

## Attracting and Retaining Existing Students is Extremely Challenge for Private Universities (case study Malaysian Praviate Universities)

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### Abstract:

In academic institutions, global is present, process fundamental shifts and it has come to be a relatively important problem for the higher education sector to have interaction and preserve relationships with their customers: students, alumni, donors, college contributors and group of worker members. Despite the fact that marketing problems in education are qualitatively excluded from those within the customer product zone, higher education institutions have lots to study taking care of their students like many successful corporations take care of their customers. At the same time, educational institutions want to keep their roles as facilities of knowledge and keepers of educational standards so as to remain socially and economically viable. Present day competitive instructional surroundings where students have many options to be had with them, elements that enable instructional institutions to attract and maintain students should be critically studied. Higher education institutions, which what to benefit competitive edge within the future, can also need to start searching for effective and creative ways to attract, maintain and foster stronger relationships with students. As a private corporation, it has to depend upon the interaction and the mechanism of the marketplace. As a result, competition to woo as many students as viable or so-called "potential customer" might also grow to be increasingly more excessive. Higher education customers are disturbing more attention and instant service. Proactive institutes are now adjusting their practices by way of refocusing their efforts externally. This article describes ' student ' as higher education buyer as well as student identification.

**Keyword:** Higher education; Institutions; Retention; Students attraction;

### Introduction

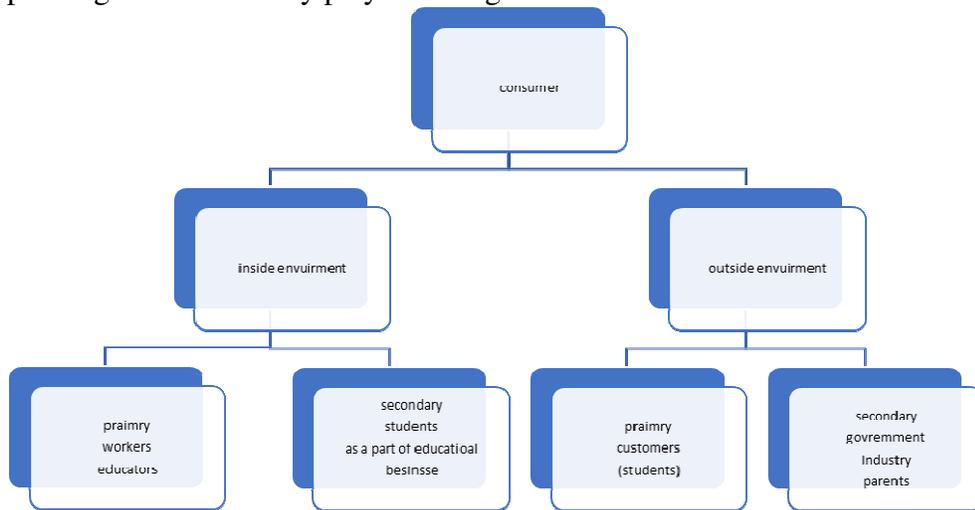
Academic institutions are fundamental changes in the system at present and the connections and partnerships between students, alumni, donors, colleges and the working people community are a relatively significant issue in the field of education and higher education. Despite the fact that marketing problems in education are qualitatively excluded from those within the customer product zone, higher education institutions have lots to study taking care of their students like many successful corporations take care of their customers. At the same time, educational institutions want to maintain their position as information facilities and educational standards that maintain their social and economic integrity.

The climate in which higher education institutions worked in the past decade has dramatically changed according to Cultip (1971). Training-free kingdom faculties and universities are rapidly raising tuition changes as the federal and kingdom student useful resource has dropped significantly. Technology improved the range of equipment for coaching and study while increasing the charge of higher education. A lot of these makes use of, coupled with the massive and diverse higher educational system, which includes institutions striving to keep or grow enrollments, enhance software quality and growth donations and grants, regional higher education institutions in a market where considerable challenges

lie ahead. Even though satisfying the needs and wants of customers isn't always a brand-new organizational concept for those institutions, client orientation has been underemphasized in faculties and universities in comparison to the income orientated businesses. The economics of retention and insulation of the agency from competitive faculties, according to Anderson and Sullivan (1993), Universities and organizations would like to extend the subsistence of customer relations. Specifically, the small increase in retention costs can dramatically impact an organization's earnings because the retention fee for an existing buyer is significantly lower than the fee for the acquisition of a brand new customer. As an example, a primary symphony orchestra found that attracting a brand new subscriber cost 67 cents a dollar, but only 7 cents a dollar to pull a current subscriber -12 months to acquire a 3- to 12 months subscription to the concert season.

**Higher educational institutions customer division**

Higher education institutions have a large number of customer groups, as discussed by different authors who have studied the subject. Higher education divides its customers in various groups of stakeholders, according to Tambi and Kanji (1999) who are closely connected with the major educational process current students, potential students, the government, industry and employers. The authors ranked customers at home and elsewhere, asserting that internally, as described by Goran (1988), customers work to satisfy external customers. Higher education in primary and secondary schools can be classified, depending on its position as intern clients or external agents, according to Tambi and Kanji (1999), and this is also focused on re-interaction with the educational organisation. The researcher goes on to say that the product of higher education is education. Thus, the student can be divided as internal or external, depending on the role they played during the course.



**Fig.1**Customer categories in Higher Education (Kanji and Tambi, 1999)

According to Hewitt and Clayton (1999)the most apparent educational stakeholders are "the educators and people being educated, those coaching within universities and people reading their". The authors verify that the college and the scholars are honestly the primary members of the coaching and learning technique. Then, they list as different significant stakeholders the future employers. They emphasize that, in their opinion, a list of stakeholders only might be considered more consistent, if were protected the government, its corporations and university mangers. O'Neil (1999) has made an evaluation of the

clients of higher education institutions from distinctive view and authors in advertising regions, quality and balance Scorecard famous that succeed the role of multiple clients in higher education. The extraordinary client categories and definition of every one of them adopted in this job are the following:

- Students - registered students frequently and studying at an institute.
- Employers - the future employers of students, being the enterprise, the trade or the government.
- Faculty - all of the college participants who work on different activities within the college.
- Society/government - the society as an entire, such as citizen, taxpayers and government authorities.
- Families - households of the students those are most responsible by way of its financial management in the course of the path.
- Managers/employees - institutes' managers and team of worker participants for administrative and technical group.
- Others - all who's re spoken via extraordinary authors and now not referred to the ultimate classes as secondary students, alumni, providers, competitors, council or network group and many others.

With in the same way, Owlia and Aspinwal (1996) describe the lifestyles of different companies of customers in higher education and every one of these groups of clients have distinctive requirement. They conducted a particular survey, approximately the questions in the exceptional vicinity of higher education. In this survey acquired 51 answers of humans that had already posted articles in excellent area, particularly about higher education. The respondents have been related to the unique areas of education consisting of, management, engineering, and from special international locations, being most of them university instructors. One of the questions of this questionnaire was requested to classify the better schooling purchaser relevance, classifying in an order of importance from 1 to 5, the subsequent clients: employers, households, college, society/authorities and students. Basing on the answer, the survey authors were given the following ranking: 1 - students; 2 - Employers; three - Society/government; four - college and five - family.

### **Student Retention**

Despite the fact that undefeated completion and development of students' education are the reasons for the existence of higher educational establishments, college administrators tend to attention disproportionately longer on packages for attracting and admitting students. Satisfying the admitted students is additionally essential for retention. Admitting students are continuously a important interest of the higher educational institutions. However, the rapid increase of faculties and universities, significant will growth in school education expenses blended with demographic shifts within the populace would possibly force colleges to suppose otherwise concerning the position of student satisfaction for their survival (Kotler and Fox, 1995). Keaveney and young (1997) has targeted at check out a modified model of the student satisfaction and Retention model which incorporated a comprehensive set of independent variables and self-said experiential tests to predict expertise, that successively related to the student satisfaction and retention as shown in determining one.

In spite of the truth that undefeated of completion and development of students' education are the reasons for the life of higher educational establishments, faculty, administrators typically have a tendency for attention disproportionately longer on applications for attracting and admitting students. Exciting the admitted university students is furthermore important for retention. Admitting university students are constantly an important interest of the best educational institutions. But, the speedy growth of colleges and universities, huge will growth in college education costs blended with demographic shifts in the populace might also pressure faculties to think otherwise regarding the feature of student

satisfaction for his or her survival (Cutler and Fox, 1995). Keaveney and Young (1997) has centered on trying out a modified version of the scholar satisfaction and retention model which included a complete set of impartial variables and self-suggested experiential assessments to expect information, that successively related to the student's delight and retention as shown in determine one. Inside the final level of this model, we posit that institutional dedication is positively related to retention, and negatively correlated with dropout and transfer conduct. Studies is provided, assisting the preceding model components as positive effects on student retention.

### **Improved graduation rates and retention of student loyalty**

The college performs an important position in the university experience (Lamport, 1993). The frequency and quality of student-faculty interaction are associated with retention with the useful mindset of professors because the most powerful predictor of through [Florida State University] at 19:44 20 October 2014 satisfaction (Kirk & Dorfman, 1983). The hypothesis follows that the more one has casual interaction with faculty, the stronger the institutional and private commitment can be, and ultimately, the much less likely one is to withdraw (Pascarella, 1980). Taylor and Whetstone (1983) showed the university-suit. Attracting students to enroll in the educational programs offered may not be an easy process for colleges and universities under the competition and the global financial crisis that began in September 2008, which was considered the worst since the Great Depression in 1929, but the hardest is how to keep loyalty Students and motivate them to Continue. The continuation of students in the university to complete their educational goals is a key indicator of the success of the student and thus the success of the educational institution, and the extent of its commitment to achieve the overall quality that allows students to engage in the academic environment effectively. The basic principle of retention of students, according to Vincent Tinto (1993) and known to be the best work on the topic of leaving students to study is "the obligation that stems from the nature of the educational mission of the institution ". In the first part of this topic, we discussed the motivation of universities and colleges to take care of students and work their loyalty to the academic Institution.

Here we review six effective strategies to retain the loyalty of students in a way that will make a difference in the performance of the student and the educational institution, which is as Follows:

#### **1. Create a common vision for student success**

We all want our students to achieve SUCCESS. Although separate departments across the institution can have a real impact on student success, designing and implementing a comprehensive corporate strategy means moving beyond the expectations of many students, faculty and institutional frameworks... etc.

Establishing a common vision of student success and communicating this vision across campus means that you can organize resources more effectively to support specific goals and move from theory to action, and that calls for some very specific questions, namely:

What are our priorities? Do we need to improve retention rates and overall graduation rates for all students? Do we need to focus on a group of students or on a specific academic program?

How do we identify who is at risk "at Risk "? What criteria will we use to assess who is in danger and who are safe? How will we evaluate classroom absenteeism? How will do deal with with the poor results of tests and poor interaction with LMS learning Management Systems activities?

What determines student success? How will we know if our efforts are successful or not?

Are the leaders of academic institutions (president, dean, Vice president, and college Deans) delivering their vision of perseverance to retain students so that university college bodies can develop expectations to support student learning and resource allocation to ensure that goals are achieved?

## **2. Focus on what successful students do**

Many students come to college with little understanding of what is needed to achieve success. We see some of them assume that classroom attendance is optional, and many students believe that the level of effort they were making during high school would be enough to study at college or university, and that is what we are very touched On. Low-income students, especially those from remote areas in particular, may lack the cultural capital and learn how to navigate complex campus Systems. Other students are unfamiliar with the services available to them, such as library, reference services, writing halls, study groups, teachers or supplementary material instructions... etc.

If you want your students to compete through successful behaviors, your organization needs to ask these questions:

Do our students know the GPA academic rate they should get? What courses and courses do they need to maintain a good academic degree to follow the main program of study, and to maintain scholarships and financial assistance?

Do our students know the resources available on campus? How can the university use seminars and guidelines in the first year to draw clear expectations?

What are the opportunities to involve students both in educational activities outside the classroom?

## **3. Defining the intervention strategy**

Experience confirms that colleges that have successful campus-wide retention programs have a clear methodology for defining and defining the concept of a "at risk " student, which provides support by providing appropriate resources and monitoring student Participation. Intervention strategies often involve faculty members and staff who participate in formal referral programmes or who may assist in providing appropriate Resources. Early intervention is the key to helping students before problems are exacerbated and difficult to deal with. For many students, knowing that someone in the institution is interested in pursuing their performance is a strong motivation that helps students establish solid academic and social foundations that pave the path for future success. Before you start implementing early intervention programs that make a difference, you can ask these questions:

What is the closest point through which we know that a student is faltering?

What criteria do we use to determine whether a pupil has deviated from the course? Is it possible to attend classroom meetings, grades, pre-registration information, Midterm exams, or financial assistance information?

What systems do we have to ensure that students receive alerts in a timely manner? What resources do we have to proactively address students ' academic, social and financial needs?

How can we collaborate with faculty and staff on campus to identify students at risk and make decisions and intervene?

How can technology facilitate communication with our students in a timely and effective manner? How can technology help us monitor academic progress or identify students at risk of failure (red light) that indicate that the student has already begun to suffer from problems?

## **4. Start small and then grow**

There are possibilities for programs and initiatives aimed at supporting the success of the student in your organization ALREADY. Find those programs and evaluate what works and what is not critical when you begin to build a more strategic approach to retaining students and ensuring their ability. Of course starting small through the section, or through the program or

specialization provides you with a way to develop systems for referral programs, intervention tactics, metrics of success and reporting mechanisms and ensures comprehensive and integrated Efforts. If you are already able to promote a model program that can communicate its successes to other parts of the campus and build enthusiasm for it, you will be able to develop this program more successfully by using ways that will reach every student on campus and provide appropriate support and AWARENESS.

When evaluating candidate programs to be "incubator ", you should consider the following questions:

Where do we want to start? Will we start at the university, college, department or school level for the first year?

Who are our allies there? How are we going to measure success? How can this program improve and grow?

### **5. Building Bridges**

It is important to realize that building successful pilot programs and bringing them into comprehensive campus-wide initiatives requires the full cooperation of all in the various departments of the university, as well as Off-campus Partners. Identifying at-risk students can start with those who are absent from the classroom, but it should not end there, adopting a comprehensive approach to student success means finding a way to reach out to all stakeholders and the relationship in the university, each one with a piece of the full picture. By linking what's going on in the classroom with what's happening abroad, we build multiple safety nets for our Students. Collaboration is a key element for building student-oriented initiatives that take into account the full student experience, whether it be collaboration with Student affairs, Financial aid, Academic affairs and other departments that play a role in student success. Building a comprehensive strategy needs to create common goals, coherent messages and appropriate incentives to ensure the participation of all these Stakeholders. To start building bridges of cooperation both on and off campus, it is important to consider the following questions:

What departments or academic units are we already cooperating with? How can we build and develop these existing partnerships?

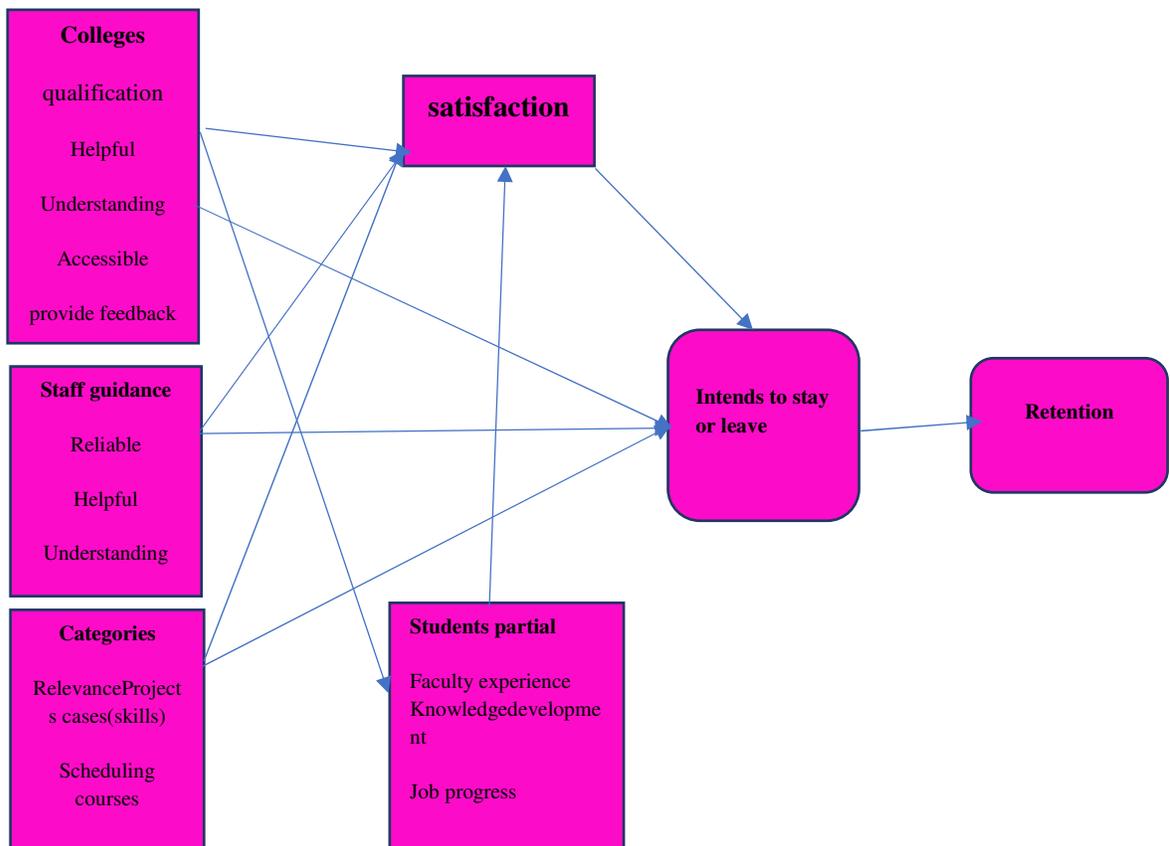
From partners and stakeholders inside and outside the campus who can contribute to enhancing the Organization's vision of student success? How can we bring these actors together to set common goals and identify mutual cooperation opportunities?

What opportunities exist for merging resources, initiatives, or data collection? Are there incentives for cooperation?

### **6. Use the data instead of collecting it only**

The use of good data is an important factor in guiding the retention strategy, monitoring student progress, Evaluating programme effectiveness, directing decisions and allocating resources. A successful approach to student success depends on good data, and most academics will refuse to help you unless you show them the details of the subject supported by statistics that support your goals. Fortunately, Many statistics are available and some are available in locations such as the Ministry of Education and data repositories at the University. Collaborate with the researchers at the foundation and ask for their help to define an institution-specific model for students at RISK. Your Organization's Research department can help you find the resources you need to get the right data and use it to prepare effective reports and move them with greater confidence towards achieving the Goals. Good data can help us focus our efforts on promising tactics and scarce resource allocation strategies. To start thinking about data usage strategy to support success and retention efforts, it may be important to consider the following questions.

What are the most important data to understand the persistence of students, their learning process and their success? What is the required structure of the data? Do we have access to it at the right time? How is data used in decision-making, software development, and resource allocation? How can technology facilitate reports and related records to help improve services for students? How can technology provide access to adequate information that is presented in effective ways that determine real-time data orientation through control panels and balanced scorecard? After reviewing these strategies and accompanying questions, it seems that it is not easy to achieve sustainable steps to improve students' learning, to retain them to graduation and to obtain a degree. However, there are many colleges and universities that have achieved clear successes and have been referred to in the previous section of this Topic. Regardless of the nature of the factors that improve education outcomes, we cannot ignore the fact that student success is one of the most obvious signs of an academic Institution's ability to meet the increased demand for higher levels of accountability and transparency. We must not ignore the successful interventions of technology in the fields of education, where there are many comprehensive systems that offer a wide portfolio of technical solutions, developed and that work to identify and support students at risk and interested in improving the level of academic and administrative performance, and empowering members of the Teaching in the academic institution of providing personalized counseling to each student in order to achieve the success of the students and their graduation in a timely manner.



**Fig. 2** Student Satisfaction and Retention Model. Source: Keyveney and Young (1997), "The Student Satisfaction and Retention Model (SSRM)," working paper, University of Colorado at Denver.

Keaveney and Young (1997), attitude predict behavior intentions, which in turn predict actual behavior. Using this theoretical support, the student satisfaction and retention model assumes that student satisfaction leads to intentions to stay which in turn leads to student retention. Different from the previous research studies, this model incorporates a comprehensive set of independent variables that are hypothesized to predict student satisfaction and retention. It too contains a circle of self-reported outcome assessment variables, which provide information about students' evaluations of the programs provided by the institute beyond satisfaction and retention. Thus, it is debated that the student satisfaction and retention model is a more comprehensive retention model which looks at the impact of a unique set of variables to explain student retention for higher educational institutions.

### **Conclusion**

Issues over to compete globally and keep the quality of higher education system are mounting. A strong higher education gadget is important to the future financial competitiveness of students. In this environment, the level of interest on meeting minimal satisfactory requirements is now not enough to retain and increase better relationships with the scholars. It's far necessary to position higher education on the adventure to overall performance excellence in an extraordinarily competitive world. Thus, the higher educational institutes must take each and every step which is significant in maintaining college students either it's miles the association of qualified and skilled team of workers, providing better mastering facilities, presenting required facts, growing gentle abilities among students, supplying higher student support offerings, imparting higher training & placement services or higher infrastructure. All of these offerings work as retention practices for better education and the scholars' belief about the institute relies upon the way these services are offered to them.

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