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## **ANALYSIS OF THE FACTORS FOR UPSURGE OF ENROLLMENT IN THE PRIVATELY RUN UNIVERSITIES IN RAWALPINDI & ISLAMABAD AND DEVELOPMENT OF FUTURE STRATEGY**

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### **ABSTRACT**

The present study was designed to explore the Factors that have a strong impact on students' enrollment in privately run universities and by the optimal use of promotional tools through which educational institutions attracted students for enrollment. The study was qualitative and exploratory in nature, since the aim was to explore the Heads/administrators' views and experiences about promotional variables within the education sector in Pakistan. The objectives of study were (i) to analyze the existing measures adopted by the privately run universities in Rawalpindi/Islamabad for increase in enrollment (ii) to identify reasons affecting enrollment in privately run universities. All the instruments were designed according to above mentioned objectives. The study focused on one sector, the education in Pakistan, to enhance one's understanding and knowledge regarding the promotional strategies. The stake holders involved in this study were four hundred and thirty five students, fifty eight teachers, seven councilors and seven heads of the universities. Questionnaires were administered from students and teachers while Interviews were conducted with councilors and heads of seven privately run universities of Rawalpindi/Islamabad. This exploratory study established the forms of promotion that was used by most universities in Rawalpindi/Islamabad. Administrators could look at this study and further explore the link between recruitment and types of promotion. The Factors that attracted parents and influenced students for enrollment and the reasons was not an actively researched topic in Pakistan. This study proposed that in the today's educational environment, it was crucial to implement promotional strategies to enhance peoples' awareness about education and the role of privately run universities in Rawalpindi and Islamabad. All the promotional tools/techniques had strong effects on private students' enrollment but those can be used as per the environment and institution. Purposive sampling technique with clearly defined inclusion criteria was used for the selection of students, teachers from each university for questionnaires, while all the heads and councilors were interviewed from all seven universities. Mixed method approach was used for data

analysis. The responses obtained through closed questions were analyzed through SPSS 21<sup>st</sup> edition. Means, standard deviation, frequency and percentages according to objectives were reflected through tables in case of students and teachers. Thematic analysis was done for interviews responses in case of councilors and heads of the universities. Majority of the students were of the view that teachers were not cooperative in the university and they were most of the time under threat from them. The staff members did not feel comfortable in their work situation and were always under threat of losing jobs. There were gaps between management and students as they felt that there was discomfort in open communication, very few people contact the heads for problem solving due to busy schedule while other people were assigned to tackle such issues of formal system to assist students to pursue their career in most of the universities. Students could be involved in decision-making to develop ownership in them so that they can recommend their university to others as well. Faculty must be having a feeling of job security that will have a positive impact in their performance. A threat of losing job must be absolved in the minds of staff. A conducive and cordial environment where mutual respect is to be prevailed amongst the faculty otherwise it is creating a feeling of discomfort between colleagues and they are always under the threat where they are unable to share their feelings of workplace. The analysis revealed variables of promotion of students' enrollment in privately run universities the results may be noteworthy in developing awareness amongst all the stake holders to identify the Factors that attract students to select certain university. Based on responses about all the two objectives in case of students, teachers, councilors and heads of the universities, a set of recommendations was also made as future strategy for the universities' reference. Conclusions drawn on the basis of the findings of study and areas were also identified for further researches.

**Keywords:** Factors, universities, enrollment, students, faculty, councilors, heads.

## INTRODUCTION

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

The strategies are mostly designed to show the sketch to what percentage they are competing with the rivals. However, no one realizes the fact that the real danger is that none of the university wins

holistically. Therefore, no one apparently seems to be predominant. The number of students enrolling in private universities is on the rise in Pakistan. The private universities are not restricted to cities only but also opening their sub campuses in the bigger towns as well. This marks an astonishing fact that rich and poor both wish to opt for private universities in the country. It has become an established thinking amongst the masses that private universities keep their standard and quality but there generally agrees that it is not good to have a huge ratio pursuing education in private universities.

The points highlighted the emerging strategic planning using marketing tools as means of increasing enrollment. It is believed that private universities are often expected to be apprehensive only with helping the elite classes of the society. No doubt, universities played and are still playing an imperative role in getting the deprived and satisfying their educational requirement. The private universities are desirous for devising strategies to enhance the number of enrollment so that the contribution of private universities to “education for all” would become a cause for celebration. Viewing their graphs of beating competition, still the real target that subsists is that no one is actually winning the race in the marketplace. This emphasizes upon the need of introducing a new offer. This study is primarily planned to explore the Factors that had durable impact on students’ enrollment in privately run universities in twin cities of Rawalpindi and Islamabad. It is an effort to investigate the variables that help the universities to attract enrollment in privately managed universities in the twin cities.

## **STATEMENT OF RESEARCH PROBLEMS**

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

## **RESEARCH QUESTION**

What main strategies are adopted by universities to attract students by highlighting the reasons affecting enrollment, Factors that attract students and development of future strategy?

## **OBJECTIVES OF THE RESEARCH STUDY**

The objectives of the study are:

- 1) To analyze the existing procedures adopted by the universities in Rawalpindi/Islamabad for increase in enrollment.
- 2) To explore reasons affecting enrollment of undergraduate students in the universities.

## **SCOPE OF THE STUDY**

The understudy research which aims to encompass the views collected as a survey from principals and councilors of the universities. Questionnaires were also administered from the faculty and students for worthwhile feedback. The study is expected to reveal some important components which would act as catalyst for promoting privately run universities in the country. The analysis

also reveals variables of promotion. The study recognizes the types of assistance that are being used by most of the private universities in Pakistan. Administrators can look at the study for evaluating the link between employment and types of assistance.

## **SIGNIFICANCE OF THE RESEARCH STUDY**

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

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

## **DELIMITATION**

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

## **RESEARCH METHODOLOGY**

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

## **POPULATION**

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

## **SAMPLE**

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

## **TRY OUT**

Try out was conducted to check the validity and reliability of the instrument. Two universities the Air University and Hamdard University were taken as a sample for try-out and the universities involved were not included in the sample. Five students, three teachers, two heads and two councilors from the above mentioned universities were selected for try out.

## **DATA COLLECTION**

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

## **DATA ANALYSIS**

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

## **DISCUSSION**

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

## **LIMITATIONS**

The researcher discussed his limitations while undertaking the research work, highlighting the main implications face during the research.

## **ABBREVIATIONS**

SPSS: Statistical package for social sciences.

## **RESULTS OF THE STUDY**

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

## **LITERATURE REVIEW**

Very often, if not always, a reasonable amount of fund is allocated in budgets for the promotional campaigns of the universities. The market trend is carefully considered the needs of the potential clients, students and their parents are taken seriously. Researchers Kohl and Jaworski (1990) stated

that a company's preference in designing some project should be the need of the customer. Whereas in Wood's (1993) opinion most of the government legislations were restricted to the concept of adoption by universities which were market centered. According to Herbert (2000), few universities were successful in gaining parents' favor by learning some special units of language. A number of universities have also stressed upon promoting culture and arts. In short, without promoting the marketing culture, positive response in parents' need in well reputed universities, would lose a large number of students if they do not focus on such things.

The basic purpose of promotion required to be that its work should be understood and liked by all its beneficiaries and stakeholders. In modern ages, there has been a change of model in the governance of higher education system throughout the world and promotion system and market type systems have been presented in countries beforehand distinguished by a great degree of management control (Jangled, 2003). In most countries, marketisation has been observed as a "compromise between privatization, academic autonomy and state control" (Young, 2002) as well-known front-runners in the world called for "freedom from all the manacles of government regulation" (Drill, 2003).

Dr. Anctil (2008), states "To be viable in the modern era, today's colleges and universities must strike a balance among delivering sound academic programs, conducting and promoting research, and engaging with the community as social institutions and places of higher learning while also meeting the contemporary challenges of running large organizations with dwindling public support and greater competition from the for-profit education sector".

The main purpose of promotion of private universities is to achieve satisfaction of the owner and the government. The other way is through direct mails as the universities deliver prospectus and leaflets. Along with that, extracurricular activities are held frequently that not only boost the self-esteem of the students but also drills them for best behavior. According to the research conducted by Bell (1999), most of the private universities publish their annual or weekly magazines where highlights are presented of all the activities which ultimately aid them for better marketing. Some universities have good terms with the print media departments and their events are also published which attract more customers. Another good study was also shared by Golding and Rallis (1993), who claimed about versatile environmental management approach. It is mentioned that virtuous community relations can be most effective as they leave strong impact on parents and further facilitates them to convey their viewpoint to the parents in the best way. In this way, a strong bond is maintained between parents and institute. Other researchers: Husked and Knight (1999), agreed that prospectus is more professional way of publicity and that is more goal oriented.

Davies and Ellison (1999) stated that the educational institute should keep in mind that the promotion strategies set by them are advantageous for all the associate partners who should benefit from it whether directly or indirectly related to the institute. Marketing universities is carried out in different ways that include multiple strategies. As it was mentioned earlier that universities are segregated into two parts as far as marketing is concerned. One is conventional method where they publicize through electronic media while the other advertisement deals with advertising through

mails, brochures and prospectus. The universities are also aiming to satisfy their customers by upgrading their marketing; however, this is one solution. Still, the universities are not fully based on marketing purpose, different Factors like social groups and society will put some stress on facing new challenges and to be more competent. However, social groups can be major Factors to stress upon the universities to face the barriers and difficulties and to cater them in a better way. Through surveys, better decisions can be made considering the previous record.

Kalimullin and Dobrotvorskaya(2016),the university structure and the list of academic programs, as well as levels of education, i.e., pre-university preparation, undergraduate, graduate, higher professional, postgraduate and second degree (Volkova and Zvezdova, 1999). Publicity experts often believe that the better the university structure and its «final product» are described in the advertisement, the more enrollees trust the university.

The universities are there to promote effective learning of pupils. The relation of universities with students and parents is becoming an uphill task in Pakistan. With each passing day, in universities, the role of child is becoming more pivotal. In order to improve the standards, universities are required to continually audit the quality of their provisions and to plan their strategies which take into account the mind set of stakeholders. For monitoring and evaluating the outcomes, the universities of Rawalpindi/Islamabad need to be linked with the review which will concentrate to generate literature in the field for further discussion. Primarily, the main themes of literature will be ‘Vision, Mission, Values, Strategic Theme, and Synergic Outcome’. The government is also trying to encourage higher enrollment in universities. They are trying to make the educational system more competitive with other countries of the developed world.

Private universities are also being facilitated as they share a huge portion of student’s population in the country. The purpose of the study is to analyze Factors that contribute to increase students’ enrollment in the universities of Rawalpindi and Islamabad. The promotional activities also contribute in potential students in any universities. Bell (1999) said the maximum principals promote their institution’s occasion in the media to place their institution in the resident community. For the last two decades, enrollment management had been an important key to enhance the flux and individuality of students. Still there are common Factors like economic, financial, and numerical and social which will interfere and tend us to be more competent, number of graduates will increase an intensive planning which is also followed to present the university as their top priority choice.

## **METHODOLOGY**

The methodology used for the understudy research provided a definition of the research and its characteristics were elaborated. Different types of data collection methods were described with a justification for the selection of the research methodology. Issues of relevance, reliability, and validity were considered and ethical perspectives outlined. It was essential to know about the procedures for measuring the variable that determines the types of analysis to be performed so that the type of statistical procedure could be decided. Indeed, the way researcher measured the variable in research identified whether the study was qualitative or quantitative in nature.

## SAMPLE AND SAMPLING

There were many public sector universities in the twin cities of Rawalpindi and Islamabad. Moreover, the researcher has found seven private universities operating in the twin cities. Mixed method approach suggested by Creswell (2014) was carried out with teachers, students, councilors, and heads. Fifty eight teachers of the seven universities in twin cities and seven heads of these universities, seven councilors and four hundred and thirty five students of these universities provided a sample about different practices exercised in the universities. Seven universities of Rawalpindi and Islamabad were taken as sample and the survey was conducted as following.

## SAMPLING FRAMEWORK

<b>Sr No:-</b>	<b>Name of University</b>	<b>No. of Students</b>	<b>No. of Teachers</b>	<b>No. of Councilors</b>	<b>No. of Heads</b>
<b>01</b>	<b>RiphahUniveristy</b>	60	09	01	01
<b>02</b>	<b>Iqra University</b>	61	09	01	01
<b>03</b>	<b>Foundation University</b>	62	08	01	01
<b>04</b>	<b>Preston University</b>	60	08	01	01
<b>05</b>	<b>SZABIST(Shaheed Zulfikar Ali Bhutto Institute of Science and Technology)University</b>	61	08	01	01
<b>06</b>	<b>TMUC(The Millennium University College)</b>	65	08	01	01
<b>07</b>	<b>CUST(Capital University of Science and Technology)</b>	66	08	01	01
<b>Total:-</b>		<b>435</b>	<b>58</b>	<b>07</b>	<b>07</b>

## RESEARCH INSTRUMENTS

The researcher's primary source of data collection was interviews with the heads, councilors and questionnaires for teachers and students. Two research instruments were created and used, namely, sample of questionnaires and interview guides. Questionnaires were used to collect data from the sample of students and teachers. The interviews were conducted on the sample of counsellors and heads of universities. Gray (2004) defined questionnaire as "A research tool through which respondents are asked to respond to the same questions in a predetermined order." McMillan & Schumacher (1993) explained questionnaire as "A relatively economical way, has standardized questions, can ensure anonymity, and questions are written for specific purposes.

For the questionnaire analysis, data tables were produced so that descriptive statistics could be compiled with the data. In order to determine several forms of quantitative analysis, different rating scales were used to measure frequency and interrelations, that's how they enable the researcher to access the result with their opinion for number and quality. As the questionnaire items used a Likert



scale, the responses were summed. Three types of approaches of data analysis were suggested by Strauss and Corbin (1990). The first approach was to access the data without analysis. In the second approach, the researcher described what he or she understood in reconstructing the data into a recognizable reality. In the third kind of approach, a theory was built on the basis of data. The second approach was utilized with this data by describing and recognizing some interpretations and from this two main objectives were emerged during the research.

Thematic analysis was carried out for open ended questions of the questionnaires from students, teachers, councilors and heads. The whole data was analyzed by focusing on four objective of the research. The method researchers chose allowed a comparison and correlation of various Factors seeking evidence of relationships between students, teachers, councilors and heads of universities. When a relationship is discussed there was a limit to the conclusions, which could be drawn from the researcher's different categories of population. Nonetheless it was researcher's view that this was an appropriate method of addressing for the questions in this situation. The structure of research was based on the following model.

## RESULTS

### RESPONSES OF THE UNIVERSITY STUDENTS

Demographic Characteristics of the students Sample ( $N=435$ )

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

## MEAN AND STANDARD DEVIATION

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

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

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

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

**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
Mean and standard deviation of students on Objective II statements (N=435)

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

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

## FREQUENCY AND PERCENTAGES

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

Frequencies and Percentages of students response about Objective I (N=435)

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Statement	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)
We are not satisfied with the overall environment of the university	24(32%)	78(43%)	7(1.6%)	187(17.9)	139(5.5)
Are you satisfied with your grades up till now at this university	92(21.0%)	178(41.4%)	102(23.7%)	9(2.1%)	49(11.4)
Is your university facilitating students with all essential activities sports equipment	154(35.8%)	78(18.1%)	80(18.6%)	76(17.7%)	42(9.8)
Does your university provide an access to multiple religious activities	76(17.7%)	143(33.3%)	94(21.9%)	77(17.9%)	40(9.3%)
Teachers are cooperative in all ways	110(25.6%)	167(38.8%)	96(22.3%)	39(9.1%)	18(4.2%)

**1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Disagree**

**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
Frequencies and Percentages of students response about Objective II (N=435)

Statement	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)
Do you expect to enroll 1 for an advanced degree once you have completed your undergraduate degree	115(26.7%)	157(36.5%)	110(25.6%)	27(6.3%)	21(4.9%)

Does your university provide access to off campus cultural recreation opportunities

177(41.2%)	64(14.9%)	112(26.0%)	16(3.7%)	61(14.2%)
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Your universities is facilitating students with all essential sports competitions

90(20.0%)	146(34.0%)	90(20.9%)	76(17.7%)	28(6.5%)
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Does your university offer diverse academic programs

106(24.7%)	142(33.0%)	123(28.6%)	15(3.4%)	28(6.5%)
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Do you have any issues related to opposite gender

151(35.1%)	147(34.2%)	82(19.1%)	37(8.6%)	13(3.0%)
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Would you recommend this university to other people

151(35.1%)	147(34.2%)	82(19.1%)	37(8.6%)	13(3.0%)
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**Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Disagree**

## RESPONSES OF UNIVERSITY TEACHERS

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

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

## MEAN AND STANDARD DEVIATION

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

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

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

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

**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
Mean and standard deviation of teachers on Objective II Statements ( $N=58$ )

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

About 93% of the teachers are unable to receive cooperation from the heads which is quite noticeable. Likewise, 77% staff mentioned that motivational activities are not planned in university for the staff. Generally, the staff is not comfortable with quality of food available in cafeterias. Most of the staff gets reasonable chance to participate in university activities. Most of the staff replied that they are following the courses designed by HEC. Similarly, 73% staff did not agree that there are high level student's activities in the universities. In the same way, 71% staff is not much convinced with all the aspects of university life. 65% staff did not recommend their university to others.

## FREQUENCY AND PERCENTAGES

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

Frequencies and Percentages of Teachers response about Objective I ( $N=58$ )

<b>Statement</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>
The teaches are provided with the proper resource materials	8(16.3%)	30(61.2%)	8(16.3%)	2(4.1%)	1(2.0%)
Students are not satisfied by the lectures delivered by the teachers	13(26.5%)	18(36.7%)	9(18.4%)	8(16.3%)	1(2.0%)
Is your university fully equipped with the facilities of this era?	14(28.6%)	16(32.7%)	14(28.6%)	5(10.2%)	0(0.0%)
Do you feel any change in your personality since you have joined this university?	24(49.0%)	19(38.8%)	4(8.2%)	2(4.1%)	0(0.0%)
Do you feel yourself protected in the university?	18(36.7%)	17(34.7%)	6(12.1%)	8(16.3%)	0(0.0%)

**1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Disagree**

**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
Frequencies and Percentages of Teachers response about Objective II (N=58)



<b>Statement</b>	<b>1 F (%)</b>	<b>2 F (%)</b>	<b>3 F (%)</b>	<b>4 F (%)</b>	<b>5 F (%)</b>
Heads are cooperating in all the ways for the facilitation of teachers	9(18.4%)	37(75.5%)	2(4.1%)	1(2.0%)	0(0.0%)
Motivational activities are planned frequently for the good progress of the staff	9(18.8%)	28(58.3%)	4(8.3%)	6(12.5%)	1(2.1%)
Are you satisfied with the food quality available at your university cafeteria?	13(26.5%)	22(44.9%)	14(28.6%)	49(100%)	0(0.0%)
Do you get enough chance to participate in university activities?	16(32.7%)	17(34.7%)	15(30.6%)	1(2.0%)	0(0.0%)
Is there emphasis on personal relevance and practical values of courses you are teaching?	15(30.6%)	15(30.6%)	15(30.6%)	4(8.2%)	0(0.0%)
Are there high standards of teaching events and activities at university that interest and motivate the students	11(22.4%)	25(51.0%)	11(22.4%)	1(2.0%)	1(2.0%)
Do you feel impressed with all the aspects of the university?	11(22.4%)	24(49.0%)	11(22.4%)	3(6.1%)	0(0.0%)

**1= Strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Disagree**

## RESPONSES OF UNIVERSITY COUNCILORS

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

Analysis of existing procedures.

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

<p>Is there is mutual respect between students and councilors?</p> <p>Are councilors providing opportunities for co-curricular activities to students?</p> <p>Are students aware of their problems and want to seek help.</p>	<p>Councilors are not directly involved. There is a limited opportunity.</p> <p>Students are somehow aware but hesitate in seeking help</p>	<p>Involvement of councilors in co-curricular activities should be strengthened.</p> <p>An environment of mutual confidence has to be evolved</p>
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**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
 Reasons affecting enrollments

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

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

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## RESPONSES OF UNIVERSITY HEADS

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

Analysis of existing procedures.

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

Laptops, data projectors) is fully operational this university year?

**Objective II** *To explore reasons affecting enrollment of undergraduate students in the universities*  
Reasons affecting enrollments

Question of Objective II	Statements of Respondents	Emerging Themes
Is there an emphasis on vocational and occupational competence in your university?	Only curriculum related training. No extra training is offered.	Additional training about teaching practices.
In this university to what extent is the learning of students hindered by the disruptive behaviors?	Very few cases. Smooth academics.	Behavior issues follow up.
In this university capacity to provide instruction hindered by a lack of qualified teachers If any?	Teachers are available. Qualification sometimes becomes challenge.	Hunt for qualified human resource.
In this university capacity to provide instruction hindered by a lack of laboratory technicians? If any.	Qualified human resources available.	Effective laboratory human resource.
In this university capacity to provide instruction hindered by a lack of instructional support personnel? If any?	Required level of competence is available.	Allied staff available.
Is the university proactive and effective in tackling bullying?	Faculty normally handled it. Anti-harassment cell rare cases reported.	Only those cases are tackled which are reported.  Mother tongue is not the medium of instruction.
As a percentage, how many students use a different language at home form that used in lessons?	99% used a different language	Very few vocational training available.

What additional vocational trainings your university offered.	Limited number of trainings are offered.	Academic event to be planned.
Are there high standards of teaching events and activities at university those interests and motivate the university?	Relevant events. Not frequent conferences organized.	Balance between boys and girls to be maintained.
What is the total no of students in this university year in your university by education level and gender?	Four hundred to two thousand. 25% girls.	
How do you monitor student behavior in the university?	Normally teachers monitor it. No formal mechanism available.	A proper system of monitoring has to be designed.
Do you think that student support mechanism is effectively working? How?	Academic monitoring through examination system is done no other support system is available.	Only assessment is the tool to access student performance.
As a percentage, how many students in your university come from deprived homes?	Less than ten percent students with high academic background are from deprived homes.	A more liberal need based scholarships will help attracting students from deprived background.

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## DISCUSSION

### STUDENTS' OPINION

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

due to quality of education but some of them did not recommend the university to other potential students. Scholarships were offered in most of the universities and students were found more interested in financial aid and part time jobs as well. There are very few job opportunities in the universities. Students learn about dealing in society and social skills in the universities while 30% of them said that they have learnt nothing about the social skills. No doubt that percentage of students who learnt nothing was less but 30% is not that less that could be ignored. The students empowerment and followed up must be planned to make them productive member of the society. The response was on an average based that around 50% of the students felt that they were getting reasonable support while the other half was of the view that no reasonable help was provided.

## **TEACHERS' OPINION**

The teachers mentioned that they were not given the required resource materials. However, they said that if they were provided with more resources, they can improve the teaching quality with additional resources. Teachers felt that students were satisfied with their performance and they did not have any issues in teaching. Fifty percent of the staff lacked facilities while other staff did not have any issues and looked forward to perform their duties effectively. Most of the staff members felt that university had not brought any change in their personalities and they were still the same. The staff members did not feel comfortable in their work situation and were always under threat of losing jobs. They had mixed opinions about their concerns. One fourth showed concerns about job security; one fourth of the staff members wanted to learn new teaching techniques; and half of the opinion that their professional activities were not open and tries to help each other for improvement. Most of the teachers felt that due to semester system student did not opt to confront with the teacher, however, due to improved communication, students normally felt comfortable. Most of the staff mentioned that motivational activities were not planned in university. Most of staff agreed that community involvement will make difference in the lives of students who were not motivated through social aspects of society.

Most of the staff replied that they were following the courses designed by the HEC. However, some of the staff members were not comfortable with the course lines designed by the HEC while most of the staff did not agree that there were high level students' activities in the universities. They were of the view that such programs must be arranged at high level.

## **COUNCILORS' POINT OF VIEW**

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



sessions while one counselor mentioned that there was no need for such sessions. In six universities, the councilors supported extracurricular activities.

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

## **HEADS' POINT OF VIEW**

Most of the heads mentioned that they were following the HEC designed curriculum but three heads mentioned that there was no need for improvement. Most of the heads were highly qualified and holding Ph.D. degrees along with more than 20years of teaching/admin experience. Very few of them were involved in teaching practices. Heads of this university department considered that their universities were average or little above the average and they were trying to make it even better by using different strategies. The two universities highly emphasized on occupational competence and focused that students did achieve occupational achievements. There were several cases related to behaviors in every university but due to semester system. The cases were kept within limits.

Almost all of the universities had a dearth of qualified teachers. Heads wanted some stable and innovative teachers. One university had anti-harassment cell while other universities were handling bullying issues through discipline committees. Almost all of the students used different languages other than English at home.. This number was reasonable and they strived hard to improve it. Around half of the universities felt that student's behavior was hindering teaching and learning. There were no students support strategies in any university that catered to their personal needs. There was not extra support of any type in any university for the students having low performance. Likewise, merit was the criteria in most of the universities, but sometimes, compromises were made as the number of students was also important in the university. All universities were offering scholarships but most of them were merit based and they were very few need based scholarships. There was no formal students support structure in most of the universities and only few cases were handled by students' affairs department. Most of the universities were encouraging extracurricular activities in their universities but it was one time activity in most of the universities.

## **CONCLUSION**

The students felt that their university had not brought any remarkable change in their personalities. They looked forward to have diverse academic programs with multiple options. Girl's students

were somewhat concerned about the attitude of teachers of opposite gender. Students did recommend their university to people but quite a reasonable number did not do it. They wanted to have a more lavish programme about scholarships. They were also anxious towards part time job opportunities. Students did want an extensive financial aid programmed to be offered to students from deprived backgrounds. There were fewer graduates whose siblings graduated from the same university. It showed that they did not recommend their university to the family this is quite demotivating.

Now the researcher would discuss the issues related to teachers. Teachers had resources but they did want improved arrangements. The workplace had not bought any change in their personalities and they were the same, and if any change was bought, it was due to their personal efforts. They were under threat as there was no job security and were always at risk of losing jobs. Very few teacher-training workshops were planned and most of them were not comfortable with the standard of workshops. There was a lack of mutual cooperation amongst the staff in interpersonal relations and were not cordial with each other and do not choose to discuss their issues with colleagues. There seems to be a lack of mutual trust at the workplace. Generally, the students did not pose any kind of challenge to them. Teachers wanted a more positive attitude from their bosses. Very few motivational activities were organized for staff in the universities. They were not convinced about the quality of academic activities at their workplace.

Now researcher would highlight the opinions of councilors and share their views. There was a need to have more cordial relations amongst students in the universities. They felt that quite a number of students had made decisions for their future about which they were not comfortable. They opined that students were actively participating in activities and want even more of such activities. Councilors were also involved in handling discipline issues but at a lower scale. Only few universities were involved in helping students to deal with mental stress, students want organized counseling sessions in the universities. They also wanted involvement in co-curricular activities in their universities. Environment is quite conducive towards learning of students. Disruptive students were being handled by the councilors. Quite a number of students did not opt to visit councilors for their issues. There were not organized systems to work on the improvement of behavior in students.

The researcher would discuss the opinion of heads of the universities. The universities were equipped with all the relevant infrastructures to conduct quality academic research. Most of the heads had their qualification of Ph.D.degree and more than 20 years of teaching and admin experience. They considered their universities as average or below average and were adopting multiple strategies to improve their universities. They opined that they were aggressively working on the occupational competence of their students and staff. They believed that there was dearth of quality teaching faculty. They wanted staff to adopt innovative teaching methods.

There was very few behavior issues reported in the universities. The students were not much proficient in English language which helped in achieving better goals. They were following the HEC curriculum as very few additional courses were offered to equip students with the ethos and

skills to become balanced personalities. The Heads wanted more of academic activities in the form of seminars and conferences to enhance the academic environment. They felt that student behavior needed improvement and wanted to have better quality of students. They felt that student support activities were not up to the mark they wanted and better arrangements were needed in this regard. Heads wanted more open communication with all but sometimes were unable to meet this criteria due to office work. Merit was the criteria of admission but sometimes rules were relaxed. Extracurricular activities were arranged. Staff was well taken care of.

## **DEVELOPMENT OF FUTURE STRATEGY FOR ENHANCEMENT OF ENROLLMENT**

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

- 1) Infrastructure and facilities can be improved with more space to sit for independent studies. Students should be provided with self-assurance activities program to tackle issues related to their fellows and teachers.
- 2) Students could be involved in decision-making to develop ownership in them so that they can recommend their university to others as well. Teachers need training to handle students and appropriate behavior and selection of words while dealing with stake holder's especially female students.
- 3) Financial-aid programs should be based on broader ground even sponsors could be arranged. Part-time jobs or piece-work could be given to students so that they can generate some funds to meet some of their expenses
- 4) Improved arrangements with better resources for faculty are needed. Teachers training programs to guide and empower them with latest teaching techniques will help improve academic quality of staff.
- 5) Faculty must be having a feeling of job security that will have a positive impact in their performance. A threat of losing job must be absolved in the minds of staff. A conducive and cordial environment where mutual respect is to be prevailed amongst the faculty otherwise it is creating a feeling of discomfort between colleagues and they are always under the threat where they are unable to share their feelings of workplace.
- 6) Students under performing in academics can be directed towards councilors to attain guidance for improvement. Councilors should be actively involved in career guidance.
- 7) Councilors must be involved to arrange internships during course of studies. An intensive job description must be designed with serious follow-up.
- 8) Classes need to be observed by heads of departments to make assessment about teaching and learning in the university. Students councils must be activated and made part in the decision making process. Proper appraisal system must be introduced and shared with the staff.
- 9) A research cell must be constituted to assess the policies and trends locally and plan future activities
- 10) For sponsorship of needy students, multinational companies, financially strong individuals, and government agencies could be contacted to generate funds for scholarships.

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