

Research Article

Students' Perception and Behaviour on Attending a Private-Higher Educational Institution in Jamaica: A Quantitative Perspective

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A B S T R A C T

Globalization and liberalization have changed the educational landscape in many nations, including Jamaica. Many of the tertiary institutions in the developing nations have to compete alongside those from highly efficient ones in the developed world. A descriptive research design was used to conduct this research. The descriptive research design allows the researcher to use the Statistical Package for the Social Sciences (SPSS for Windows Version 24.0) and conduct descriptive statistics – percentages, frequencies, graphs, mean, standard deviation, confidence intervals, and principal component method in factor analysis. A two-tailed test of significance will be used to determine the level of significance at a 95% degree of confidence (or $\alpha = 0.05$ or 5%). Stratified probability sampling was used randomly stratifying the student population (Kish, 1956). A sample of 351 freshmen was surveyed, with a margin of error of $\pm 3\%$. Of the sampled respondents ($n=351$), there were 3.4 females to every 1 male (i.e., $n=270$, 76.9%), with 0.6% of the freshmen indicating that they 'prefer not to say' their gender. On the motivation scale, the most important variable in the index was humanitarianism followed by proving worth. This can only be done by way of rebranding its image, improving academic reputation, divesting into new and innovative programmes, supplying and meeting the needs of its clients, and creating an atmosphere of excellence in all areas of operation.

Keywords: Student Motivation to Attend College, Most Important Consideration for Choosing College, Student Attitude to College Selection

Introduction

For centuries, tertiary institutions in both developed and developing countries were protected by government regulations on the premise that the sector was critical to development and nation building and hence merited such protection (Hughes and Krueger, 1984; Marguardt, 2003; Sarioglana, 2014; Organization for Economic Cooperation and development, 2018). Such a perspective supports protectionist theorizing and non-protection

economists argued that this is at the opportunity cost of high prices, inefficiencies, ineffectiveness and protection of producers at the cost of consumers (Instituto de Estudios Socioeconomicos, 2014). It was often argued that it was not a sector to be liberalized as that would allow other countries who would wish to invest to dictate the pace of educational development. This theorizing owes itself to protectionism and was held intact because of the alleged cost of downsizing those educational institutions that were

highly inefficient. It was not regarded as a service sector which would or could earn revenue for the economies of developing countries. Embedded in protectionism, particularly of tertiary education, was state funding of these institutions, which explained the lowered cost of production (i.e., tuition cost). This advantage was only given to public institutions and students of the private ones had to bear the full cost of production. Any liberalization of education would require that the same concessions be accorded to all institutions, whether national or otherwise.

The reality in Jamaica, which is typical across the developing nations, is the vast disparity between tuition costs for the private and the public educational institutions. The public educational institutions have the additional advantage of lower cost because of government grants and aid and the private ones oftentimes struggle to remain open or become bankrupt because of high tuition costs and low student enrolment. For decades, this disparity was justified and kept being enforced because of the article of protecting infant industries. In the case of education, the argument was the protection of human development, particularly within the context of the importance of education to national development. But, little was offered to aid private educational institutions. Those private educational institutions have had to formulate creative ways to operate and continue to do so. It was presumed that if these institutions desired to operate in such a context they would be financially capable of doing so without government intervention.

The economic disparity in tuition cost between private and public educational institutions in Jamaica has seen the closure of many private entities. The bankruptcy of those institutions has been predicated upon students' inability to pay the high cost of tuition. The continued operation of Private-higher Educational Institutions is totally based upon the institution's creativity, especially in periods of economic downturn (i.e., recession or depression). Private-higher Educational have outlived the Great Depression of the 1920s-1930s, high inflation of the 1980s, the financial crisis in the 1990s and world recession of 2000s, structural adjustments of 1977-1989 and the world banking crisis in 2008-2009 (Kirkpatrick & Tennant, 2002; Robotham, 2001; Vogel, Jr. 1997; Witter & Anderson, 1991). In the literature much has been documented regarding the economic and social costs of the Great Depression (Bernstein, 1987; Cole & Ohanian, 2004; Hansen, 1938; Irwin, 2015; Saint-Etienne, 1984; Smiley, 2002, 2008; Temin, 1976, 1989) and the reality is Private-higher Educational Institutions survived this era as well as four World Recessions (1975, 1982, 1991 and 2009- Davis, 2009). In addition to all this, Jamaica has experienced other crises; for example, intentional homicide and political happenings (Robotham, 2001). The reality is that private-higher educational institutions have been

injured by those challenges; but they continued to operate in spite of all these adversities.

Globalization and trade liberalization (Downes, 2009; Melville, 2002; Rapley, 2002; Witter & Anderson, 1991), specifically the liberalization of the services sector under which education falls, have opened the education market to other institutions that desire to operate in Jamaica. Protectionism, to a lesser extent, still exists, but this has not benefited private organization. Many tertiary institutions continue to grapple with the challenge of lower enrolment (Lauer, 2002, 2004). In fact, statistics on enrolment from the University of the West Indies, the major university in Jamaica, which receives a large subvention from the government, based on a long-standing regional agreement, revealed a decline in student intake for 2014/2015 (University Office of Planning and Development, 2016). This means that in spite the continued subsidies and government grants offered to the University of the West Indies, the institution has experienced enrolment reduction, suggesting that decline in tertiary level enrolment is a global phenomenon.

The issue of enrolment reduction has resulted in empirical inquiries on the matter (2008; Lauer, 2002, 2004; Mohd, 2016; Nagaraj, Munisamy, Mohd Jaafar, Abdul Wahab and Mirzaei, 2008) as researchers delve into the 'why' in an effort to supply stakeholders with scientific explanations for this phenomenon.

According to Gower (2012), pupils who graduate with a bachelor's degree received a salary that is 50% greater than those with a secondary level education. Gower (2012) among other scholars (Vergolin & Zanini, 2012; Zelick, 2007; Stuart, 2002) has examined the most important factors that explain people's choice(s) in attending a particular college. Despite the reduction in student enrolment at many private-higher educational institutions, the institution has never conducted an inquiry into the factors that account for student motivation and the most important reasons for selecting a particular college. This is a rationale for such an examination, particularly because of the continued decline in enrolment since 2010. This reality, that of the declining enrolment, is a cause for concern for the private-higher educational institutions, especially because in 2014/2015 enrolment at UWI fell by 11.5% and in 2016/2017 the campus at Mona recorded a 15% increase over the previous academic year (Jamaica Observer, 2016); yet, private-higher educational institutions continue to show decreases in student enrolment. The current study, therefore, seeks to evaluate the most important considerations and motivation for selecting freshmen at a private-higher educational institution in Jamaica. The purpose is to provide critical information for decision-making that can guide these organizations. The current research developed an

objectivistic epistemology, which allowed for a quantitative theoretical framework.

Theoretical Framework

The matter of a theoretical framework is crucial to the research process and this has been extensively promulgated by scholars and/or methodologists (Babbie, 2010; Crotty, 2005; Waller, 2006; Neuman, 2014). Waller (2006) forwarded that:

A theoretical framework is a self-conscious set of (a) fundamental principles or axioms (ethical, political, philosophical) and (b) a set of rules for combining and applying them (e.g., induction, deduction, contradiction and extrapolation). A theoretical framework defines the objects of a discourse, the permissible ways of thinking about those objects and so determines the kinds of knowledge about the objects that can be produced legitimately within the framework (Cubitt, S, personal communication, October 6, 2005 in Waller, 2006, p. 25).

A deduction that can be made from Waller's writings is that a theoretical framework sets the parameters, provides the basis for analysis of the data and holds all the knowledge on the particular concept. Simply put, the theoretical framework is the science or the scientific approach that is used from thought to execution of a research. Therefore, disciplines like chemistry, physics, medicine and mathematics are in science simply because of the objectivistic theoretical framework that is applied to conduct the investigation. All subjects in the natural sciences employ positivistic theoretical framework; that is, one that is impersonal, relies on precise measurement and as such guides science, which is no different for the social sciences (Balashov & Rosenberg, 2002; Kuhn, 1996). Hence the use of mathematical equations summarizes theoretical underpinnings and provide a framework for the working of concepts, principles and procedures. For example, Newton's Law " $F=ma$ " speaks to force being equal to the product of mass and acceleration. This theoretical framework guided scientific attitude as science was embodied in proof, verification, validation and objectification. A positivistic theoretical framework has been extensively used to investigate the crime phenomenon.

Crotty (2005) remarked that...we describe the philosophical stance that lies behind our chosen methodology. We attempt to explain how it provides a context for the process and grounds its logic and criteria... (and) this is precisely what we do when we elaborate our theoretical perspective (Crotty, 2005, p. 7).

Such an elaboration is a statement of the assumptions brought to the research task. It is driven by a particular theoretical thinking, which is reflected in the methodology (Crotty, 2005, p. 7). Given the general scope of this work

in which crime and safety are issues in selecting a place to live including university attendance; it is this context that necessitates the inclusion of crime in the Caribbean in the theoretical framework. On reviewing the literature, theoretical frameworks (perspectives, theories or models) explain the underpinnings of many works on crimes in the Caribbean region; these are: 1) positivist and/or post-positivist and 2) social constructionism. Based on the aforementioned fact, this study used Phinney et al.'s framework which is a modification of 'Student Motivation for Attending University (SMAU) index developed by Côté and Levine (1997).

Côté and Levine's student motivation for attending college scale was conducted among a group of college students in Canada. Their scale (or index) comprised five subscales and these reflected reasons as: 1) Career-materialism—issues relating to status, job and gaining money; 2) personal-intellectual—matters of personal growth and learning; 3) humanitarian—issues that deal with helping others; 4) expectation-driven—matters relating to pressure from family and others; and 5) default—a lack of better options and alternatives). The authors employed the Principal Component Method to construct the Student Motivation for Attending College, which is the justification for the five subscales.

Phinney et al. (2006), on the other hand, used focus group discussions from a sample of Asian, Latino and African Americans to ascertain their reasons for attending a particular college. The subscales were developed out of the themes across the sampled participants. These were: 1) helping family; 2) encouragement; 3) proving oneself; 4) expectation-driven scale. Phinney et al. later revised the scale by way of a pilot study of some 450 freshmen. The final scale or index and subscales were derived by way of factor analysis. The 33 items were classified into seven subscale and they accounted for 57.51% of the cumulative variance.

For the scale and subscales, there were 33 Likert scale items ranging from 1 (Strongly disagree) to 5 (Strongly agree). The reliability scale was good (alpha reliability ≥ 0.7) as well as the subscales. The alpha reliabilities were: 1) Career/Personal Motivation (i.e., 0.87); 2) Humanitarian Motivation (i.e., 0.8); 3) Default Motivation (i.e., 0.71); 4) Expectation Motivation (i.e., 0.73); 5) Prove Worth Motivation (i.e., 0.81); 6) Encouragement Motivation (i.e., 0.7) and 7) Help Family Motivation (i.e., 0.88). This research used the same items from Phinney and colleagues' Student Motivation to attending college scale. Another scale was examined for this paper which examined the most important consideration for attending a college. This scale consisted of 10 items. As such, the aforementioned theoretical framework guides the employment of an objectivistic methodology for this study, which is examined overleaf.

Methodology

This study employs an objectivist epistemology as it allows for 1) impersonality, 2) generalizations, 3) measurement including sampling design, 4) validity and reliability of instrumentation, 6) hypothesis testing and 7) model development (Babbie, 2010; Blalock, 1963, 1964, 1967, 1971; Blalock & Blalock, 1968; Crotty, 2005; Neuman, 2014; Raykov, 2000a, 2000b; Raykov & Marcoulides, 2000; Raykov, Marcoulides, & Patelis, 2013). The objectivist epistemology is a descriptive-empirical research design. According to Bastick and Matalon (2007), descriptive research which is quantitative in nature is a type of investigative research that measures the characteristics of a sample or population on pre-specified variables. This study fits this design because it typically sought to ascertain respondents' perspectives or experiences on a specified subject in a predetermined structured manner. The purpose of the descriptive research design is based on the nature of the study and therefore no other design would be able to adequately answer the research questions.

Descriptive statistics allowed the researcher to meaningfully describe the many pieces of data collected by Gay and Airasian (2000). The descriptive research design allows the researcher to use the Statistical Package for the Social Sciences (SPSS for Windows Version 24.0) and conduct descriptive statistics - percentages, frequencies, graphs, mean, standard deviation, confidence intervals and principal component method in factor analysis. A two-tailed test of significance will be used to determine level of significance at a 95% degree of confidence (or $\alpha = 0.05$ or 5%). Stratified probability sampling was used, randomly stratifying the student population (Kish, 1956). The students were stratified based on gender, college/school and class, from which a representative sample was drawn. A sample of 351 freshmen was surveyed, with a margin of error of $\pm 3\%$.

The research team informed the prospective respondents of their rights and responsibilities in the research process. Informed consent was a verbal one and any student who chose not to participate was excluded from the process. As such, only the consenting students were drawn to participate in the study. The research team conducted the issuing and collection of the questionnaires in order to ensure confidentiality and comfort of the participants. For the research, the instruction was for the respondents not to use any personal identifier as this adheres to ethic principles.

The positivists' philosophy is carried out by hypothesis testing through conducting experiments (i.e., observation) and the manipulation of variables. This is referred to as *the scientific method* - that is, logical reasoning, with an emphasis on experience (i.e., observation) and measurement

(Crotty, 2005).

A renowned methodologist, Neuman (2014), penned the following perspective that aptly summarized positivism. He opined that positivism logically examines ideas by way of deductions, the predictability of observations and seeking to establish a set of probabilistic causal laws. Embedded in positivist research are the techniques used in obtrusive and controlled measurement. This guides the data gathering process (see also Waller 2006) - by way of survey, experiments, case-control studies, statistical records, structured observation, content analysis and other quantitative techniques. Furthermore, this study evaluates reasons for freshmen choosing to attend private higher educational institution and this was done by way of Phinney et al.'s students' motivation to attend college index. Thereafter, the researcher used factor analysis to establish the importance of factors in the index. Hence, the positivist paradigm was the appropriate choice. The positivist's paradigm assumes objectivity, impersonality, causal laws and rationality. This construct encapsulates the scientific method, precise measurement, deductive and analytical division of social realities. From this standpoint, the researcher was able to provide internal validity of the study and obtain a wide cross-section of people's viewpoints (i.e., survey research) as well as the employment of a well-established index that measures this concept.

Survey Research

Survey research is frequently used in the social sciences to examine social phenomena (Babbie, 2010; Neuman, 2014). It is a methodology and method that allows for the scientific examination of social issues. Crotty (2005) postulated that this approach is embedded in positivism as well as post-positivism. Crotty like Blalock (1982) forwarded that survey research is framed by precision, objectivity, measurement, statistical analyses and impersonality. This allows for the established of theoretical constructs, models and empirical explanations of reality. This suggests that survey research can be used to formulate and construct theories and/or laws, extensively evaluate issues and understand general issues.

It is on the premise that survey research is an objective approach that the researcher used a standardized survey instrument to collect data from a large population as this provided valuable information on people's perception and issues relating to difficulty to change their practices or behaviour in spite of new information. As a result, this called for an objective statistical tool; therefore, the Statistical Packages for the Social Sciences (SPSS) was utilized to store, retrieve and analyse the data as well as the utilization of established concepts and measurement tools like Phinney et al. students' motivation to attend college index.

SPSS allows for the analysis of a large volume of quantitative data as was the case for this study. For this research, over 350 survey instruments were distributed and this large volume required the use of SPSS to analyse the data. It is based on this premise that the researcher used descriptive statistics as this allowed for examining quantifiable data. A standardized instrument was used which comprised 44 items to collect data. Of the 44 items, 33 are Likert scale questions for the motivation index and 11 Likert scale ones that determine the most important issues for choosing a college by the 2017 freshmen at private higher educational institution (see Annex 1). The overall reliability indices are over 0.70, which speaks to the high quality of the sub-items that are used to assess: 1) students' motivation for attending private higher educational institution and 2) the most important reasons for choosing to attend private higher educational institution, by a group of freshmen.

According to Bastick and Matalon (2007), descriptive research which is quantitative in nature is a type of investigative research that measures the characteristics of a sample or population on pre-specified variables. This approach allows for provision of answers to question of what. The time for the study varies but on average it was 30 minutes±5 minutes. The site for the research was the private higher educational institution Gymnatorium. The participants were presented with the survey instrument and a pen/pencil. The participants were seated and were given the allotted time to complete the instrument without any interference from private higher educational institution staffers or the members of the research team. All participants were informed of their rights and responsibility in the research process. The students and faculty were told not to include any personal description on the instrument that could be traced back to them. This was done in order to increase confidentiality and allay any fear of the alignment of their responses to them. Another way in which comfort and confidentiality were increased was in the fact that the research team monitored the entire process including data collection for all participants.

Pilot Study

The instrument went through a series of internal validations including being vetted by a methodologist, a content researcher, proofread by a language specialist and lastly, pilot tested on student workers at private higher educational institution. Pilot testing is done to validate as well as to ensure reliability of the data gathering instrument. The instrument was piloted with twenty respondents from a similar population that will not be likely to be a part of the actual sample for the study. The exercise was estimated to last for twenty minutes after which the questionnaires were retrieved and entered in the Statistical Packages for the Social Sciences, for Windows, Version, 24.0. Modifications

were made to the initial instrument based on the feedback, after which the modified questionnaire became the final instrument.

This methodology, therefore, sets the parameters and conditions for not only data collection but the analysis of data to include: 1) descriptive statistics, 2) bivariate analyses, 3) frequency distribution and 4) model building. Those are encapsulated in the findings section of the work, overleaf.

Findings

Socio-demographic Characteristics

Figure 1, depicts a pie chart with the percentage distribution of the gender of the sampled respondents. Of the sampled respondents (n=351), there were 3.4 females to every 1 male (i.e., n=270, 76.9%), with 0.6% of the freshmen indicating that they 'prefer not to say' their gender. The findings suggest that there are students at private higher educational institution who do not considered themselves to be male or female. This is an important issue that must now be taken into consideration as to the state of the world—the asexual group (i.e., people who do not consider themselves to be male or female).

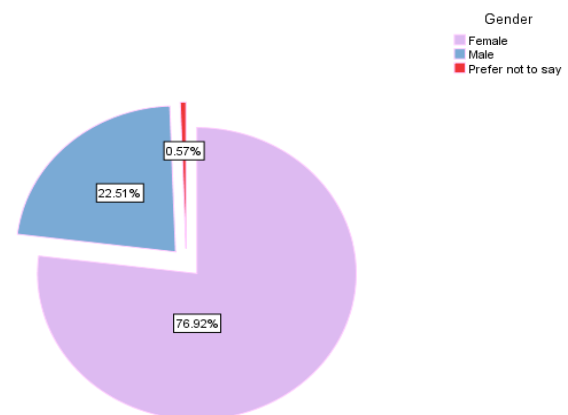


Figure 1. Gender of respondents

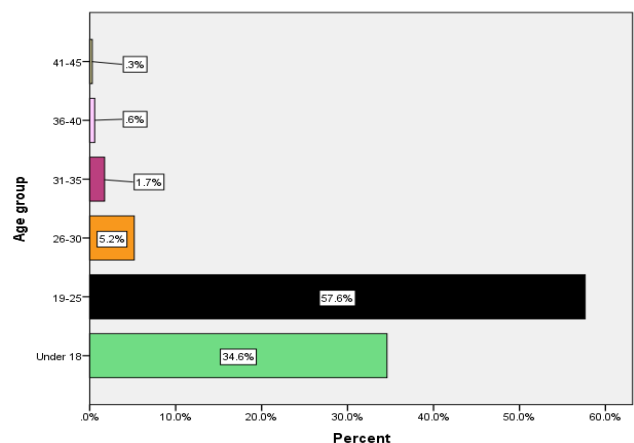


Figure 2. Age cohort

Figure 2, shows a bar graph of the age cohort of the sampled freshmen. Of the sampled respondents (n=351), 98.9% of them answered the question on age cohort. Ninety-two out of every 100 freshmen sampled were less than 25 years old, with almost 1% (n=3) being 36+ years old.

The majority of the sampled freshmen were single people (98.0%, n=344), with 1.7% (n=6) being married and 0.3% (n=1) indicated being divorced (see Figure 3).

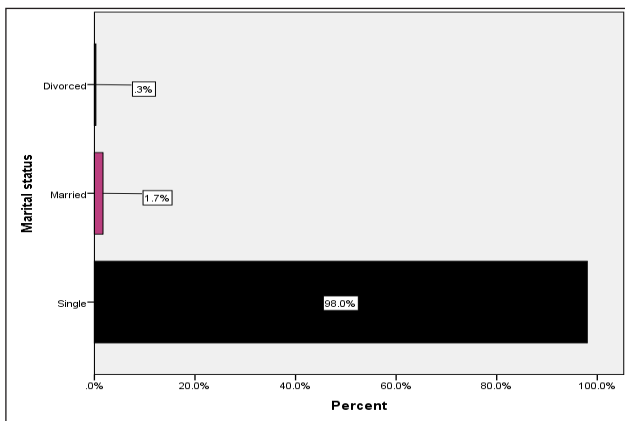


Figure 3. Marital status

Figure 4, is a cluster bar graph of the age cohort and marital status by gender of the sampled freshmen. The only divorcee in the sample was a 19-25 year-old individual who did not stipulate a gender. The older males were more likely to be married than their female counterparts and the reverse was true for those 19-25-years old ($\chi^2=84.074$, $P < 0.0001$). More detailed information on age, marital status and gender of the sampled freshmen distribution is provided in Annex 2.

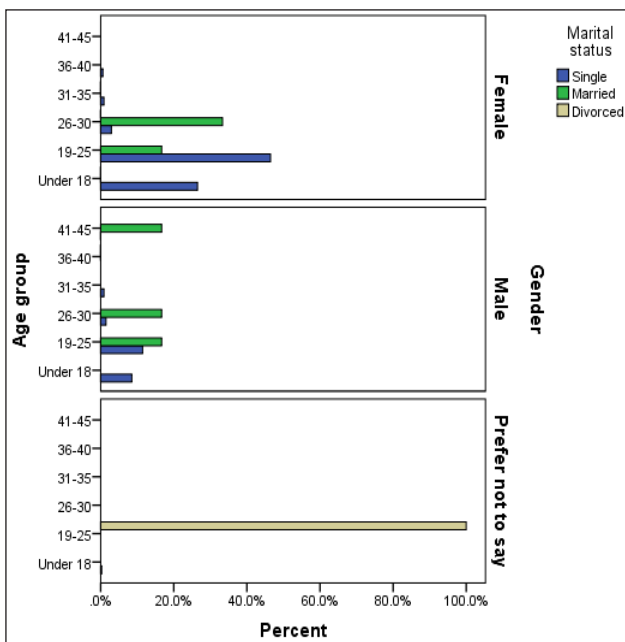


Figure 4. Age and marital status of sampled freshmen

The sampled freshmen students were asked ‘What is your employment status?’ and the response to this question is shown in Figure 5 below. Of the sampled freshmen students (n=351), 90.3% (n=317) answered the aforementioned question. Twenty-eight and four-tenth percentages of the sampled freshmen were employed (n=90), with 11.4% indicating full-time employment. This means that 1 in every 2.4 sampled freshmen was unemployed, suggesting that they should be full-time students.

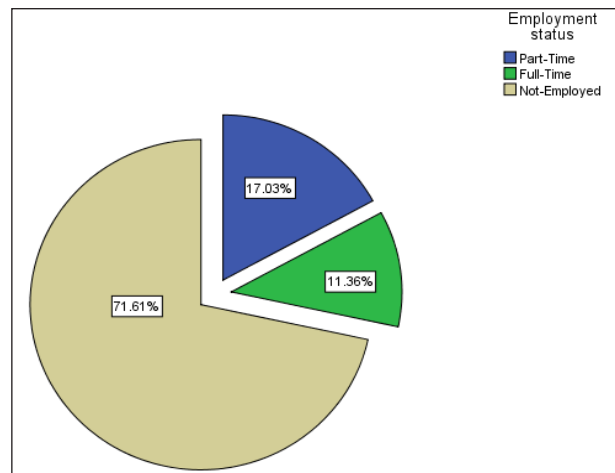


Figure 5. Employment status

Enrolment

Figure 6, shows a bar graph of the sampled freshmen who are enrolled at Private Higher Educational Institution for Fall 2017. Of these students (n=351), most of them were enrolled in the undergraduate programme of study (97.4%, n=340), with 2.0% (n=7) in the master’s programme and 0.6% (n=2) in the doctoral programme (see Figure 6).

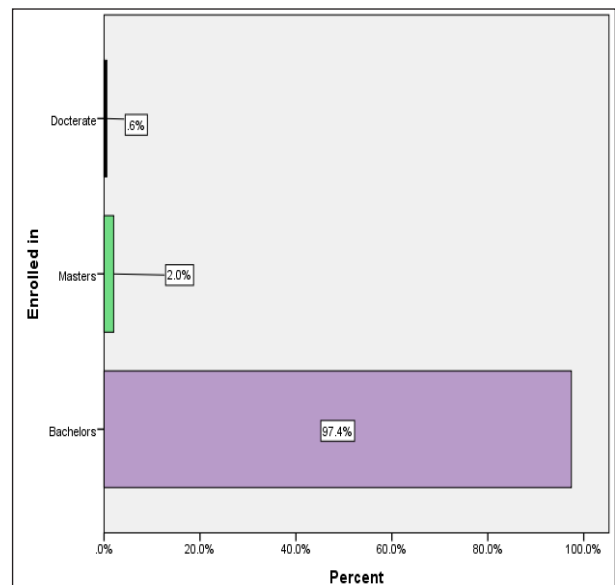


Figure 6. Freshmen student enrolment at private higher educational institution, Fall 2017

When the sampled freshmen were asked if they are currently enrolled in courses at private higher educational institution, the responses are presented in the pie graph below. Of the sampled freshmen (n=351), only 65.6% (n=330) responded to the aforementioned question. Of those who answered the question (n=330), 76.1% (n=251) indicated yes compared to 23.9% (n=79) who said no. This means that for every 23 of the sampled freshmen, 10 of them are enrolled students at private higher educational institution. Such a finding suggests that at the time of the survey, almost 24% of the sampled freshmen were not enrolled in a course at private higher educational institution, i.e., almost 1 in every 4 of the sampled freshmen.

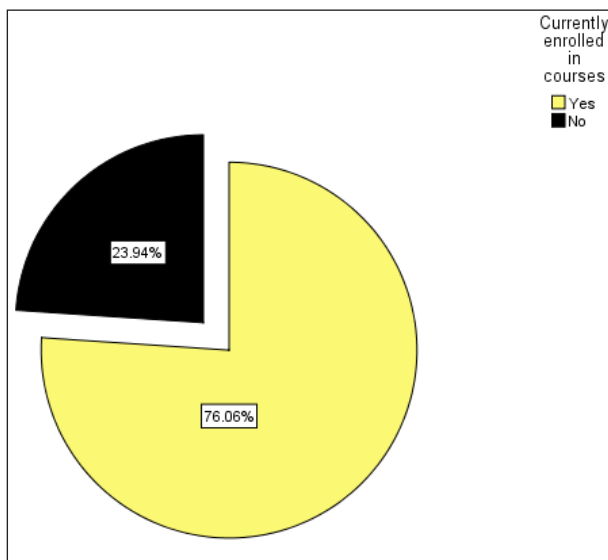


Figure 7. Enrolled in course at private higher educational institution

being currently enrolled in courses at private higher educational institution and gender of respondents ($\chi^2(df=2) = 0.674, P = 0.714$). It can be deduced from the results (see Table 1) that the 76.1% (n=191) female freshmen who are currently enrolled in courses at private higher educational institution, at the time of the survey, are not statistically different from the 75% (n=57) males.

Figure 8, shows that there are freshmen who are enrolled in more than one university, while they are enrolled in a programme of study at private higher educational institution (1.7%, n=6).

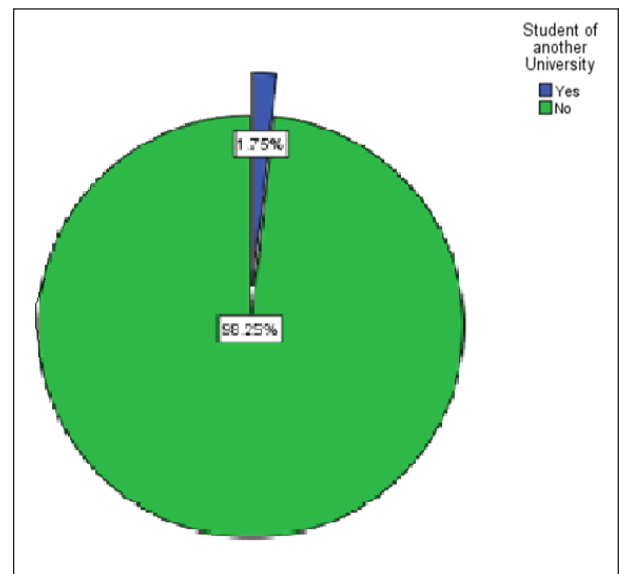


Figure 8. Enrolled at a student of another University

Table 2, presents a cross tabulation of enrolment in a degree programme by gender of the sampled freshmen. Of the

Table I. Cross tabulation of being currently enrolled in courses at private higher educational institution by Gender

Cross tabulation of being currently enrolled in courses at private higher educational institution by Gender						
Female Male			Gender			Total
			Prefer not to say			
Currently enrolled in courses	Yes	Count	191	57	2	250
		% within Gender	76.1%	75.0%	100.0%	76.0%
	No	Count	60	19	0	79
		% within Gender	23.9%	25.0%	0.0%	24.0%
Total % within Gender		Count	251	76	2	329
		100.0%	100.0%	100.0%	100.0%	

Table 1, presents a cross tabulation between being currently enrolled in courses at private higher educational institution and gender of the sampled freshmen. The findings revealed that no significant statistical association existed between

sampled males (n=77), 96.1% (n=74) of them are presented in the bachelor's programme compared to 97.8% (n=263) of the females and 100% (n=2) of those who are asexual freshmen ($\chi^2(df=4) = 2.374, P = 0.667$).

Academic Performance

The majority of the sampled freshmen reported at most B+ grades in their academic pursuit (80.6%, n=253), with only 19.4% (n=61) having at least A- (see Figure 9). It can be deduced from this finding that most of the students who enter private higher educational institution are those with grades of B (61%, n=108), with 10.5% (n=33) obtaining Cs. It can be extrapolated from the sampled freshmen data that private higher educational institution is more attractive to the average academic performers and that only 1 in every ten freshmen to private higher educational institution is a high academic achiever.

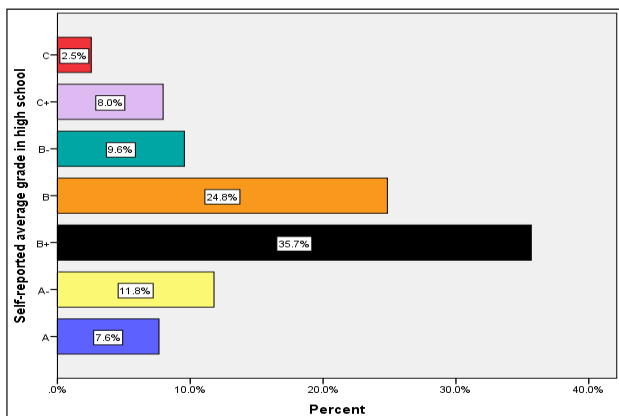


Figure 9. Self-reported average grades in high school

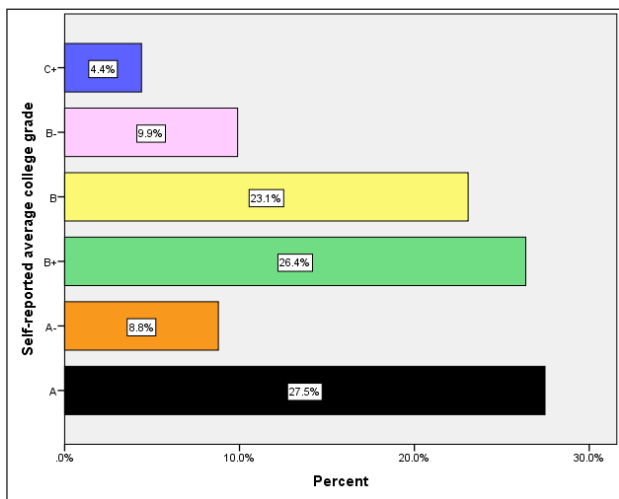


Figure 10. Self-reported average grades in college

Figure 10, depicts a bar graph relating to self-reported average grades while at college before enrolling at private higher educational institution. Of the sampled freshmen (n=351), only 81.1% (n=91) have attended a college or another post-secondary educational institution before enrolling at private higher educational institution. Of those who have attended a post-secondary institution prior to enrolling at private higher educational institution, most of them are average academic performers (i.e., obtaining Bs, 59.4%, n=54), with only 36.3% (n=36) being higher

performers (i.e., grades of As) and 4.4% (n=4) having obtained C grades.

The data revealed that the older freshmen were more likely to obtain lower subject grades in high school compared to their younger freshmen colleagues (see Figure 11).

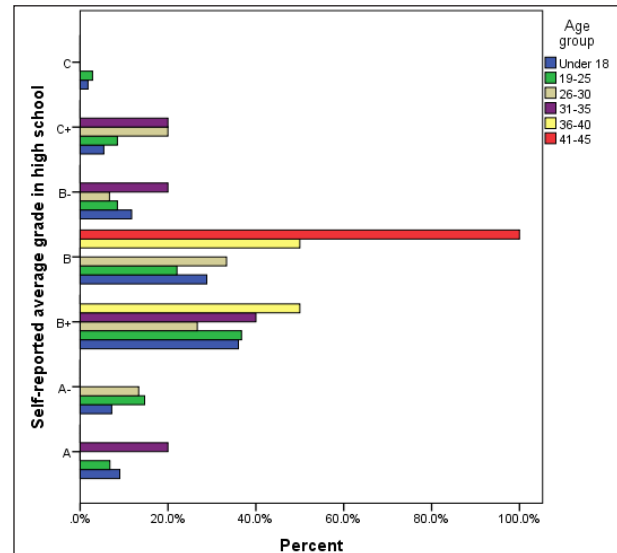


Figure 11. Bar graph of self-reported average grade in high school by age cohort

The younger freshmen are more likely to obtain better grades while they are in college than the older freshmen (B+ to A), suggesting that younger students can be targeted as new recruits as they come in with better grades (see, Figure 12). It should be noted here that the grades are self-reported and were not verified for correctness; but, they provide a proxy for the profile composition of the freshmen that private higher educational institution receives on an annual basis.

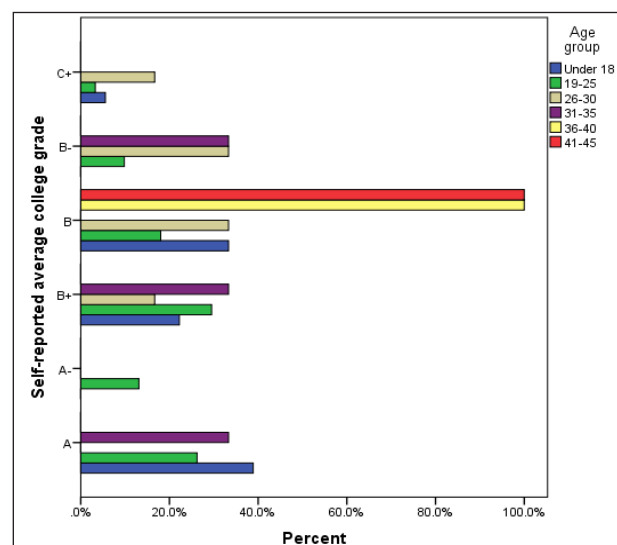


Figure 12. Bar graph of self-reported average grade in college by age cohort

Table 5, presents a cross tabulation of the self-reported high school grades for the sampled freshmen, by gender. Of the sampled freshmen (n=351), 88.9% (n=312) of them were used for the aforementioned cross tabulation. Of the valid sampled respondents (n=312), 23.4% (n=73) were males and 76.6% (n=239) were females. Of the sampled male-freshmen (n=73), 5.5% (4) indicated having obtained As in high school compared to 8.4% (n=20) of females. In fact, in all cases of As and B's, females self-reported better grades than their male counterparts ($\chi^2(5) = 17.903, P < 0.006$).

First generation to attend higher education

Of the sampled freshmen (n=351), 33.2% (n=98) indicated that they were the first to attend a higher education institution in their families (see Figure 13). This means that one in every 3 students who are enrolled at private higher educational institution for 2017/2018 academic year is a first-generation student.

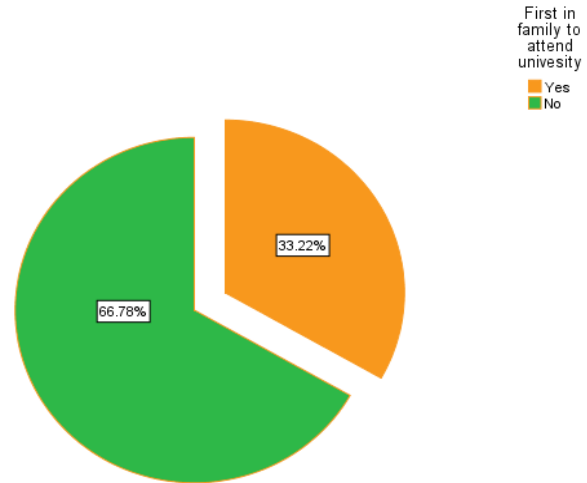


Figure 13. First generation to attend higher education

Table 5. Cross tabulation of self-reported grades for the sampled freshmen while at high school by gender

			Gender		Total
			Female	Male	
Self-reported average grade in high school	A	Count	20	4	24
		% within Gender	8.4%	5.5%	7.7%
	A-	Count	30	7	37
		% within Gender	12.6%	9.6%	11.9%
	B+	Count	93	18	111
		% within Gender	38.9%	24.7%	35.6%
	B	Count	55	22	77
		% within Gender	23.0%	30.1%	24.7%
	B-	Count	20	10	30
		% within Gender	8.4%	13.7%	9.6%
	C+	Count	13	12	25
		% within Gender	5.4%	16.4%	8.0%
	C	Count	8	0	8
		% within Gender	3.3%	0.0%	2.6%
Total	Count	239	73	312	
	% within Gender	100.0%	100.0%	100.0%	

Of those who indicated being a first-time generation tertiary candidate (n=97), nine of out of every 10 are less than 25 years old (n=88), with almost 57% (n=55) being 19-25 years old. (Table 6) and 34% (n=33) of them being less than 18 years old. This means that families are beginning to invest in their children to attend university even though they themselves may never have attended one.

Eight out of every 10 first generation university candidates were females and this speaks to the preponderance of female substituting other things to obtain post-secondary education (Table 7). This means that tertiary level education is more appealing to females than males, as well as single individuals (see Table 8).

Table 6. Cross tabulation of first time generation to attend university and age cohort

		Under 18 19-25	Age group					Total
			26-30	31-35	36-40			
First in family to attend university	Yes	Count	33	55	7	1	1	97
		% within First in family to attend university	34.0%	56.7%	7.2%	1.0%	1.0%	100.0%
Total % within First in family to attend university		Count	33	55	7	1	1	97
		34.0%	56.7%	7.2%	1.0%	1.0%	100.0%	

Table 7. Cross tabulation of first generation university candidates and gender

		Female/ Male	Gender		Total
First in family to attend university	Yes	Count	81	17	98
		% within First in family to attend university	82.7%	17.3%	100.0%
Total % within First in family to attend university		Count	81	17	98
		82.7%	17.3%	100.0%	

Table 8. Cross tabulation of first generation university candidates and marital status

		Single/ Married	Marital status		Total
First in family to attend university	Yes	Count	96	2	98
		% within First in family to attend university	98.0%	2.0%	100.0%
Total % within First in family to attend university		Count	96	2	98
		98.0%	2.0%	100.0%	

Table 9. Self-reported average grade in high school by First in family to attend university

Self-reported average grade in high school by First in family to attend university						
		Yes/ No	First in family to attend university		Total	
Self-reported average grade in high school	A	Count	10	14	24	
		% within First in family to attend university	11.8%	8.0%	9.2%	
	A-	Count	10	20	30	
		% within First in family to attend university	11.8%	11.4%	11.5%	
	B+	Count	28	61	89	
		% within First in family to attend university	32.9%	34.7%	34.1%	
	B	Count	24	42	66	
		% within First in family to attend university	28.2%	23.9%	25.3%	
	B-	Count	5	17	22	
		% within First in family to attend university	5.9%	9.7%	8.4%	
	C+	Count	7	18	25	
		% within First in family to attend university	8.2%	10.2%	9.6%	
	C	Count	1	4	5	
		% within First in family to attend university	1.2%	2.3%	1.9%	
	Total % within First in family to attend university		Count	85	176	261
			100.0%	100.0%	100.0%	

Of the 95 first generation tertiary enrolled freshmen at private higher educational institution, 89.5% (n=85) of them provided an assessment of their average grade for high school (see Table 9). Of the firstgeneration tertiary enrolled sampled freshmen, 23.6% (n=20) indicated that their average grade at high school was A compared to 61.1% (n=52) with B+s and Bs, with only less than 10% stating Cs.

Motivation Index

Table 3, presents a detailed listing and descriptive statistics of the components for the students’ motivation index. The students’ motivation index comprises 33 items, with the maximum value for each item being 6. This means that higher values (i.e., close to 6) indicate a state of strong agreement with the made statement. When the respondents were given the statement ‘Had no choice but to come to college’, the mean value was 2.5±1.4 and this suggests that they had other alternatives such as employment. It can be deduced from motivation components that the matter of college enrolment was a personal and deliberate choice of the freshmen as they indicated a low score for the statements ‘There were pressures on me from parents/ family (2.4±1.3); ‘I often ask myself why I’m in university’ (2.0±1.4); ‘There were pressures on me from my friends’

(2.0±1.4) and that higher education is considered as a vehicle of social and economic mobility (i.e., ‘It would allow me to help parents/family financially’ (4.7±0.7); ‘To achieve a position of higher status in society’ (4.5±0.8); ‘To improve my intellectual capacity’ (4.8±0.5); ‘To help earn more money’ (4.5±0.8); ‘To get into an interesting and satisfying career’ (4.8±0.6); ‘To develop myself personally’ (4.7±0.6) and ‘To obtain the ‘finer things in life’ (4.2±0.9).

Some deductions can be made from the students’ motivation index and these will be examined here. They are as follows:

- Private higher educational institution is attracting servant/people oriented individuals to this institution (‘To help people who are less fortunate’-4.4±0.8; ‘To contribute to the welfare of others’-4.3±0.9;
- The private higher educational institution product is being promoted to people and it is also responsible for many of the entrants into the institution - ‘someone I admired or respected encouraged me’ (4.0±1.1); ‘I was encouraged by a mentor or role model’ (3.8±1.1
- Private higher educational institution is perceived as a place of academic excellence - ‘To improve my intellectual capacity’ (4.8±0.5).

Table 10.Reasons for attending tertiary institution (i.e., private higher educational institution): Components of Motivation Index

		Mean	Std. Deviation	N
1.	It gives me the opportunity to study and learn.	4.8773	.41628	277
2.	To prove wrong those who thought I was not “college material.”	3.2816	1.47446	277
3.	To get into an interesting and satisfying career.	4.7690	.58735	277
4.	To help people who are less fortunate.	4.3899	.79830	277
5.	It is better than the alternatives.	3.8520	1.03723	277
6.	To understand the complexities of life.	4.0469	.88545	277
7.	To get an education to help my parents/family financially.	4.7798	.53013	277
8.	I was encouraged by a mentor or role model.	3.8267	1.08961	277
9.	To contribute to the welfare of others.	4.2671	.87690	277
10.	I don’t get anything out of my courses.	1.4693	.89075	277
11.	To achieve personal success.	4.9061	.47227	277
12.	I am expected to get a degree.	4.6390	.71196	277
13.	Parents/family would be very disappointed.	3.3321	1.36923	277
14.	To prove wrong those who expected me to fail.	3.7329	1.34895	277
15.	To develop myself personally.	4.7437	.59831	277
16.	To obtain the “finer things in life.”	4.1552	.89751	277
17.	There were pressures on me from my friends.	1.9928	1.37786	277
18.	To contribute to the improvement of the human condition.	4.4116	.77806	277
19.	To make meaningful changes to the “system.”	4.4332	.73231	277
20.	To prove to others that I can succeed in college.	3.8736	1.26058	277

21.	To help earn more money.	4.4585	.78198	277
22.	There are few other options.	2.9747	1.22300	277
23.	To improve my intellectual capacity.	4.8014	.46656	277
24.	I owe it to my parents/family to do well in college.	4.3971	.91746	277
25.	To achieve a position of higher status in society.	4.5090	.84961	277
26.	There was someone who believed I could succeed.	4.5740	.79794	277
27.	I often ask myself why I'm in university.	2.0469	1.37839	277
28.	To understand complexities of the modern world.	4.1769	.85621	277
29.	There were pressures on me from parents/family.	2.3755	1.33914	277
30.	Someone I admired or respected encouraged me.	3.9639	1.07952	277
31.	Had no choice but to come to college.	2.5271	1.43588	277
32.	It would allow me to help parents/family financially.	4.6679	0.73090	277
33.	Would let parents/family down if I didn't succeed.	4.1227	1.12904	277

Examination of Phinney, et al.'s Index

The issue of what motivates people to attend college or university is critical to higher educators for the provision of information on the psychology of motivation to post-secondary education and as such can be employed to provide baseline information that can be used to attract others to the institution. The students' motivation to college index was developed by Phinney, Dennis and Osorio (2006) and has been widely utilized to examine reasons that motivate student to enrol in higher education (see also, Howey, 2008; Mohd Jaafar, 2016). It is a 33-item index (see Table 10). An examination of this index, using freshmen at private higher educational institution, revealed a Cronbach alpha of 0.797. The value suggests that the component for the index is good to evaluate the concept of 'students' motivation to college index'.

Reliability analysis was conducted on the 33 variables and it was found that they were a good measure of a single construct as a result of the value of the Cronbach alpha (0.797). This, then, justifies further examination of these variables and how they interrelate to assess the concept of statistics anxiety, using attitude toward statistics and/or mathematical statistics. To validate this index, samples of 351 people were used (see Table 10) indicates that this needs all required minimum number of cases by way of the recommendation of Tabachnick and Fidell (1996, 2007) and Meyers et al. (2013).

The issue of measuring social constructs (or variables) has been widely studied by researchers/scholars because it holds the key to understanding some issues. For over 100 years, scholars have been employing factor analysis since it was first developed by Charles Spearman (Adelman and Morris, 1965; Blalock, 1964, 1967; Richard, 1983). Spearman hypothesized and theorized many items to assess

mental ability (Spearman, 1950). Simply put, it allows for the evaluation of mathematical skills, vocabulary, other verbal skills, artistic skills, logical reasoning ability among others in an effort to understand a single construct called mental ability. Hence, this approach to construct definition is based on the mathematical premise that a certain idea can be evaluated by a series of items by way of employing particular statistical methods in order to establish correlated variables. The items (or the variables) are referred to as the factors (or components) and they are modelled in a linear combination including an error term. It is on this premise that factor analytic methods are employed to reduce sets of variables in a dataset to a single measurement construct by way of systematic inter-dependence, which is by commonality.

Factor analysis is therefore able to examine hundreds of variables simultaneously and compensate for random errors and invalidity as well as disentangle complex inter-associations into distinct and major categorizations (Spearman, 1907, 1950). The tool of factor analysis is a mathematical one that is highly complex and entails various mathematical procedures as it relates to applications. This includes issues such as eigenvalues, rotations, simple structure, orthogonal, loadings and communality. This statistical tool will be used to examine 33 items (or variables) in an effort to determine whether they are able to assess a certain construct and if so how this will be done (see Table 10).

Principal components analysis (PCA), using SPSS, was conducted and the findings will be discussed below. Leading up to PCA, the appropriateness of data for factor analysis was assessed. Based on Annex 1, a 5-point Likert scale system was used to assess students' reasons for enrolling in Private Higher Educational Institution for each item. In Table 10, above, the descriptive statistics revealed the mean

scores and standard deviation for each factor. Normality tests were conducted on all the variables and it was revealed that all of them were normally distributed (see Table 11).

Whether Kolmogorov-Smirnov or Shapiro-Wilks' tests were

used to examine the normality of each component in the motivation index, normality was established for all variables (see Table 11) which indicates that the means were normally distributed.

Table 11. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation to attend university - issue 1	0.512	257	<0.0001	0.306	257	<0.0001
Motivation to attend university - issue 2	0.162	257	<0.0001	0.858	257	<0.0001
Motivation to attend university - issue 3	0.482	257	<0.0001	0.430	257	<0.0001
Motivation to attend university - issue 4	0.332	257	<0.0001	0.723	257	<0.0001
Motivation to attend university - issue 5	0.243	257	<0.0001	0.853	257	<0.0001
Motivation to attend university - issue 6	0.248	257	<0.0001	0.828	257	<0.0001
Motivation to attend university - issue 7	0.477	257	<0.0001	0.472	257	<0.0001
Motivation to attend university - issue 8	0.262	257	<0.0001	0.838	257	<0.0001
Motivation to attend university - issue 9	0.278	257	<0.0001	0.765	257	<0.0001
Motivation to attend university - issue 10	0.455	257	<0.0001	0.567	257	<0.0001
Motivation to attend university - issue 11	0.522	257	<0.0001	0.203	257	<0.0001
Motivation to attend university - issue 12	0.436	257	<0.0001	0.582	257	<0.0001
Motivation to attend university - issue 13	0.194	257	<0.0001	0.865	257	<0.0001
Motivation to attend university - issue 14	0.210	257	<0.0001	0.828	257	<0.0001
Motivation to attend university - issue 15	0.471	257	<0.0001	0.469	257	<0.0001
Motivation to attend university - issue 16	0.245	257	<0.0001	0.799	257	<0.0001
Motivation to attend university - issue 17	0.275	257	<0.0001	0.660	257	<0.0001
Motivation to attend university - issue 18	0.346	257	<0.0001	0.728	257	<0.0001
Motivation to attend university - issue 19	0.358	257	<0.0001	0.722	257	<0.0001
Motivation to attend university - issue 20	0.224	257	<0.0001	0.813	257	<0.0001
Motivation to attend university - issue 21	0.357	257	<0.0001	0.678	257	<0.0001
Motivation to attend university - issue 2	0.179	257	<0.0001	0.901	257	<0.0001
Motivation to attend university - issue 23	0.499	257	<0.0001	0.465	257	<0.0001
Motivation to attend university - issue 24	0.355	257	<0.0001	0.693	257	<0.0001
Motivation to attend university - issue 25	0.391	257	<0.0001	0.627	257	<0.0001
Motivation to attend university - issue 26	0.396	257	<0.0001	0.588	257	<0.0001
Motivation to attend university - issue 27	0.319	257	<0.0001	0.727	257	<0.0001
Motivation to attend university - issue 28	0.242	257	<0.0001	0.797	257	<0.0001
Motivation to attend university - issue 29	0.246	257	<0.0001	0.841	257	<0.0001
Motivation to attend university - issue 30	0.280	257	<0.0001	0.800	257	<0.0001
Motivation to attend university - issue 31	0.242	257	<0.0001	0.840	257	<0.0001
Motivation to attend university - issue 32	0.452	257	<0.0001	0.508	257	<0.0001
Motivation to attend university - issue 33	0.265	257	<0.0001	0.759	257	<0.0001
a. Lilliefors Significance Correction						

Table 12, below shows that the Kaiser-Myer-Oklin value was 0.737, exceeding the recommended value of 0.6 (Kaise, 1970, 1974) and the Bartlett’s Test of Phericity (Bartlett, 1954) reached statistical significance (<0.0001), supporting the factorability of the correlation matrix. Such finding indicates that the items that constitute the ‘Students’ Motivation to private higher educational institution Index’ are very good to use to evaluate the construct for ‘reason for students’ decision to attend private higher educational institution.’ It follows, therefore, that the data are suitable for PCA as such the null hypothesis is rejected because there is insufficient correlation between the variables for PCA.

Having realized that the 33 variables or factors can be used to construct a single concept of students’ motivation

to attend private higher educational institution, such as attitude towards self, expectation and worth, which make for further analysis. Principal Components Analysis (PCA), using SPSS, was conducted and the findings will be discussed below. Leading up to PCA, the appropriateness of data for factor analysis was assessed. Based on Table 10, a 5-point Likert scale system was used to assess statistical anxiety for each item. In Table 13 below, the descriptive statistics revealed the mean scores and standard deviation for each factor. The mean values for each factor range from 2.5 to 4.8, with none being outside of two or three—which suggests that they are all relevant for the index construction (i.e., student motivation of attendance to private higher educational institution).

Table 12.KMO and Bartlett’s Test

KMO and Bartlett’s Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.737
Bartlett’s Test of Sphericity	Approx. Chi-Square	2303.633
	df	528
	Sig.	<0.0001

Table 13.Descriptive Statistics

	N	Mean	Std. Deviation
Motivation to attend university - issue 1	348	4.8678	0.45526
Motivation to attend university - issue 2	347	3.3256	1.47445
Motivation to attend university - issue 3	349	4.7851	0.56447
Motivation to attend university - issue 4	345	4.4116	0.78049
Motivation to attend university - issue 5	341	3.8680	1.03903
Motivation to attend university - issue 6	346	4.0751	0.89774
Motivation to attend university - issue 7	351	4.7749	0.53777
Motivation to attend university - issue 8	347	3.8617	1.09037
Motivation to attend university - issue 9	347	4.2507	0.87216
Motivation to attend university - issue 10	329	1.4894	0.94710
Motivation to attend university - issue 11	348	4.9023	0.51680
Motivation to attend university - issue 12	344	4.6163	0.75853
Motivation to attend university - issue 13	338	3.2870	1.40702
Motivation to attend university - issue 14	347	3.7637	1.35645
Motivation to attend university - issue 15	350	4.7514	0.59937
Motivation to attend university - issue 16	344	4.1395	0.90238
Motivation to attend university - issue 17	347	1.9914	1.35469
Motivation to attend university - issue 18	349	4.4499	0.74350
Motivation to attend university - issue 19	348	4.4224	0.75711
Motivation to attend university - issue 20	348	3.9167	1.26421
Motivation to attend university - issue 21	347	4.4380	0.83531
Motivation to attend university - issue 2	339	3.0236	1.22814

Motivation to attend university - issue 23	346	4.7746	0.57588
Motivation to attend university - issue 24	348	4.4454	0.90780
Motivation to attend university - issue 25	344	4.5087	0.88389
Motivation to attend university - issue 26	344	4.6163	0.75080
Motivation to attend university - issue 27	341	2.0352	1.35427
Motivation to attend university - issue 28	344	4.1802	0.87202
Motivation to attend university - issue 29	342	2.3363	1.34876
Motivation to attend university - issue 30	345	3.9623	1.10036
Motivation to attend university - issue 31	345	2.5072	1.44092
Motivation to attend university - issue 32	345	4.6667	0.73664
Motivation to attend university - issue 33	344	4.1221	1.15412
Valid N (listwise)	277		

On examination of the 33-components of the student motivation private higher educational institution index, Total Variance Explained, Table 14, below, revealed the presence of eleven components with eigenvalues exceeding 1, explaining 62.8% of the variance. Furthermore, the first three components or variables accounted for approximately

30% of the variance—1) humanitarianism, 2) prove of worth and 3) default issues. It can be deduced from the aforementioned results, that those components have the most effect on what motivates a prospective person to enroll at private higher educational institution.

Table 14. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1.	4.935	14.955	14.955	4.935	14.955	14.955	3.424
2.	3.146	9.532	24.487	3.146	9.532	24.487	3.178
3.	1.763	5.343	29.830	1.763	5.343	29.830	2.478
4.	1.690	5.121	34.950	1.690	5.121	34.950	2.381
5.	1.604	4.861	39.812	1.604	4.861	39.812	2.521
6.	1.466	4.441	44.253	1.466	4.441	44.253	2.043
7.	1.374	4.164	48.417	1.374	4.164	48.417	1.941
8.	1.312	3.975	52.392	1.312	3.975	52.392	2.216
9.	1.274	3.861	56.252	1.274	3.861	56.252	1.620
10.	1.082	3.280	59.532	1.082	3.280	59.532	1.742
11.	1.066	3.230	62.762	1.066	3.230	62.762	1.585
12.	0.952	2.886	65.648				
13.	0.864	2.618	68.267				
14.	0.830	2.515	70.782				
15.	0.820	2.486	73.268				
16.	0.762	2.308	75.576				
17.	0.715	2.166	77.742				
18.	0.685	2.076	79.818				
19.	0.658	1.994	81.812				

20.	0.618	1.872	83.683				
21.	0.591	1.792	85.476				
22.	0.582	1.764	87.240				
23.	0.498	1.508	88.748				
24.	0.488	1.478	90.225				
25.	0.464	1.407	91.632				
26.	0.456	1.382	93.014				
27.	0.404	1.224	94.238				
28.	0.370	1.121	95.360				
29.	0.356	1.079	96.439				
30.	0.349	1.059	97.498				
31.	0.318	.963	98.461				
32.	0.281	.850	99.311				
33.	0.227	.689	100.0				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

The Scree plot revealed a clear break after the eleven components, after which the graph flattens. This means the items falling below this break can be discarded or approached with caution in the analysis. Components table shows the loading of each factor on the component (see Figure 14, below).

variables is explained by the extracted factors. The table of Communalities, Annex 3, for this analysis shows communalities for no variables below 0.50. Higher communalities are desirable. If the communality for a variable is less than 50%, it is a candidate for exclusion from the analysis because the factor solution contains

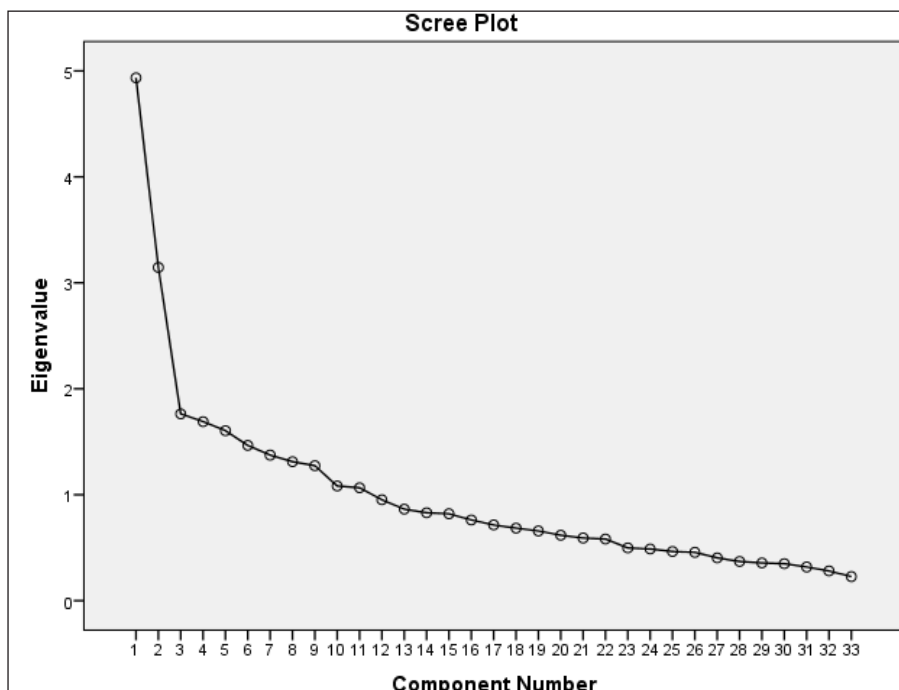


Figure 14. Scree plot

Communalities show the number of variables accounted for in the component captured by each variable. That is, how much of the variance in each of the original

less than half of the variance in the original variable and the explanatory power of that variable might be better represented by the individual variable.

Table 15, presents the findings from the rotation. It shows the factor loadings that result from Promax rotation for 11 components. The rotated factors are just as good as the initial factors in explaining and reproducing the observed correlation matrix in the Total Variance Explained Results of rotation.

For this study, eleven components were used based on the Total variance explained (Table 14) to establish the subscales for Student Motivation to attend PRIVATE-HIGHER EDUCATIONAL INSTITUTION. These subscales are colour coded to indicate items in the various subscales (see Table 16, below).

Table 15.Component Correlation Matrix

Component	1	2	3	4	5	6	7	8	9	10	11
1.	1	.195	.015	.283	.174	.179	.107	.208	.063	.244	.043
2.	.195	1	.193	.166	.248	.158	.195	.197	-.046	.122	.014
3.	.015	.193	1	.061	.179	.078	.025	.198	-.014	-.127	.119
4.	.283	.166	.061	1	.329	-.066	.018	.229	.071	.031	.151
5.	.174	.248	.179	.329	1	.025	.018	.199	-.057	-.042	.302
6.	.179	.158	.078	-.066	.025	1	.151	.226	-.178	.119	-.022
7.	.107	.195	.025	.018	.018	.151	1	.107	-.063	.122	.042
8.	.208	.197	.198	.229	.199	.226	.107	1	-.222	-.151	.054
9.	.063	-.046	-.014	.071	-.057	-.178	-.063	-.222	1	.105	-.079
10.	.244	.122	-.127	.031	-.042	.119	.122	-.151	.105	1	-.062
11.	.043	.014	.119	.151	.302	-.022	.042	.054	-.079	-.062	1

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

Table 16.Structure Matrix

	Structure Matrix										
	Component										
	1	2	3	4	5	6	7	8	9	10	11
Motivation to attend university - issue 9	.801	.074	-.020	.270	.045	-.013	.102	.135	.107	.112	.024
Motivation to attend university - issue 18	.725	.107	-.047	.045	.083	.289	.030	.109	-.032	.319	.036
Motivation to attend university - issue 4	.682	.109	.038	.156	.008	-.034	.066	.059	.351	-.018	.043
Motivation to attend university - issue 32	.532	.153	-.069	.519	.492	-.081	-.069	.183	-.178	.201	.265
Motivation to attend university - issue 19	.514	.142	-.099	-.108	.083	.508	.112	-.157	.017	.316	-.083
Motivation to attend university - issue 7	.497	.172	.064	.432	.328	-.118	-.061	.241	.353	.192	-.097
Motivation to attend university - issue 14	.125	.865	.199	.165	.314	.154	.141	.254	-.116	.017	.089
Motivation to attend university - issue 2	.199	.821	.230	.180	.145	.128	.167	.197	-.020	-.005	.029
Motivation to attend university - issue 20	.166	.816	.209	.179	.323	.281	.190	.312	-.162	.068	.133
Motivation to attend university - issue 29	-.104	.137	.777	.065	.255	<0.0001	.106	.048	.055	-.099	-.038

Motivation to attend university - issue 31	.011	.187	.727	.163	.232	.088	.063	.238	-.179	.007	.316
Motivation to attend university - issue 17	.018	.313	.601	<0.0001	.186	.007	.025	.173	.127	.007	.292
Motivation to attend university - issue 27	.171	.119	.601	-.081	.028	.171	.053	.192	-.326	-.182	-.003
Motivation to attend university - issue 11	.066	.138	-.084	.706	.037	.020	.020	.013	.005	.185	-.028
Motivation to attend university - issue 3	.335	.051	.170	.618	.126	.081	-.007	.119	.306	-.168	.067
Motivation to attend university - issue 21	.234	-.049	.118	.479	.383	.321	.058	.324	-.096	-.046	.470
Motivation to attend university - issue 33	-.017	.271	.187	.044	.709	.178	.113	.129	-.097	-.029	.115
Motivation to attend university - issue 24	.108	.199	.144	.147	.647	.271	.233	.278	-.164	-.056	.114
Motivation to attend university - issue 13	.081	.018	.235	-.025	.470	-.131	-.162	-.230	.209	.148	.101
Motivation to attend university - issue 16	.127	.101	.251	.269	.171	.659	.027	.183	.004	.088	.207
Motivation to attend university - issue 25	.051	.279	-.038	.097	.265	.634	.051	.185	-.110	-.029	.062
Motivation to attend university - issue 28	.414	.220	.001	-.085	-.001	.537	.278	.249	.002	.400	-.067
Motivation to attend university - issue 30	.079	.249	.089	-.002	.164	.080	.834	.041	.019	.076	.096
Motivation to attend university - issue 8	.090	.042	.126	.045	-.035	.145	.733	.365	-.160	.020	-.154
Motivation to attend university - issue 26	.231	.350	.038	.351	.438	-.063	.520	.071	-.060	.030	.390
Motivation to attend university - issue 5	.089	.154	.143	.022	.112	.138	.152	.728	.065	.059	.146
Motivation to attend university - issue 6	.494	.366	.071	.249	.042	.217	.225	.615	-.131	.194	-.090
Motivation to attend university - issue 12	.036	.310	.265	.173	.333	.152	-.169	.474	-.152	-.320	-.155
Motivation to attend university - issue 1	.241	-.036	.014	.055	.011	.047	-.012	.110	.722	.046	.041
Motivation to attend university - issue 10	-.055	-.030	.272	-.251	.094	.070	-.032	.181	-.569	-.271	.304
Motivation to attend university - issue 23	.128	-.032	-.072	.035	.054	.084	.038	.091	.043	.704	-.004
Motivation to attend university - issue 15	.300	.311	.128	.420	-.027	.134	.125	-.049	.086	.647	-.120
Motivation to attend university - issue 2	.060	.097	.151	.026	.119	.112	.013	.125	-.080	-.056	.788

Extraction Method: Principal Component Analysis.
 Rotation Method: Promax with Kaiser Normalization.

Table 17, presents the subscales for the students' motivation to attend private higher educational institution index. Clearly, the most important variable in the index is humanitarianism followed by prove worth. It can be

deduced from the results that those who are drawn to attend private higher educational institution are people-centered and less materialistic in nature.

Table 17. Motivation to Attend Private-Higher Educational Institution Subscales

Rank	Subscale	Structure of inventory
1.	Humanitarian	To contribute to the welfare of others
		To contribute to the improvement of the human condition
		To help people who are less fortunate
		It would allow me to help parents/family
		To make meaningful change to the 'system'
		To get an education to help my parents/family financially
2.	Prove worth	To prove wrong those who expected me to fail
		To prove wrong those who thought I was not 'college material'
		To prove to others that I can succeed in college
3.	Default	There was pressure on me from parents/family
		Had no choice but to come to college
		There were pressures on me from my friends
		I often as myself why I'm in university
4.	Career/personal	To achieve personal success
		To get into an interested and satisfying career
		To earn more money
5.	Expectation	Would let parents/family down if I didn't succeed
		I owe it to my parents/family to do well in college
		Parents/family would be very disappointed
6.	Social mobility	To obtain the 'finer things in life'
		To achieve a position of higher status in society
		To understand complexities of the modern world
7.	Encouragement	Someone I admired or respected encouraged me
		I was encouraged by a mentor or role model
		There was someone who believed I could succeed
8.	Default & Expectation	It is better than the alternatives
		To understand the complexities of life
		I am expected to get a degree

9.	Personal & Default	
		It gives me the opportunity to study and learn
		I don't get anything out of my courses
10.	Social and intellectual development	
		To improve my intellectual capacity
		To develop myself personally

Examination of Consideration Subscale and Index

Firstly, the assumption of normality of the subscales was tested by way of Kolmogorov-Smirnov and Shapiro-Wilk tests. Those results are presented in Table 18. Table 18 revealed that all the subscales for consideration were normally distributed and this was based on the two aforementioned normality testing approaches.

The examination of the 12 items for their reliability (i.e., goodness of measure of the intended construct, which is consideration) revealed that the questions are very good to assess consideration of attending private higher educational institution -Cronbach's alpha = 0.734. This is the reason for further assessment of the subscale and the importance of each subscale on the overall index, consideration for attending private higher educational institution.

Having realized that the 12 variables or factors can be used to construct a single concept of students' motivation to attend private higher educational institution (i.e., Cronbach's alpha =0.734), using selected statements on issues relating to different matters from tuition cost to accreditation of programmes make for further analysis. Principal components analysis (PCA), using SPSS, was conducted and the findings are discussed below. Leading up to PCA, the appropriateness of data for factor analysis was assessed. Based on Table 10, a 10-point Likert scale system was used to assess the considerations which underpinned the decision to attend private higher educational institution.

In Table 19, below, the descriptive statistics reveal the mean scores and standard deviation for each factor. The mean values for each factor range from 6.1 to 9.2, with none being outside of four or five—which suggests that

Table 18. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Considerations in choosing college 1	0.136	315	<0.0001	0.902	315	<0.0001
Considerations in choosing college 2	0.234	315	<0.0001	0.811	315	<0.0001
Considerations in choosing college 3	0.239	315	<0.0001	0.785	315	<0.0001
Considerations in choosing college 4	0.213	315	<0.0001	0.793	315	<0.0001
Considerations in choosing college 5	0.275	315	<0.0001	0.725	315	<0.0001
Considerations in choosing college 6	0.202	315	<0.0001	0.828	315	<0.0001
Considerations in choosing college 7	0.198	315	<0.0001	0.831	315	<0.0001
Considerations in choosing college 8	0.194	315	<0.0001	0.854	315	<0.0001
Considerations in choosing college 9	0.269	315	<0.0001	0.783	315	<0.0001
Considerations in choosing college 10	0.151	315	<0.0001	0.872	315	<0.0001
Considerations in choosing college 11	0.295	315	<0.0001	0.664	315	<0.0001
Considerations in choosing college 12	0.453	315	<0.0001	0.210	315	<0.0001

a. Lilliefors Significance Correction

Table 19(a). Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.734	0.800	12

they are all relevant for the index construction (i.e., student consideration to attend private higher educational institution index).

Table 20, below, showed that the Kaiser-Meyer-Olkin value was 0.859, exceeding the recommended value of 0.6 (Kaiser, 1970, 1974) and the Bartlett's Test of Sphericity (Bartlett, 1954) reached statistical significance (<0.0001), supporting the factorability of the correlation matrix. Such finding indicates that the items that constitute the 'Students' Consideration to attend to private higher educational institution Index' are very good to use to evaluate the construct 'reason students consider in choosing a college.' It follows therefore that the data are suitable for PCA and so the null hypothesis is rejected as there is insufficient correlation between the variables for PCA.

On examination of the 12 components of important issues students consider in choosing a college, Total Variance Explained, Table 21, below reveals the presence of three components with eigenvalues exceeding 1, explaining 53.4% of the variance. Furthermore, the first component or variable accounts for approximately 34% of the variance—financial aid and scholarship, campus safety, academic reputation of professors, rules and regulations of the college, opportunity to work and study and the image of the college. It can be deduced from the aforementioned results that tuition fee component is the second most important consideration in the decision to attend a college or university and that image or brand as well as quality of professors is the most important reason for wanting to attend a particular tertiary institution.

Table 19(b). Reliability Statistics

	N	Mean	Std. Deviation
Considerations in choosing college 1	344	6.0669	3.09305
Considerations in choosing college 2	343	7.2012	3.10965
Considerations in choosing college 3	339	7.7699	2.77673
Considerations in choosing college 4	333	7.8529	2.65586
Considerations in choosing college 5	339	8.1770	2.65657
Considerations in choosing college 6	337	7.3501	2.90355
Considerations in choosing college 7	337	7.5875	2.71442
Considerations in choosing college 8	341	7.1144	2.92381
Considerations in choosing college 9	336	3.7530	3.26378
Considerations in choosing college 10	340	6.4618	3.19592
Considerations in choosing college 11	340	8.3324	2.64600
Considerations in choosing college 12	340	9.1529	7.54496
Valid N (listwise)	315		

Table 20. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.859
Bartlett's Test of Sphericity	Approx. Chi-Square	914.643
	Df	66
	Sig.	<0.0001

Table 21. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1.	4.056	33.799	33.799	4.056	33.799	33.799	3.874
2.	1.207	10.057	43.856	1.207	10.057	43.856	2.253
3.	1.148	9.566	53.422	1.148	9.566	53.422	1.279
4.	0.929	7.745	61.167				

5.	0.822	6.851	68.017				
6.	0.795	6.628	74.645				
7.	0.663	5.522	80.168				
8.	0.569	4.738	84.906				
9.	0.550	4.585	89.491				
10.	0.475	3.958	93.448				
11.	0.405	3.373	96.821				
12.	0.381	3.179	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

The Scree plot revealed a clear break after the third component, after which the graph flattens. This means the items fall below this break and can be discarded or approached with caution in the analysis. Components table shows the loading of each factor on the component (see Figure 15 below).

Table 21 presents the findings from the rotation showing the factor loadings that result from Promax rotation for 3 components. The rotated factors are just as good as the initial factors as is evident from component correlation matrix in Table 22 below.

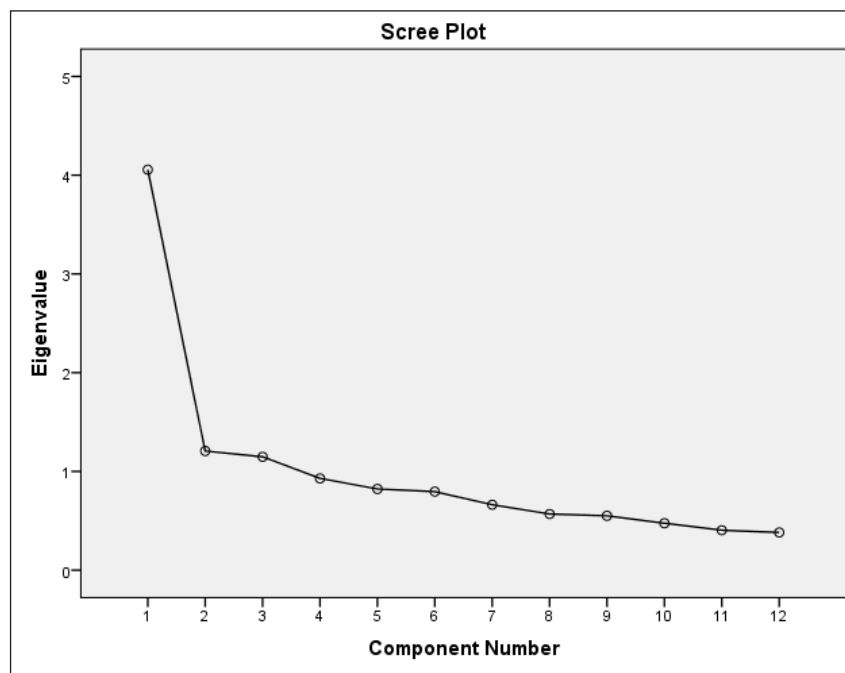


Figure 15. Scree plot

Table 22. Component Correlation Matrix

Component Correlation Matrix			
Component	1	2	3
1	1.000	0.400	0.139
2	0.400	1.000	0.039
3	0.139	0.039	1.000

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

Communalities show the number of variables accounted for in the component captured by each variable. That is, how much of the variance in each of the original variables is explained by the extracted factors. The table of Communalities, Table 23, below, for this analysis shows communalities for 2 variables below 0.50. Higher communalities are desirable. If the communality for a variable is less than 50%, it is a candidate for exclusion from the analysis because the factor solution contains less than half of the variance in the original variable and

the explanatory power of that variable might be better represented by the individual variable. Further analysis is required before any exclusion of items 5 and 2 (see Table 24, below).

For this study, three components were used based on the Total variance explained (Table 24) to establish the subscales for important consideration in students choosing a college to attend. These subscales are colour-coded to indicate items in the various subscales (see Table 24, below).

Table 23. Communalities

	Initial	Extraction
Considerations in choosing college 1	1.000	0.525
Considerations in choosing college 2	1.000	0.600
Considerations in choosing college 3	1.000	0.572
Considerations in choosing college 4	1.000	0.529
Considerations in choosing college 5	1.000	0.460
Considerations in choosing college 6	1.000	0.582
Considerations in choosing college 7	1.000	0.588
Considerations in choosing college 8	1.000	0.529
Considerations in choosing college 9	1.000	0.726
Considerations in choosing college 10	1.000	0.534
Considerations in choosing college 11	1.000	0.547
Considerations in choosing college 12	1.000	0.219

Extraction Method: Principal Component Analysis.

Table 24. Structure Matrix

	Component		
	1	2	3
Considerations in choosing college 7	0.742	0.375	-0.071
Considerations in choosing college 3	0.726	0.441	-0.035
Considerations in choosing college 11	0.721	0.441	0.094
Considerations in choosing college 4	0.721	0.353	0.164
Considerations in choosing college 8	0.708	0.131	0.124
Considerations in choosing college 5	0.677	0.237	0.099
Considerations in choosing college 6	0.659	0.082	0.421
Considerations in choosing college 2	0.315	0.747	-0.172
Considerations in choosing college 1	0.144	0.677	0.222
Considerations in choosing college 10	0.375	0.560	0.478
Considerations in choosing college 12	0.310	0.433	-0.058
Considerations in choosing college 9	0.079	0.000	0.851

Extraction Method: Principal Component Analysis.
Rotation Method: Promax with Kaiser Normalization.

Table 25, presents the subscales for the most important consideration for choosing a college. Clearly, the most important variable that explains the most important consideration for choosing a college is its academic reputation (or prestige position) and security at the institution including financial aid and grants, which accounts for approximately 34% of the variance. It can be deduced from the findings that economics is not the primary factor that determines what is most important in

choosing to attend a college. Neither is family history a factor. The reality is that prestige including academic reputation of the professors, image of the university, opportunities (i.e., scholarships and financial aid offerings, the ability to work and study, career connections after graduation) and safety of the university campus are primary factors that determine an individual's choice to attend a particular tertiary institution.

Table 25. Most important consideration for choosing college index-subscales

Rank	Subscale	Structure of inventory
1	Ivy league/Prestige (i.e. academic reputation) ¹	Scholarships and financial aid offerings
		Campus safety
		Academic reputation of professors
		Career connections after graduation
		The rules and regulations of the college
		Opportunity to work and study
		The image/brand of the college
2	Economics ²	Tuition cost
		Distance from home
		Transportation availability
		Accredited programmes
3	Family history	My family attended this college

¹Cronbach alpha = 0.834

²Cronbach alpha = 0.397

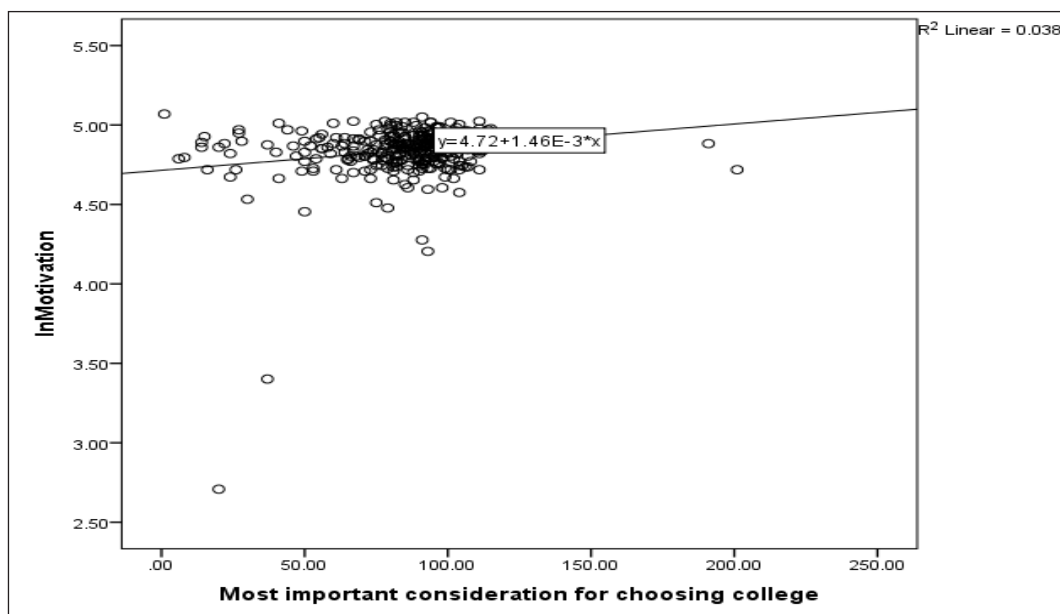


Figure 16. Scatter plot of Instudents' motivation index and most important consideration for choosing a college index

Figure 16, depicts a scatter plot of Instudents' motivation index and the most important considerations for choosing a college index. The distributions show a linear correlation between the two aforementioned variables, with the relationship being a very weak one ($r^2 = 0.038$ or $r = 0.195$ or 19.5%). This means that the 2017 freshmen of private higher educational institution are largely motivated by issues outside of most important considerations for choosing a college and that further investigations are needed to examine the critical issue that influence freshmen's motivation to attend a particular tertiary level institution.

For this study, the findings have provided empirical evidence that students are motivated by various issues including image of the University, scholarships and security. These results will be discussed, within the broader context of the literature and current realities. In addition, a conclusion will be made in keeping with the general findings, followed by some recommendations that emanate from the results.

Discussion and Conclusion

The issue of the decline in student enrolment at tertiary institutions has been ongoing for years in the United States (Annexes 5-9; Long, 2016; National Student Clearinghouse, 2017) and the matter has even been investigated by CNN. The reality is that this is not atypical as colleges and universities in the Caribbean are experiencing the same phenomenon (Jamaica Observer, 2014), the matter of how to finance tertiary education (Vergolini and Zanini, 2012).

The matter of the decline in student enrolment at tertiary institutions is nothing new across the globe; but when a university's name is used to express such a phenomenon, the issue is totally different as this is a message to the public that something is wrong at the institution. One of Jamaica's leading news houses, Radio Jamaica Reditone (RJR), on its website used a photo of private higher educational institution to speak of the issue of student enrolment reduction (. This photo speaks volumes about the enrolment challenges at private higher educational institution, as well as other issues that are widely known. It suggests that this institution has problems that require urgent attention. private higher educational institution can take solace in the fact that this is equally the case at one of its competitors, The University of the West Indies (see Figure 19). Although this is not necessarily good news for private higher educational institution, UWI has experienced an increase in enrolment for 2016 (Jamaica Observer, 2016), this means that private higher educational institution must now tackle its challenges.

In 2016, the Pro Vice Chancellor and Principal of UWI, Mona Campus, Professor Archibald McDonald, explained what transpired that accounted for the transition from decline to growth at this institution. He indicated that "In

the area of financial assistance to students, he noted that in the previous academic year external and internal donors provided scholarship funding totalling J\$672 million, which was disbursed to needy students in the form of books, grants, meals and scholarships" (Jamaica Observer, 2016). It can be deduced from Professor Archibald McDonald's perspective that UWI implemented initiatives that provided new applicants with financial assistance that aided their enrolment at the institution. This can be supported by these comments that were made by Professor McDonald "This year that number has increased by J\$100 million to J\$772 million, an increase of approximately 15 percent" (Jamaica Observer, 2016). The Jamaica Observer wrote that:

Professor McDonald also noted that a range of new programmes are being offered by the university as it continues on its mission to assure the relevance of its academic programmes. He noted the addition of a Bachelor of Arts in Film Production and Animation, Diploma in Social Protection, a Bachelor of Science in Electrical Power Engineering and a "world-class" dentistry programme, among others (Jamaica Observer, 2016).

Private Higher Educational Institution (private higher educational institution) has recorded a 36 per cent decline in enrolment for the 2014-15 academic year, while the number of persons enrolled at University of Technology (UTech) fell from 13,150 to 12,707. UTech also had a 0.4 per cent decline in the number of graduates (Jamaica Observer, 2016)

Private higher educational institution is at a crossroad and must therefore ask the question "What do we want?" which was the title of an article written by Warner (2016). There are some realities at private higher educational institution that have not been placed early in the discussions, such as: 1) the quality of the intake enrollees, 2) the views of the enrollees and 3) the statistics on enrolment. The present findings revealed that the majority of the sampled freshmen reported at most B+ grades in their courses (80.6%, n=253), with only 19.4% (n=61) having at least A- (see Figure 9). It can be deduced from this finding that most of the students who enter private higher educational institution are those with grades of Bs (61%, n=108), with 10.5% (n=33) obtaining Cs. It can be extrapolated from the sampled freshmen data that private higher educational institution is more attractive to the average academic performers and that only 1 in every ten freshmen at private higher educational institution is a high academic achiever. Furthermore, only 8.1% (n=91) have attended a college or another post-secondary educational institution before enrolling at private higher educational institution. Of those whom have attended a post-secondary institution prior to enrolling at private higher educational institution, most of them are average academic performers (i.e., obtaining Bs, 59.4%, n=54), with only 36.3% (n=36)

being better performers (i.e., grades of A) and 4.4% (n=4) having obtained C grades. The private higher educational institution product is therefore built on average academic performers who are looking for a college education. This finding is important for the professors at private higher educational institution who must be able to develop the students from entry level to high quality graduates that they should become at the end of the programme. Merely employing the traditional teaching method (i.e., lecture or chalk & talk) cannot be the way to go at private higher educational institution as the students must transition from a place of average to excellence.

Students enrolled at private higher educational institution expect high quality academic performance from professors and security and these cannot be found wanting in any way. The reality is that the spiralling downturn in student enrolment at private higher educational institution since 2010 is a matter of unfulfilled student expectations. This research has provided empirical data from which it can be concluded that the academic reputation and security features of the University are below the students' expectations. Anecdotally, some would purport that economics (i.e., tuition cost) is the driver of considerations to attend a college by prospective students. This result unequivocally states that this is not the case and that academic prestige, aid and scholarships and security mean more to the prospective students than economics. Such results highlight the glaring fact that private higher educational institution must begin to address its academic reputation and security, inclusive of the availability of financial aid and grants.

UWI has provided many insights into how the downturn in student enrolment at a tertiary institution can be turned around by way of foresight. The foresight is based on financial aid and scholarship, which clearly are inadequate to address the challenges of the student population at private higher educational institution. Professor McDonald indicated that UWI sought and received J\$672 million for the purpose of scholarships and grants for their students (Jamaica Observer, 2016) and that this provided a rationale for the increase in the student enrolment figures. With UWI's example and the information obtained from freshmen at private higher educational institution, the Institution can begin to put policies in place to reverse the decline in student enrolment. Results from the survey indicate that this begins with the overhaul of the academic reputation and security of private higher educational institution.

Private higher educational institution began operating long before UWI and it has significantly contributed much to social and economic development of Jamaica, the Caribbean region and by extension the world. The value of a Christian-based education is critical to the development

of the society and private higher educational institution must be at the forefront of this thrust. In order to carry out this made of a 'Christ-centred quality education', private higher educational institution must now act to close the yawning gap between the expectation and perception of new students as this is the base that frames the entity's current realities, that of declining enrolment. All stakeholders at private higher educational institution and outside of its wall must begin to recognize the value of Christian education in the development of the world. On being awakened by this recognition, the next step is to implement the necessary changes that will attract and retain students at the Institution.

Dr. Friedman's (1955) article "The Role of Government in Education" argues that the value of educating a child does not end with the individual but extends to the society, a factor Dr. King failed to "ingredientize" in his position forwarded earlier. One may argue that Friedman's theorizing was in the 1950s and that this phenomenon is obsolete but Lee (1993) notes that this still explains 21st century societies, for example that of Korea. Lee says that, During the period from 1945 to 1961, before the economic boom, the available data indicated that Korea substantially expanded education. As Table 2 shows, school enrolments at all levels increased extremely rapidly from 1945 to 1965, except during the period of the Korean War (Lee, 1993)

Professor Todaro credited Adam Smith for being the first development economist (Todaro, 2000). He wrote that, "his *Wealth of Nations* [Adam Smith], published in 1776, was the first treatise on economic development, the systematic study of the problems and processes of economic development in Africa, Asia and Latin America." Although Friedman (1955) lauded Smith for his pioneer work he cited that "I disagree with this viewpoint" (Todaro, 2000, p. 7). He [Todaro], although an economist, believed that development spans a plethora of other factors beyond the traditionalists' view on the subject. The distinguished modern economist cited that, "there are non-economic variables, values, attitudes and institutions" (Todaro, 2000, p. 13). It is this perspective that will forge shift away from the economic stance of development to a sociological perspective.

Musgrave (1970) who edited 'A Model for the Analysis of the Development of the English Educational System from 1860' wrote, "The development of the educational system of a country is one specific but central example of social change". If the educational system is a mechanism of 'social change', then spending thereon must increase the quality of the human capital to society. A change in the social position of an individual, will transform the individual's social status - development. It is through the education system that a society transforms itself. This

socio-political transformation is a change in the degree of development of this society. Professor Munroe (2000) in "Introduction to Politics" forwarded the position that democracy and governance are critical indicators of the development of a society. Dr. Orville Taylor, sociologist, argued that social institutions are yardsticks in measuring the development of a society. Therefore, both distinguished academics have forwarded positions that clearly indicate that development goes beyond the traditional definition of development. Todaro (2000, pp. 1-2) outlined this position. One of the yardsticks for development is a highly qualified and educated labour force, which necessitates tertiary graduates.

UWI as well as GC Foster College (see Figure 20) have reported increases in enrolment, which is both an indicator of policy changes and enhancing the nation's development. private higher educational institution on the other hand has recorded continuous decline in student enrolment since 2010; which begs the questions: 1) Is there a need for structural changes including management? and 2) Is the time approaching for government assistance to the University? These questions must be squarely placed on the forefront of all discourse of continuity of private higher educational institution as well as foresight in management in order to address the attrition cycle. Unlike many tertiary educational institutions in Jamaica that are experiencing a rise in their enrolment, private higher educational institution has existed before most of them and has been through many economic downturns, including the Great Depression of the 1920s-1930s, the financial crisis in the 1990s and world recession of 2000s, structural adjustments of 1977-1989 and the world banking crisis in 2008-2009 (Kirkpatrick & Tennant, 2002; Robotham, 2001; Vogel, Jr. 1997; Witter & Anderson, 1991).

In the 1990s, Jamaica experienced a financial crisis that threatened the existence of many companies including the financial sector (Figure 21; Kirkpatrick & Tennant, 2002). In an attempt to safeguard and 'save' the financial sector, the government intervened and bailed out many organizations. A writer for *The Wall Street Journal*, Thomas J. Vogel Jr. (1997), indicated that J\$500 million bailout from the government of the financial sector was insufficient to address the financial crisis. During the 1990s, enrolment at private higher educational institution grew from 190 in 1990 to 3,093 in 1999 (i.e., 1,527.9%, average 152.8% per year) and this means that the institution show increases in student enrolment despite the financial crisis experienced by the nation. The fact is, private higher educational institution's student population grew in a period when many financial entities sought and received government bailout. The reality is that private higher educational institution is at a crossroad and some 'harsh' decisions must be made concerning: 1) academic reputation, 2) security of property and life,

3) financial divestment, 4) how to meet and respond to customer and 5) rebranding of the institution.

The increase in student attrition is not atypical to private higher educational institution and it is for this very reason that many non-Caribbean scholars have written on the matter of 'breaking the attrition cycle' (Bamosa & Ali, 2000; Blanc, Debuhr, & Martin, 1983; Fabricant, Miller, & Stark, 2014; Keshishian, Brocovich, Boone, & Pal, 2010;) and have examined what are the factors accounting for students' motivation and selection of college/universities (Delaware Valley College, 2015; Glassner & Schapiro, 2013). The current study co-Private-higher Educational Institutions with all its predecessors that the most important consideration in choosing a college/university is academic reputation (Morse, 2011). The findings are in, from an empirical position, that academic reputation and securities including financial assistance are the most important considerations in choosing to attend private higher educational institution. If these are the expectations of the freshmen, it can be deduced from the current attrition cycle at private higher educational institution that the institution has not fulfilled the students' expectations. A difficult deduction from the finding is that the academic departments at private higher educational institution have failed the students' assessment and that this ailing entity as well as security must be overhauled in order to cease the enrolment haemorrhaging at the institution.

In 2014, the then head of private higher educational institution, Dr. Trevor Gardner, wrote these words among others that:

"These were the best of times; these were the worst of times." If ever one doubted the veracity of this statement, the year 2014 would remove all uncertainties. It has held true for me personally, for us as a university and certainly as a nation.

To be head of Private Higher Educational Institution (private higher educational institution), a private tertiary institution, in an environment of declining economic fortunes that causes an industry-wide dwindling of student population and thus causing devastating austerity is to have your mettle tested to your very core.

The year 2014 has been a difficult year. But it has also been a great year, because I was reminded that I am not alone. I have people around me who share the passion for success and who desire to achieve greatness. I was also reminded that I have a great heavenly Father who desires that I "prosper and be in health". Although my faith has been tested to the core, it hasn't been demised, but rather doubled. Success is at the end of the road now traversed - not only on a personal level, but for the university and the nation at large (Gardner, 2014)

This profound statement made by the distinguished former head of private higher educational institution, Dr. T. Gardner about his faith being tested to the core, but not diminished, as well as the prediction of success at the end of the road indicates that private higher educational institution was and still is at the crossroad. In 2014, the student enrolment at private higher educational institution stood at 4,472 and the subsequent year it fell by 9.1% (i.e., 4,064) and in 2017, the figure has further declined by 5.4%. This indicates that private higher educational institution is yet to achieve success or increase in enrolment. However, the caption in Figure 22, which is the theme of Dr. Gardner's presentation to the people of Jamaica and by extension the world is that private higher educational institution is at a crossroad and today (2017), the issues identified by students is the platform for change if the institution desires it.

The challenge of private higher educational institution is more than 'worrying enrolment figure.' It is security and academic reputation. Clearly Dr. Gardner was insightful when he said. As a university we continue to be burdened by the elusive reality of a nation that is economically prosperous, socially stable and educationally progressive. We are concerned that not all of our children are exposed to the same level of education and that they are not all safe (Gardner, 2014), suggesting that the security is a concern for many because of inequality in its distribution, which is exactly why freshmen at private higher educational institution expect to be protected on the campus and demand a high academic standard. As such, the solution of private higher educational institution's challenges, financial and enrolment figures is based on security and academic reputation.

The issues of spirituality and academic excellence are synonymous with all Christian colleges and universities and private higher educational institution is no different from those tertiary institutions. There is an argument that faith-based colleges and universities are losing students because of faith-based theological underpinnings. Wilson-Harris (2015) purported that "At a time when the viability of a college depends on how many students it can attract, local faith-based colleges are struggling to keep their enrolment levels steady without compromising their standards".

The current study has found that academic reputation is the top reason for consideration given for choosing to attend private higher educational institution and this would include its faith-based principles. Wilson-Harris' perspective offers some light on the enrolment issue at Christian-based tertiary institutions; and this provides some context on the matter. Nevertheless, private higher educational institution has a particular target market and this is clearly people who are faith-based. Although the institution is not solely targeting faith-based people, its primary target market is a

segment of all populations. With this clearly being an issue on the agenda, private higher educational institution must decide on its brand and how it will market itself to attract its target market.

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