plan and improve their Marketing Strategy for Recruiting Students'. Hossler et al., in 1989 [2] have enlightened that: the Conceptual Approaches Describes the College Choice Process and Factors that lead Students' to their College Choice can be found in Three Models. These three emerging categories of College Choice Models Particularized on Supplementary are: Economic Models, Sociological Models, and Combined Models. Established on these three models they have explained their Study. The Study by Andrius



Eidimtas and Palmira Juceviciene in 2014 [3] have observed that: The Study is to reveal the Stages of School-Leavers Decision to enroll in Higher Education by Emphasizing the Influencing Factors. Their Studies [3] have focused on the Factors Determining School-Leavers' Decision in Choosing Higher Education Studies. It is important to Remark that Decision Maker realizes the Real Career needs in life, in accordance with the developed values and attitudes. The analysis of literature reveals four factors which are further categorized into twelve sub factors: educational factors (in the family: style of education; at school: recommendations of teachers and career counselors), information factors (open days, exhibitions, the mass media), economic factors (study fees, career prospects), other factors (geographical location, ratings, personal skills and demography). Further in detail all factors have explained with proper detail regarding the impact of Particular Factor on Decision of Students'. The Study by Ruth E. Kallio in 1995 [4], have observed that: The two General Hypotheses: First, that selecting a Graduate School to Attend is a Multistage Decision Process affected by a Variety of Factors involving the Students' Characteristics, Information Gathering, College Actions, and College / Program Characteristics. Second, the Relative Importance of Some Factors will differ for Younger and Older Students' due to the effects of Life Stage Development, Particularly as they relate to marriage, family and work considerations. These hypotheses are derived from two streams of literature describing the college choice process and adult development theory. These results were used to build five Scales of Importance and Preference, which were then tested with Other Variables in a Regression Model in which the Dependent Variable was the decision to enroll or not to enroll at the Surveying Institution. The following were found to Influence Decisions: Residency Status, Quality and Other Academic Environment Characteristics, Work-Related Concerns, Spouse Considerations, Financial Aid, and the Campus Social Environment. The Study by Joseph Sia Kee Ming in 2010 [5], have developed a Conceptual Framework to Explore the Institutional Factors that Influence Students' College Choice Decision in Malaysia. The Independent Variables that have been identified to have influenced of Students' College Choice Decision are Location, Academic Programme, College Reputation, Educational Facilities, Cost, Availability of Financial Aid, Employment Opportunities, Advertising, Higher Education Institutions (HEIs) Representatives, and Campus Visit. The Study by Emad M. Wajeih and Ted Micceri in 1997 [6], have observed that: The College Choice is a Decision Influenced by a Number of Demographic, Economic, Social, Political, and Institutional Factors. Major Factors cited in the Literature to Influence College Choice are: The Advice of Parents, Academic Reputation of the Institution, Availability of the Desired Program, Availability of Financial Aid, Cost of Attending the Institution, and the Location of the Institution. However, the Relative Importance of these Factors is largely determined by the Characteristics of the Students' and the types of the University (Metropolitan or Traditional). The Study by Jacqueline Liza Fernandez in 2010 [7], have observed that: The Higher Education Sector in Malaysia includes Public and Private Tertiary Institutions. This study examines [7]: The Reasons Students' pursue Higher Education, Sources of Information used by Students' to help choose a Tertiary Institution, Factors that Influence Students' Choices of Public versus Private Institutions, The factors that influence Students' Decisions to Study at USM. The results of this study [7] indicate that the Main Reasons that Students' pursue Higher Education are to improve their Job Prospects and to Gain Knowledge and Experience. The Study by Shiao-Chuan Kung, Taiwan in 2002 [8], has observed that: Distance Learning Courses provide alternative methods to acquire Knowledge outside Traditional Classroom Settings. One problem in the Development of Distance Learning Programs in Taiwan is that they are driven by Technology rather than Educational Need. Technical College Students' response to an online Survey revealed Subject Matter as the Most Important Factor affecting their Decision to take a Distance Learning Course. Female Students' were found to give more importance to Cost Reputation of the School and Time flexibility. Students' who work full time gave more importance to the Reputation of the School and the Instructor. These findings serve to guide Policy Decisions for Institutions seeking to address the Needs and Concerns of the studied Population.

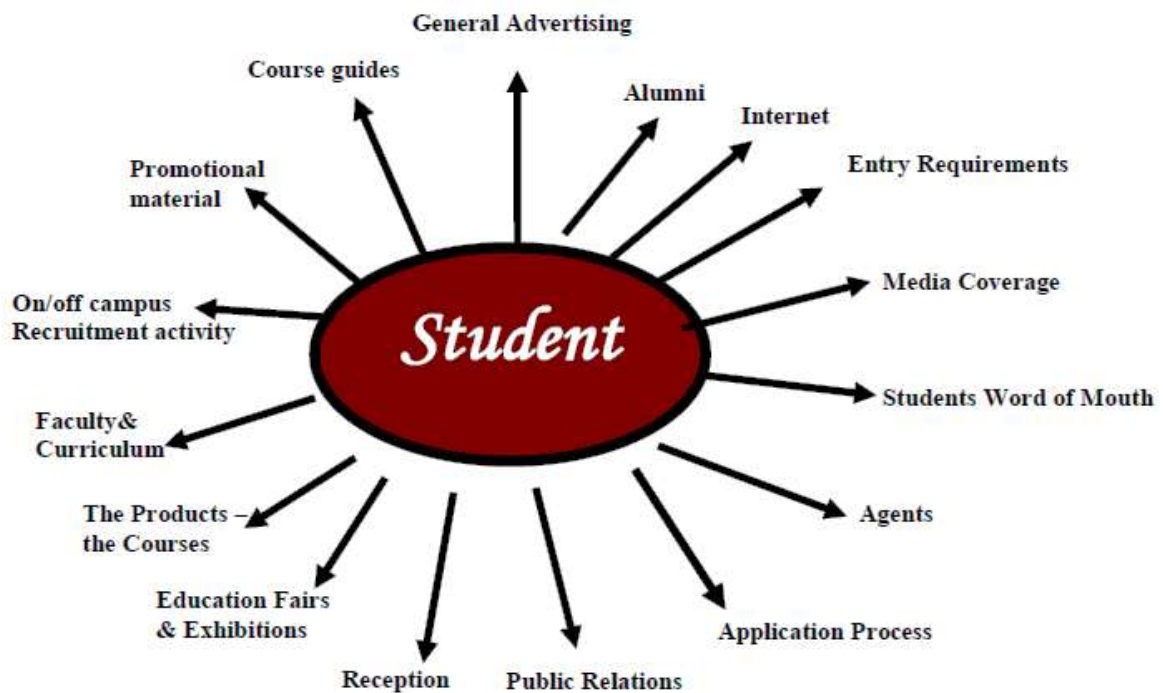


Figure 1: Students' develop their Perception of Educational Brand.

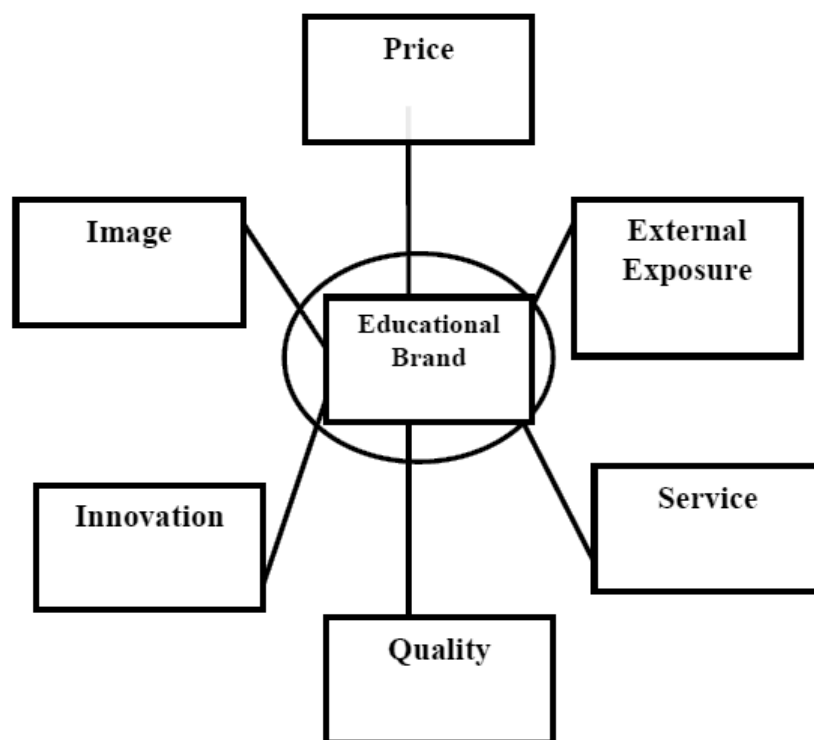


Figure 2: Attributes of Educational Brand.

The Study entitled “B-School Branding – Address Your Stakeholders” by Saptarishi Sarkar [9], has observed that: Basically emphasizing on Branding is both an art and science, Once Successful it provides the B-School the Necessary Enigmatic Aura. But it isn't Rocket Science either. Rather, it's a Culmination of Discussions and Process that starts with Business School Faculties, Staff and Students' asking and answering questions: "Who are we, how should we add value to Stake Holders?" To develop a distinct Brand, Business Schools must look at their histories, their legacies, and their ambitions to uncover. It is always better to consider the Seven Good Friends of Rudyard Kipling in Brand Building Process: Who, What, When, Where, How, Why and How much. How do Students' develop their Perception of Educational Brand are shown in **Figure 1**. An Attributes of Educational Brand are clearly represented in **Figure 2**.

**OBJECTIVE OF STUDY:** In Present, Bachelor of Technology (B. Tech.) is one of the Career Choices after Higher Secondary Diplomas (10<sup>th</sup> + Diplomas) and Senior Secondary (10<sup>th</sup> +2) that Students' make to pursue their Graduation Studies. A Study of Factors influencing Students', while making Selection of B. Tech. Institute among Self-Finance Institutions in Uttar Pradesh, India is based on the Following Intentions:

- To Categorize the Factors that Influences the Opinion of Undergraduate Students', even though electing an Institute for B. Tech. Programme.
- To Recognize the Features of the Colleges / Institutions that Influence Students' Perceptions aimed at picking a Particular Trademark.
- To Identify Major Reasons to Promote Educations seek out by Students' after Higher Secondary Diplomas (10<sup>th</sup> + Diplomas) and Senior Secondary (10<sup>th</sup> +2).
- To Classify the Elements Leading to Change of Brand Awareness of Students' despite the fact to decide on a Precise Marque.
- To Development the Causes to Invite the Additional Quantity of Students' for Various Streams in B. Tech. Programme after Higher Secondary Diplomas (10<sup>th</sup> + Diplomas) and Senior Secondary (10<sup>th</sup> +2).

In the view of the Above Discussions, the Present Aim of Study is to examine how various Parameters such as mainly, mainly, Placement, Infrastructure, Extra Co-Curricular Activities, Faculty related factors, have influence on the decision of Students' in selecting the Self-Finance Institute for Bachelor Degree i.e. B.Tech. Degree in Uttar Pradesh (U.P.).

**PROBLEM STATEMENT IN PRESENT RESEARCH:** Today more and more students who are opting Bachelor Degree i.e. B.Tech. Degree is very conscious regarding the selection of the institutions in Uttar Pradesh (U.P.). As most of the students prefer premium institutes having reputation in the education field, we want to find out the various factors that generally students' evaluated while selecting an institute.

**RESEARCH DESIGN AND DATA COLLECTION:** The Study has been carried out by using Convenience Sampling under Non-Probability Sampling Method of Descriptive Research Design. The studies have been carried out with sample of about 300 students' in various districts in U. P. State. Study has been carried out by using Primary Data through Personal Interview of students'. Personal Interview has been conducted through Questionnaire. Questionnaire was Semi Structured with Open Ended and Close Ended Questions. Sample was selected on the Random Technique Basis. For Detail Analysis, the Questionnaire has been developed highlighting the factors which can affect Institute selection decision mainly, Placement, Infrastructure, Extra Co-Curricular Activities, Faculty related factors, etc. for Self-Finance Institute for Bachelor Degree i.e. B.Tech. Degree in Uttar Pradesh (U.P.).

**LIMITATION:** Limitation of study was that Reluctance on the part of the Respondents to provide Exact Details.

**DATA ANALYSIS:****TABLE 1. MEAN SCORE: PLACEMENT RELATED FACTORS THAT DETERMINE SELECTION OF INSTITUTE**

Placement Related Factors	Mean Score
Placement Activities done by the College	1.54
Past Placement Records of the College	1.61
Sectors in which Placement has been done	2.15
Companies those Recruited the Students'	1.94
Job Opportunities Generated Per Student	2.04

It is evident from **Table 1** that all Placements Related Factors such as Placement Activities and Past Placement Record are Most Influencing Factors, where as sectors in which Placement done is Least Influencing Factors. Mean Value for Placement Activities Done by the College is 1.54, which enhances that Placement Activity of Institute is important for Student as part of Institute Selection. Mean Value for Past Placement Record is 1.61 which enhances that Past Placement Records of the College is considered by Student as part of Institute Selection. Mean Value for Placement Sector is 2.15, which is not important for Student to make Selection Decision of Institute.

**TABLE 2. MEAN SCORE OF EXTRA CO-CURRICULAR ACTIVITIES RELATED FACTORS THAT DETERMINE SELECTION OF INSTITUTE**

Extra Co-Curricular Activities Related Factors	Mean Score
Industrial Visit organized by the College	2.33
Seminar conducted by the College	2.25
Event and Competition organized by College	1.95
Tour and Picnic arranged by the College	2.61
Sports Activities done by the College	2.55
Cultural Activities organized by the College	2.31

In the midst of all Extra Co-Curricular Activities, Most Influencing Factor is Event / Competition and Least Influencing Factor is Tour / Picnic. Event / Competition Organized by College have Mean Value of 1.95,



which is mostly considered by Student while making Selection of Institute. Tour / Picnic arranged by College has Mean Value of 2.61, which is not much considered by Student while making Selection of Institute.

**TABLE 3. MEAN SCORE OF INFRASTRUCTURE RELATED FACTORS THAT DETERMINE SELECTION OF INSTITUTE**

Infrastructure Related Factors	Mean Score
Hostel Facility Provided by College	2.21
Size of Campus	2.19
Library Facility	1.65
Computer Lab Facility	1.61
Areas for Self-Study (Reading Room)	2.37
Use of Technology (Projector, Printer Etc.)	1.77

In the middle of all Infrastructure Related Facilities, Most Influencing Factors are Computer Lab Facility, Library Facility and Least Influencing Factors are Self-Study Room, Hostel Facility. Library Facility provided by College has mean value of 1.65, which further enhances that it is important for student for making decision regarding Institute Selection. For Computer Lab Facility provided by College has Mean Value of 1.61, which further enhances that it is important for Student for making decision regarding Institute Selection. Areas for Self-Study (Reading Room) of Institute are having a Mean Score of 2.37, which enhances that it is not much important for Students' to make Selection of Institute.

**TABLE 4. MEAN SCORE OF FACULTY RELATED FACTORS THAT DETERMINE SELECTION OF INSTITUTE**

Faculty Related Factors	Mean Score
Experience of the Faculty	1.62
Popularity of the Faculty	1.98
Knowledge Diversity of Faculty	1.78
Education Background of Faculty	1.89

Among Faculty Related Factors, Most Influencing Factor is Experience of the Faculty, Knowledge Diversity of Faculty and Least Influencing Faculty Factors are Education Background of Faculty and Popularity of the Faculty. Experience of the Faculty has Mean Score of 1.62, which further enhances that it is much considered by Student, while making Selection of Institute. Popularity of the Faculty has Mean Score of 1.98, which



further enhances that it is much considered by student while making Selection of Institute. Knowledge Diversity of Faculty has Mean Score of 1.78, which further enhances that it is much considered by Student while making Selection of Institute. Education Background has Mean Score of 1.89, which further enhances that it is much considered by Student while making Selection of Institute. Finally, Kaiser-Meyer-Olkin (KMO) Test and Bartlett's Test have been used for factor analysis. The Kaiser-Meyer-Olkin (KMO) Test indicates whether a data set is suitable (Sampling Adequacy) for a factor analysis. The Bartlett's Test is used to test if K samples are from populations with equal variances. The Bartlett's Test can be used to verify the assumptions. The Bartlett's Test is sensitive to departures from normality. That is, if the samples come from non-normal distributions, then Bartlett's Test may simply be testing for non-normality. The measured value of Kaiser-Meyer-Olkin (KMO) for the various attributes categories is 0.704, which indicates the Scale is appropriate and helps in extracting the Factor. The Ideal Measure for this Test ( $KMO > 0.50$ ) and in this case KMO is 0.704 indicates the variables are measuring a common factor.

**CONCLUSION:** Following lines summarize the result of the Factors that Students' Maintain in Mind to Choose the Self-Finance Institution for the B.Tech. Course in Uttar Pradesh:

- While Selecting the Institute, Placement Activities done by the College is the Most Influencing Factor among all the Placement Related Factors.
- Extra Co-Curricular Activities don't have that much influence at the time of Selection of the Institute.
- Among all the Infrastructure Related Factors, Computer Lab Facility is the Most Influencing Factor at the time of Selection of the Institute.
- Experience of the Faculty is the Most Influencing Factor among the Faculty Related Factors.

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