

RETENTION OF UNDERGRADUATE STUDENTS AT A
PRIVATE UNIVERISTY IN MALAYSIA

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DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
- (3) Equal contribution has been made by each group member in completing the research project.
- (4) The word count of this research report is 8396 words.

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DEDICATION

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ABSTRACT

Education essentially plays an important role in developing human capital and hence, Malaysian Government effectively facilitates the establishment of higher education institutions to serve the community. Today, Malaysian higher education sector comprises of numerous local and foreign players where the local players are generally public or private institutions. The existence of such varied players has led into intense competition within this sector where Private Higher Education Institutions (PHEIs) are struggling to sustain in such competitive market. Past studies indicated that the cost of acquiring a new customer is much higher than the cost of retaining an existing customer. Likewise, cost to recruit a new postgraduate student is costlier for a PHEI compared to cost involved in enabling its undergraduate students to enroll in its postgraduate programs. Therefore, this study intends to investigate factors that could possibly influence retention of undergraduate students to continue postgraduate studies at their current institution. Survey form was administered to 500 undergraduate students at one of the top private universities in Malaysia. Findings indicated that institutional aspects (such as teaching quality and university environment), students' social contacts at institutions as well as financial aids are key factors that influence their decision to further their postgraduate studies at the current institution. Meanwhile, it was also discovered that motivation by the institution has no significant influence on their decision to continue postgraduate studies at the current institution. This study is expected to enlighten the management of PHEIs on the dimensions that they should take into account in formulating business strategies to retain their current students in pursuing postgraduate studies at their institutions.

Key words: customer's retention, private university, postgraduate studies.

CHAPTER 1: PROBLEM STATEMENT

1.0 Introduction

This chapter shall discuss about the background of this study and the research problems. Research objectives shall be developed at the end of this chapter.

1.1 Background of study

Education is important for all of us; it provides us a perspective of looking at life. According to OECD (2001), education has become an important role in a nation to develop human capital. However, the UN agency UNESCO (2013) argues that, "Education is a fundamental human right and compulsory for the exercise of all the other human rights". It means individual freedom and empowerment are important development benefits. Nowadays, the education is important for a global commitment to provide quality basic education for human. Education is one of the most effective tools to improve the living standards of a population and also the reason why people seek for higher education in their entire life.

In today's competitive world, education can help to solve economic and social problems. Weisbrod et al. (2008) found that higher education affects almost all the people and received more attention nowadays in a global conflicting political pressure. For example, education is essential for both short and long-term economic growth, and important as a building block for the development of an inclusive, democratic society to promote global security.

Malaysia government had make education as a political priority by aggressively involve in education policies as it has seek to make use of education to achieve

economic and social development under the moving direction of the National Council on Higher Education (Lee, 2002; Middlehurst & Woodfield, 2003).

Higher education institutions are separated into Public and Private Universities. In Malaysia, there are 21 Public Universities and 38 Private Universities. For Foreign Private Universities, there are five Universities branches in Malaysia (Jabatan Pengajian Tinggi, 2013).

1.2 Problem Statement

Former Education Minister Tan Sri Musa Mohamad posited a statement which is based on the weakness in the private Higher Education Institutions (HEI). According to the Minister, he found that there are some changes in students' attitude nowadays due to students are trying to exercise their rights to demand for better quality (Hasan et al., 2008).

In addition, the global competitive academic environment among Higher Education Institutions offers many options to students to further their study. Higher education institutions have to search different ways in order to attract, retain and build stronger relationships with students to gain competitive edge in the future (Hasan et al, 2008). Therefore, this paper intends to study the factors to attract and retain students in educational institutions.

Public universities are basically funded by the government and fully operated based on policy and appropriate system for example, in Malaysia's education system is guided by the Malaysian Qualifications Agency (MQA). However, government does not provide the "privilege", subsidies or financial assistances to Private Universities (Teo, 2001). Thus, there are tense competitions among these two categories of universities as Private Universities have to attract and retain the students because they are profit oriented Universities. (Arokiasamy, Ismail, Ahmad & Othman, 2009).

Table 1.0 Comparison of Postgraduate Student in Public and Private University

	2010			2011		
	Undergraduate (Output)	Postgraduate (Intake)	Comparison Percentage	Undergraduate (Output)	Postgraduate (Intake)	Comparison Percentage
Public	66445	19691	29%	66372	21884	33%
Private	26562	4866	18%	25524	4137	16%

Adapted from: Information and Data Centre, Department of Higher Education

Table 1.0 shows the comparison of postgraduate student in Public and Private University. There is a significant increase in postgraduate intake in Public University as compared to Private University from year 2010 to 2011. In addition, Postgraduate intake in Private University decreased from 18 percent to 16 percent and far behind than Public University. According to MOHE (2013), most of the undergraduate students enrolled their postgraduate studies in their former tertiary level university.

Therefore, student retention became an important issue for universities offering higher education for its existing undergraduate students to continue their postgraduate study in current university (Roth & Koonce, 2008). This is because student retention in higher education institutions enables a good financial position of an institution (Atkinson, 2008). From business perspective point of view, customer retention simply means that the company wants to keep their existing profitable customers to remain in their company. According to Mascareigne (2009), to retain customer in a high competition industry, customers' need and expectation has to be achieved. Halagera (2009) conducted a study to examine the cost on acquiring new customers and the results showed there are five times more than retaining current customers. Therefore, it is necessary for a company or an organization to figure out the strategies to retain their existing profitable customers.

However, from education industry perspective, students are the customers for the University. In order to retain the undergraduate students to further their study in their

current University, the university has to understand what factors would influence the student choice on their University.

1.3 Research Objectives

1.3.1 Research Objective 1

To determine the factors that influence undergraduate student's retention to further study in current University.

1.3.2 Research Objective 2

To examine the relationship between influencing factors and student's retention to further study in current University.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

This study aims to investigate factors that retain students at higher education institutions to further their studies at their current University upon completion of their undergraduate programme. An extensive review on the past literatures pertaining to issues concerned was done and accordingly, several influencing factors of student's retention have been identified and shown in Table 2.1 which are Motivation (MV); Academic Integration (AI); Social Integration (SI); Financial Factor (FF); Courses Offered (CO); Reputation and Image (RI); Location (LC); Funds to Support Department (FD) and Salaries (SL).

Table 2.1 Frequency of Independent Variables in Past Studies

Author (Year)	MV	AI	SI	FF	CO	RI	LC	FD	SL
Taafe & Gunningham (2011)	1	1	1						
Jensen (2011)		1	1						
Sia (2010)		1		1		1			
Carter (2010)		1	1						
Umfress (2010)					1			1	1
Sozer (2009)		1	1	1					
Leone & Tian (2009)			1	1	1		1		
Joyce (2009)		1	1						
Roth & Koonce (2008)		1	1						
Murphy (2008)		1	1						
Atkinson (2008)	1	1	1						
Jannette (2008)		1	1						
Jones (2008)		1	1	1					
Ellis (2007)				1					
Keane (2007)	1								
DeShields, Ali & Kaynak (2005)	1	1							

Lau (2003)	1								
Thomas (2002)		1		1					
Wild & Ebbers (2002)		1	1						
Tinto (2002)	1	1	1						
Nguyen & Leblanc (2001)						1			
Wilson <i>et. al.</i> (1999)		1	1						
Wetzel <i>et. al</i> (1999)		1	1	1					

Source: developed for the research

In order to enrich the outcome of study, only four main factors, which most frequently tested in past studies, are chosen in this study.

2.1 Education Industry

Nowadays, education has become one of the important elements in our life. Education can help the nation to develop human capital (OECD, 2001). Therefore, we can observe the trend whereas many universities are established in recent years.

Ministry of High Education (MOHE) established in 2004 to restructure the higher education sector in Malaysia. MOHE act as a major role in the higher education sector for development and expansion. In addition, Arokiasamy et al. (2009) mentioned that in order to support Malaysia in the role of tertiary education, there are quite numbers of universities being setup in the past few years. Universities in Malaysia have accepted more than 100,000 foreign students from more than 120 countries in 2012 (NST, 2012). Furthermore, Malaysia ranked by UNESCO as world's 11th most preferred study destination ("EMGS," 2013).

Higher education institutions can be further separated into Public and Private Universities where they are with or without government assistance respectively (Teo, 2001). In year 1957, Malaysia had only one university (Arokiasamy et al., 2009) and

currently there are 21 Public Universities and 38 Private Universities formed in Malaysia (Jabatan Pengajian Tinggi, 2012). One example of Public University is University Malaya (UM) and Private University is University Tunku Abdul Rahman (UTAR).

2.3 Customer Retention

Retention is defined as the desire of company to continuously engaged in businesses with that particular company (Hansemark & Albinsson, 2004). Customer retention means that the company wants to keep their existing or potential profitable customers to engage with them for long term survival (Zhang, 2008). Halagera (2009) stressed that the cost of getting a new customers will be five times more than keeping current customers. Therefore it is necessary for an organization to figure out the strategies to retain their existing profitable customers.

2.3.1 Student Retention

A study from Tinto (1999) shows that student retain in the same institution provide benefits to the institution financial. Institution spends most of the money on students early in their beginning careers, and the investment returned in a form of tuition or fees imposed to students. Student retention can affect the reputation of a university, as the issue of student retention is related with the student success (Simpson, 2005). When an institution fails to retain their students, it may indicate that the institution is not promoting learning effectively, or failing to provide sufficient educational support (Tinto, 1999). Student retention provides benefits to a university financially as well as a university's goodwill

According to Leone and Tian (2009), student's retention can be described by two different ways which are degree completion and non-dropping out from an institution. Crawford (1999) defined student's retention as maintenance of continued register in classes throughout one semester and the ratio of units that students successfully-completed to the units attempted. Moreover, student's retention can be defined as program completion by Walleri (1981) which refers to the percent of students graduated or insist on their study in an institution (Wyman, 1997).

In short, we can conclude that most researchers defined "student's retention" as whether the student is able to complete the entire degree course until he or she obtains the qualification within specific years (Wilson, Coulter, Lunnen, Mallory & Williams, 1999; DeShields, Ali & Kaynak, 2005; Murphy, 2008; Crosling, Heagney & Thomas, 2009). However, in this research, we define student retention differently as whether undergraduate students will continue their Master Degree or higher education in their current private university after their completion of current first degree instead of whether they will withdraw their degree course.

2.4 Influence factors

2.4.1 Motivation

Researchers found that motivation served as one of the variables that will influence undergraduate student's retention in the university (Lau, 2003; DeShields et. al, 2005; Keane, 2007; Atkinson, 2008; Tinto, 2009; Taafe & Gunningham, 2011).

According to Taafe & Gunningham (2011), they described motivation as one of the important variables to differentiate the students in technical and further education courses who wish to continue their study. One of the most important factors in the university is to have students' motivation in order to keep them continuation in their study and students should actively explore all opportunities given by the university community (Lau, 2003; Keane, 2007). Keane (2007), suggested that in order to enables student to complete a four year degree or continuing their study, university can encourage and motivate students to learn in the university. As from here, it shows that, motivation will influence the student whether to continue with their study.

McInnis et al. (1999), IN Taafe & Gunningham (2011) stated that university set a goal commitment regarding the importance for the student in completing their qualification which is documented under the literature. Based on the research, university can have a goal commitment in order to motivate students about the importance of completion in their study. Therefore, the university should have a goal commitment for a student and motivate them in exploring themselves in all opportunity that they may gain in the university.

In addition, the motivation of enrolment may come from vocational training or industrial training as a part of programme requirement to help student explore their employment opportunities and in general belief that students have to undergo a minimum four year degree in order to get a respectable, high paid in their remuneration (Gunderson, 2004; Alonzo, 2011; Taafe & Gunningham, 2011). Therefore, by motivating students to continue their study which may help them in their future employment opportunities can help to enhance the chances of student's retention of staying in school.

2.4.2 Academic Integration

Academic integration is part of the factors influence student retention in a particular institution. Townsend (2006) defined academic involvement as the physical as well as psychological energy that a student dedicates to the institution academic experience. Atkinson (2008) has stated clear distinctions between the academic and social factors which are from Tinto's model.

Academic integration included assisting students in time management, study skills, critical thinking and examination preparation. Another key area related to academic focuses involves the interaction between students and the faculty. Academic focus, reduce waste and to encourage students to set appropriate time in their study (Wilson et. al, 1999).

Deshields et al (2005) stated that student retention influenced by the performance of staff which is advising staff. The opposed of the advising of staff will influence student do not continue their studying in the particular institution. According to Taafe and Gunningham (2011), teaching is an important factor which is related to retention. Teaching quality is the dominant influence student's retention. The issues related to whether the students' work getting support from the teacher as well as whether the teacher well prepare in each of the class. Therefore, student retention will be influenced by the quality of teaching.

Based on a study conducted by Wetzel, O'Toole and Peterson (1999), there is two commitments from the part of the student that involves in the retention. One of the commitments is goal commitment in order to obtain professional qualification. The second commitment is institutional commitment which means the choices to obtain that professional qualification in a particular institution. The retention at a particular institution will be affected by combining these two commitments. Also, the academic integration can be

recognized as a student's academic goal and institution's academic program. A comfortable environment that the students perceived in a particular institutional will increase the degree of student retention in that institution and then they are more likely to continue on their study.

According to Sia (2010), the educational facilities that include classrooms, laboratories and libraries are essential to increase student retention. Whereas, other research stated that feedback support also served as a condition to influence student retention. According to Tinto (2009), academic can influence the student retention by collecting the information from students' progress as well as receive feedback from the teachers and staffs plays an important role to promote student retention. He had mentioned that it is to create awareness for universities to assist those students who need help in order to make the differences early. Feedback can be adopted as one of the classroom assessment techniques that involve the use of learning portfolios. This technique allows students and teachers to adjust their learning and teaching styles in promoting learning continuously. Therefore, the early and frequent use of the feedback regarding student performance enables students to continue their studies.

2.4.3 Social Integration

According to Taafe and Gunningham (2011), their research stressed that Social Integration (SI) is part of the factors that might affect student's retention in that particular institution. Other researchers also consistently state that social integration has some effect on the student's retention in the particular institution (Wilson et. al, 1999; Atkinson, 2008; Murphy, 2008; Leone & Tian, 2009; Tinto, 2009). Murphy (2008) defined that one of Tinto's model is social integration which put the focus on interaction between students and faculty and extracurricular student activities. In further, students

are less likely to continue their studies in the same university if they felt unwelcome and lack of support from other students (Leon & Tian, 2009). Bean and Metzner (1985) IN Taafe and Gunningham (2011) further explained that social integration consists of the nature of relationship with lecturer outside of class time. It is also included student friendships on campus and the degree of involvement in extracurricular activities. However, in our research, we focus only on the interaction or nature of relationships between student and faculty, students and lecturers and among students in the campus.

2.4.4 Financial Factor

Students' financial issues such as the student from lower socio-economic groups have been frequently identified as obstacles for students to complete their studies (Jones, 2008; Redmond, Quin, Devitt & Archbold, 2011). Other researcher also mentioned that financial hardship causes certain effect on student to further study (Davies, 2000; Jones, 2008). In particular, students will not further their studies as they are come from the lower income family and face financial difficulties as compare with others student who come from upper income family. Thomas (2002) examined on student retention and found that financial seems to be contributed factors where student intend not to further study. Where the student lack of financial support and they will worry about the pay back debt will be affected the student retention. Therefore, the financial issues can influence student study decision as they will not further study if they are from poor family background and receive the disadvantage of allowances that cause them unable to meet the financial commitments. Typically, student concern and worry on debt is much more than the actual debt level.

Similiarly, Yusof, Ahmad, Tajudin and Ravindran (2008) found that financial assistance that offered by the university is considered as an important attribute

that are expected for student when selecting the higher education institution. Financial aid has always been an important source of aid for students to further their studies (Kruse, 2008). Thus, those students prefer to further study in the same institution if they receive financial aid awards. In addition, studies fees will affect student retention as well. Sia (2010) concluded that students are satisfied with institution choice depending on their information satisfaction that related to financial factors which consist of financial aids and affordable fees.

2.5 Development of Research Framework and Research Hypothesis

2.5.1 Construction of Research Model

From the literature review, we form a research model which consists of motivation, academic integration, social integration and financial aids as the independent variables towards the dependent variable, student's retention.

According to the studies we analyzed showed that motivation is one of the variables that had been tested which can impact undergraduate student's retention in the institution (Lau, 2003; DeShields et. al, 2005; Keane, 2007; Atkinson, 2008;Tinto, 2009; Taafe & Gunningham, 2011).

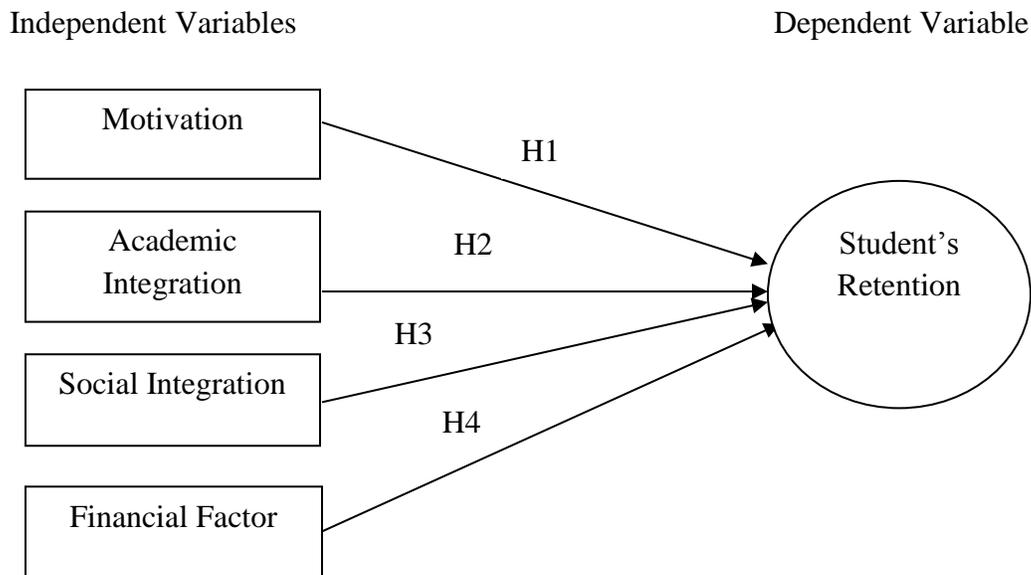
According to Tinto's model, he had tested that academic integration influence student retention. Based on other researcher, they do analyze that student retention is affected by academic integration (Wetzel, 1999; Wilson et. al, 1999; Deshields et. al, 2005; Townsend, 2006; Sia, 2010; Taafe & Gunningham, 2011).

Social integration in Tinto's model has been tested by many researchers in the past studies which can affect student's retention (Wilson et. al, 1999; Atkinson, 2008; Murphy, 2008; Leone & Tian, 2009).

Based on the studies, financial factor is considered to affect the undergraduate student's retention in the institution (Thomas, 2002; Jones, 2008; Yusof et. al, 2008; Sia, 2010).

Lastly, the dependent variable, student's retention has been widely tested on past studies by many researchers towards different factors (Nguyen & Leblanc; 2001; DeShields et al., 2005; Atkinson, 2008; Murphy, 2008; Crosling et. al, 2009; Tinto, 2009; Carter, 2010; Umfress, 2010).

Figure 2.1 Research Model



2.5.2 Research hypothesis

H1: There is a significant relationship between Motivation and Student's Retention

Student behavior often known as a factor which can affect by the motivation that provide by the university (Ali, Tatlah & Saeed, 2010). According to researcher, Keane (2007) and Lau (2003) stated that institutions have to motivate student in order to keep the students' continuation of their studies and actively explore the opportunities provided by the institution community. Therefore, motivation to student is one of the ways of to improve student retention and retain the student to stay in the university to complete their course of study.

H2: There is a significant relationship between Academic Integration and Student's Retention

According to Atkinson (2008), academic integration is considered as one of the essential type of student involvement that influences student retention and consists of strongest positive effect towards student retention. Carter (2010), stated that academic integration influence goal commitment of student. Therefore, the greater the connection of goal institution completion among the other valued goals, the greater the possibility of student retention.

H3: There is a significant relationship between Social Integration and Student's Retention

Thomas (2002) states Tinto's work and the other similar research has recommended that the greater the students interact with each other such as students and staff, the greater they will be retain or insist at the same institution. Moreover, from a study conducted by Murphy (2008), results show that the higher student involvement in campus life, the more likely the student is to stay in that campus. Therefore, the higher interaction students

with other students, staff and lecturers in that University, the more likely the student will retain at his or her current University.

H4: There is a significant relationship between Financial Factor and Student's Retention

Thomas (2002) said that financial issues will influence students' decisions whether they choose to stay or leave the institution. In addition, students were aware of the levels of debt they would incur before they decide to further study. Therefore, the debt will influence student decision to stay or leave institution. Based on the Sia (2010), said that financial aid and cost has a significant influence on institution choice decision. Other research also found a significant positive relationship between financial factor and student retention (Kruse, 2008).

2.6 Conclusion

In short, there are many past studies which have been conducted to find out the factors that influence student's retention. However, they focused on how to prevent students on the issue of degree completion and non-dropping out while our study is to investigate factors that retain students at higher education institutions to further their studies at their current University upon completion of their undergraduate programme. Several factors have been found to be used frequently in the past studies such as motivation, academic integration, social integration and financial factors which have been included in this study and to test it.

CHAPTER 3: METHODOLOGY

3.0 Introduction

This chapter will describe methods utilized in this study to gain information from the respondents. There are four sections which are research design, sampling design, data collection procedures and data analysis techniques.

3.1 Research Design

Descriptive research is use to describe something and usually market characteristics or functions. Besides that, descriptive research used to describe a problem, service or programme, phenomena, provide information about lifestyle of a society or describe attitude towards an issue (Kumar and Ranjit, 2005). We choose this descriptive research as to describe the characteristics of the student retention. We use to describe whether the student retention toward their further studies. Descriptive research can be further classified as longitudinal and cross-sectional. We use cross-sectional to study two or more groups of subjects, each of which is at different, progressive level. The advantages of cross-sectional are quick and inexpensive because no follow up is required. For data collection methods we choose survey. Survey research is a systematic method of collecting data or information from a particular sample population ("THCU", 1999). However, according to Fink and Kosecoff (1998) noted that surveys used to obtain information from people as mean that it is data collection techniques.

3.2 Sampling Design

Basically, this research focuses on any private university which located in Malaysia. The target populations are those students in private universities in Malaysia. In Malaysia, Multimedia University is the top private university in Malaysia and the ordering of the ranking seems to indicate that Multimedia University is currently ranked 194 in Asia (QS Asian University Rankings 2012). Besides that, the total population of Multimedia University was 18668 (MMU) and the sample frame was 17228 (MMU). Furthermore, sampling random sampling is the simplest form of probability sampling and every item in the population must be equally likely to be selected in the sample. In addition, simple random sampling is suitable for a population of business records, although the population is large in amount (David, n.d). Therefore, the sampling size selected through simple random sampling of Multimedia University is 377 (Issac et.al, 1981).

Furthermore, judgmental sampling technique applied in this research. According to Comptroller (1998), judgmental sampling allows the examiner to study the percentage of identified (coverage) specific populations. The respondents would be selected based on our judgment since we want to look for those who are planning to continue their future studies in the private university. We have to identify his or her interest to make sure whether he or she is qualified to answer the questionnaire.

3.3 Data collection procedures

In the procedures, we employ hybrid survey methods which are person-administered and self-administered. Self-administered surveys basically provide a high level degree of cryptonym and confidentiality and are always the method for surveys which containing sensitive items (Edwards, Thomas, Rosenfeld & Kewley, 1997). During the distribution of questionnaire, we assigned five persons to distribute the

questionnaire form to the respondents. For those who have difficulty to answer or understand the question, we will assist them to complete the questionnaire. In contrast, respondents who are able to complete the questionnaires, we will leave all the control to them. Explicit explants of the steps contain in the survey process should be shared. It helps the program administrator physically appear and be open to answer any questions from the respondents. The questionnaire will be collected immediately after the respondents completed it. No further delay of collection. This is to ensure the correct numbers of questionnaire form are collected.

3.4 Research Instrument

3.4.1 Questionnaire

This section explains the details of instrument used to conduct this study. Survey method is used and hence, it involves distributing a set of questionnaire to target respondents in collecting primary data

The process of designing questionnaire is very important in order to obtain correct information effectively. Questionnaire consists of two types of questions which are included in a questionnaire, namely open-ended response question and fixed-alternative question (or closed-ended questions). Open-ended response questions are questions that pose some problem and ask respondents to answer using their own words (Zikmund, Babin, Carr, & Griffin, 2010). On the other hand, fixed-alternative questions are questions in which respondents are given specific, limited responses and are asked to choose the one closest to their own viewpoint. For this research, fixed alternative questions are used in the questionnaire. Such questions are designed in such a way that useful and relevant information can be obtained, and at the same time it saves respondent's time in answering the questions.

Practically, fixed-alternative questions are much easier to complete compared to open-ended response questions, which require the respondents to answer on their own and will certainly need longer time to complete. The questionnaire for the purposes of this study consists of part one and part two

Part One includes 24 questions of influencing factors that influence undergraduate student to retain in the same private university in Malaysia. There are five paths in the Part One which are motivation, academic integration, social, integration, financial factors and student retention that related to the questionnaire. Likert scale is used in this part which consists of five scaled is applied to this part. Respondents are required to choose their answer among the five scales which are strongly disagree, disagree, neutral, agree and strongly agree.

Meanwhile, Part Two contains three questions about the demographic profile of the individual respondent. Typically the questions are used to ask age range, gender and undergraduate faculty (that student in Multimedia University). For the table 3.1, it shows the summary part of the questionnaire and the scale used in questionnaire.

Table 3.1: The Questionnaire Framework

Part	No. of questionnaire	Detail of the questionnaire	Scale of the questionnaire
1	24	Independent variable and dependent variable	Interval scale
2	3	Demographic profile of the respondent	Categorical scale

Source: Developed for the research

3.4.2 Pretest

By caring the pretest process, it believes that it is the best and most effective to understand whether set questionnaire effective or ineffective before the actual questionnaire being conducted. During the pre-test, it was found that 10 lecturers contributed in revising the questionnaire. After distributing the questionnaire, there were some feedbacks from lecturers. For example, the structure of the questionnaire need to be improved, certain independent variable has no strong evident to support it and the grammatical error in the sentences. Furthermore, some lecturers did give some suggestion on how to arrange the sentences in the questionnaire so that it looked organized and easier to be read.

3.4.3 Pilot test

A pilot test was used to test the reliability of each attributes in the questionnaire that has been set. It is important to ensure all wording and phrases of the questionnaire are clear enough for the respondent. In this study, pilot test are conducted in Multimedia Universiti, Cyberjaya Campus. 30 students in the university participated for the pilot test. After the pilot test has being conducted, 30 sets of questionnaire's raw data have been run for reliability test in order to check the reliability.

Table 3.2: Reliability Test for Individual Variables (Pilot Test)

Variable	Pilot Test
	Alpha
Motivation	0.54294
Academic Integration	0.30854
Social Integration	0.71598
Finance Factor	0.45546
Student Retention	0.34475
Overall	0.55713

Source: Developed for the research

3.5 Proposed data analysis tool

After the questionnaires were collected back by the researcher, the data were recorded and entered into a Microsoft Excel spreadsheet, which was uploaded into SAS software. In this study, the analysis utilized were descriptive statistics which included mean computation, Chi-square analysis, Cronbach's alpha reliability analysis, correlation, and Multiple Regression analysis.

3.5.1 Demographic analysis

The survey response rate is 100% as we conducted in-person interview. A total of 500 questionnaires had been distributed and collected back at the same day. However, 377 out of 500 copies can be used after the process of questionnaire checking.

In this study, chi-square has been used in demographic analysis. The chi square test of independence allows the researcher to determine whether variables are independent of each other or whether there is a pattern of dependence between

them. “If there is dependence, the researcher can claim that the two variables have a statistical relationship with each other.” Therefore, in this study age and gender was the variables in the chi-square test to determine whether variable are independent of each other or dependent between them.

3.5.2 Reliability

This section discusses the reliability test such as Cronbach alpha analysis. According to Sekaran and Bougie (2010), reliability of measurement is established by examining the stability and consistency. Consistency indicates how the items (variables) measure a concept group together as a set. Subsequently, the result achieved will be compared with the rules of thumb as shown in Cronbrach alpha that interpret the coefficient alpha values. Any alpha values that are less than 0.70 means that the correlation is weak. The alpha values which are less than 0.70 are considered to have poor reliability (Hair et al., 2007).

Table 3.3: Cronbach Alpha Coefficient Sizes range

Coefficient range	Strength of Associations
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Small but definite relationship
± 0.00 to ± 0.20	Slight, almost negligible

Adapted from:George, D., &Mallery, P. (2003).*SPSS for Window step by step: A simple guide and reference. 11.0 update* (4thed.). Boston: Allyn& Bacon

3.5.3 Validity analysis

Face validity is a subjective but systematic explanation of how best the content of a scale represents in the measurement task at hand. In simple word, face validity examine whether the questionnaire measure what supposed to measure. In this study, pilot test is conducted to assess the facial validity (Sekaran & Bougie, 2010). During the pilot test, most respondents were happy with the questions set in the survey as they reflected the reasons towards dependent variable, student retention. Therefore, the content of questionnaire such as motivation, academic integration, social integration, financial factor and student retention are considered valid.

3.5.4 Analysis by objectives

Objective 1: To determine the factors that influence students to continue their further studies at current University.

The mean is the arithmetic average of a set of data. Typically, some of the degree of central tendency with the most responses distributed close to the mean value is shown in data (Maiyaki, 2011).

It is useful if there are many numbers available to find out and the figure are very close to other numbers or a group of numbers with small difference. It is able to make the figure more accurate. Therefore, it can help to figure out the appropriate and accurate number in the research. Other than that, it is better to understand trends and predicts future outcomes by using mean. It can also minimize error in the prediction and the mean is the only one method can be adopted when the sum of deviations of the value is always zero.

Objective 2: To examine the relationship between influencing factors and student retention at the same university.

A standardized regression coefficient is used to measure the effect on the dependent variable. It is similar to a correlation coefficient (Neuman, 2009). A high standardized regression coefficient indicates a strong relationship between an independent variable and dependent variable. The value of adjusted R-Square is to determine the relationship between independent variables towards dependent variable. However, parameters use to estimate each slope and it requires solving simultaneous equations by matrix algebra.

The second value generated by multiple regressions is the size of the effect of each independent variable on a dependent variable and the measurement of the direction (Neuman, 2009).

Figure 3.1: Formula explanation

$Y = \alpha + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$ <p>Y= Student's retention α= Constant X1= Motivation X2= Academic integration X3= Social integration X4= Financial factor</p>
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Source: Developed for the research

3.6 Conclusion

Research methodology is important as it can help researcher to systematically resolve the research problem. In this chapter, research framework and hypotheses are clarified. The other sections of this chapter include data sources, sampling design, data collection and data analysis.

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

This chapter provides the insight of the results that are collected from questionnaire. SAS Enterprise Guide 5.1 software is used to analyze the raw data for this study. The analyses include descriptive analysis, scale measurement analysis and inferential analysis. Based on frequency analysis, descriptive analysis generates an analysis of the demographic characteristics of the respondents. Scale measurement is conducted in terms of the reliability analysis for the variables and inferential analysis used to test the relationships among the variables.

4.1 Measurement of Accuracy

4.1.1 Reliability Analysis

Table 4.1: Reliability analysis

Variable	Actual Test	Pilot Test	Number of construct
	Cronbach Alpha	Cronbach Alpha	
Motivation	0.8078	0.5429	3
Academic Integration	0.7472	0.3085	6
Social Integration	0.7888	0.7160	6
Finance Factor	0.7734	0.4555	3
Student Retention	0.7211	0.3448	5
Overall	0.7829	0.5571	23

Source: Developed for the research

Based on the Cronbach alpha of actual test, in overall, 0.7829 implies a very fair reliability test. In addition, individual alpha value of variables is more than 0.7 where Motivation has the highest alpha value among the variables followed by Social Integration, Finance Factors, Academic Integration and Student Retention.

As compare both overall results, actual test reliability has higher alpha value than pilot test because there were 30 respondents only in the pilot test while 377 respondents involved in actual test which increase the accuracy of the reliability.

4.1.2 Validity analysis

Face validity is a subjective but systematic evaluation of how well the content of a scale represents the measurement task at hand. In simple word, face validity examine whether the questionnaire measure what supposed to measure. In this study, pilot test is conducted to assess the facial validity (Sekaran & Bougie, 2010). During the pilot test, most respondents were happy with the questions set in the survey as they reflected the reasons towards dependent variable, student retention. Therefore, the content of questionnaire is considered valid.

4.2 Demographic Analysis

The survey response rate is 100% as we conducted in-person interview. A total of 500 questionnaires had been distributed and collected back at the same day. However, 377 out of 500 copies can be used after the process of questionnaire checking.

There are 148 out of 377 respondents which are 39.26 % are male while female respondents are 229 people contributes 60.74% in total.

Table 4.2 Demographic analysis

Table of Age by Gender			
Age	Gender		Total
	Male	Female	
19-21	86	119	205
22-24	48	100	148
25 and above	14	10	24
Total	148	229	377

Statistic	DF	Value	Prob
Chi-Square	2	7.1773	0.0276
Phi Coefficient	nil	0.1380	nil
Cramer's V	nil	0.1380	nil

Source: Developed for research

Based on the Chi-Square analysis table above, it shows that there is a significant relationship between Gender and Age. However, the relationship is not strong as it has low Phi Coefficient value amounting to 0.1380. Besides that, it is found that Female students dominate in the ages of 19 to 24 while Male students are more only in 25 years old and above. Therefore, female students are more than male students study in University. According to Holder (2009), there are 55 percent women compared to 45 percent men and the gap is expected to get widen over the years.

4.3 Inferential Measurement

4.3.1 Objective 1: To determine the factors that influence students to continue their further studies at current University.

Table 4.3: Mean Computation

Variables	Mean	Std. Dev
Motivation	3.3395	0.5551
Academic Integration	3.8460	0.4845
Social Integration	3.2821	0.4294
Financial Factor	3.8912	0.7643
Student Retention	3.7321	0.4792

Based on the mean values above, respondents agreed most Financial Factors as one of the influencing factors which could influence their decision to retain in the same university to further their studies. This is aligned with the results from Yusof (2008) and Kruse (2008) study on financial aids from university served as important attributes to increase the student retention. Furthermore, Sia (2010) examined the same factor on student retention in his research paper. It is followed by Academic Integration (Deshields et al, 2005), Motivation (Taafe & Gunningham, 2011), and Social Integration (Tinto, 2009; Murphy, 2008).

Table 4.4: Motivation Attributes Mean Computation

Motivation Attributes	Mean	Std. Dev
Emphasizing importance	3.6500	0.8216
Encouragement	2.5809	1.0561
Industrial training	3.7880	0.8203

Source: Developed for the research

The table above shows that most respondents agreed industrial training would affect their decision to retain at same university to further studies. However, encouragement from university is considered least important to them.

Table 4.5: Academic Integration Attributes Mean Computation

Academic Integration Attributes	Mean	Std. Dev
Appropriate Course Structure	3.8488	0.7227
Advice from faculty staff	3.5995	0.8545
Stress that best place to study	3.2520	0.9383
Comfortable environment	4.0878	0.7731
Teaching quality	4.3581	0.7556
Adequate facilities	4.0159	0.7954
Feedback from lecture	3.7613	0.8162

Source: Developed for the research

Table 4.5 shows that most respondents agreed on teaching quality has relationship with their retention decision while stress from university that they are best place to further studies has least important.

Table 4.6: Social Integration Attributes Mean Computation

Social Integration Attributes	Mean	Std. Dev
Relationship between student and lecturers	3.5915	0.9037
Relationship between student and friends	3.0690	1.0470
Relationship between student and faculty staff	3.2440	0.9073

Source: Developed for the research

Table 4.6 shows that most respondents agreed on relationship between students and lecturer will affect them to stay in same university to further studies instead of relationship between student and friends.

Table 4.7: Financial Factors Attributes Mean Computation

Financial Factors Attributes	Mean	Std. Dev
Studies fees	3.9178	0.8636
Loan	3.7294	0.8512
Scholarship	4.0265	0.9506

Source: Developed for the research

Table 4.7 above shows that majority respondents viewed loan as least important financial dimension that could affect their decision to retain at same university to further studies. At the same time, scholarship is highly taken into consideration.

To sum, majority of respondents had agreed that financial factors particularly the tuition fees payable to institution is a key consideration to further their studies at current institution. Meanwhile, social integration particularly student's relationship with their friends at current institution is considered least important.

4.3.2. Objective 2: To examine the relationship between influencing factors and student retention at the same university.

Table 4.8 below shows the output of multiple regression analysis conducted to assess the impact of influencing factors on the students' retention.

Table 4.8: Multiple Regressions Analysis

Benefits	ANOVA		Adjusted R ²	Parameter Estimate	Std Estimate	t	P value
	F	P*					
(Constant)	57.92	<0.0001	0.3771	0.6369	0	2.95	0.0034
Motivation				0.0685	0.0793	1.89	0.0602
Academic Integration				0.2936	0.2968	6.61	<.0001
Social Integration				0.3166	0.2837	6.78	<.0001
Financial Factors				0.1795	0.28634	6.59	<.0001

Source: Developed for the research

Ho: There is no significant relationship between influencing factors and Student Retention

The significant level is 0.05. The test statistic (Pr>F) is show to be <.0001, which is less than 0.05, so the null hypothesis is rejected. This implies that the overall relationship between motivation, academic integration, social integration, financial factors and student retention is significant.

The value of adjusted R-Square 0.3771 shows that there is a weak relationship between independent variables towards dependent variable. Only 37.71% of Student Retention is explained by each influencer.

The standard estimate value shows the contribution of individual influencing factors towards the student's retention at current university. Social integration contributes the highest impact as it has 0.3166 parameter value, followed by academic integration (0.2936), financial factors (0.1795) and then motivation (0.0685). The lowest parameter estimate for motivation is supported with its insignificant contribution towards student's retention. This is because the other factors such as Financial Factors, Academic Integration and Social Integration are better accepted by students when deciding to further studies in

the same university as compared to the encouragement of university. This is very true where relationships between lecturer and students are very important especially for those research based students as part of Social Integration (Thomas, 2002). Furthermore, the experienced lecturers also play an important role to provide better teaching quality to ensure the students receive what they want and thus increase their retention as part of Academic Integration (Atkinson, 2008). Lastly, the loan and scholarship provided by university also serve as one of the factors which may increase the student retention (Sia, 2010).

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

$$\text{Student Retention} = 0.63687 + 0.06845 (\text{motivation}) + 0.29356 (\text{academic integration}) + 0.31658 (\text{social integration}) + 0.17953 (\text{financial factors})$$

Based on the equation above, for every unit increased in motivation, academic integration, social integration and financial factors, there will be an increase about 0.06845, 0.29356, 0.31658 and 0.17953 units respectively in the student retention.

In brief, there is a significant relationship between independent variables and dependent variable in overall. However, it is weak. It shows that establish good relationship among administrative staff and student, experience lecturers and financial assistant have significant relationship towards student retention while encouragement from university has no significant relationship.

4.4 Conclusion

This chapter comprises of the statistical data that were obtained from the questionnaire conducted. Major findings from the chapter four enables researchers to

figure out whether the hypothesis statement is significant to the study. The summaries of the findings and implication shall be discussed on next chapter.

CHAPTER 5: DISCUSSION, CONCLUSION AND IMPLICATIONS

5.0 Introduction

This chapter shall summarize Chapter one to Chapter four from content to the generated results. In further, it shall discuss the implication in terms of theoretical and practitioner. The following will discuss the limitations and recommendations as well as overall conclusion.

5.1 Overall Summary and Discussion

In the global era, education has become an important tool in human capital development in terms of growth of the country. Malaysia Government provides facilities for the establishment of higher education institution to serve the community in these recent years. There are a quite number of local and foreign players in the education industry which consist of private and public universities. These players lead to intense competition within the industry where Private Higher Education Institutions (PHEIs) are struggling to sustain in such competitive market. As indicated in past studies, the cost of acquiring a new customer, a student the term for education field, is much higher than the cost of retaining an existing customer.

Therefore, the study has investigated in deep on several factors that could possibly influence students' decision to retain in the same university to further their studies. Motivation by the university such as emphasizing the importance to get higher education, the student's social contacts in the university, institutional aspects such as teaching quality and university environment as well as the financial aids availability are the factors that have been studied in this research.

A total of 500 questionnaires have been distributed in-person to students in Multi Media University (MMU), the Top Ranking Private University in 2012. The questionnaire consists of two parts which are demographic indication and influencing factors. Both nominal and interval scale are adopted in this study to produce multiple choice questions and five Likert Scale questions to better understand the respondents. In addition, this study adopted SAS as an analysis tool to process the raw data collected through questionnaire. Reliability Test Analysis, Chi-Square Analysis and Multi Regression Analysis were used to convert the raw data into meaningful information that could benefit the readers either in future research or application in the business world.

5.1.1 Objective 1: To Determine the Factors that Influence Students to Continue Their Further Studies at Current University.

In summary, Financial Factors are the most agreed influential factors among the rest of the influencing factors such as motivation, social integration and academic integration. This is aligned with the researches of Yusof (2008) and Kruse (2008) which both of them also emphasized that financial aids from university served as important attribute to increase the student retention.

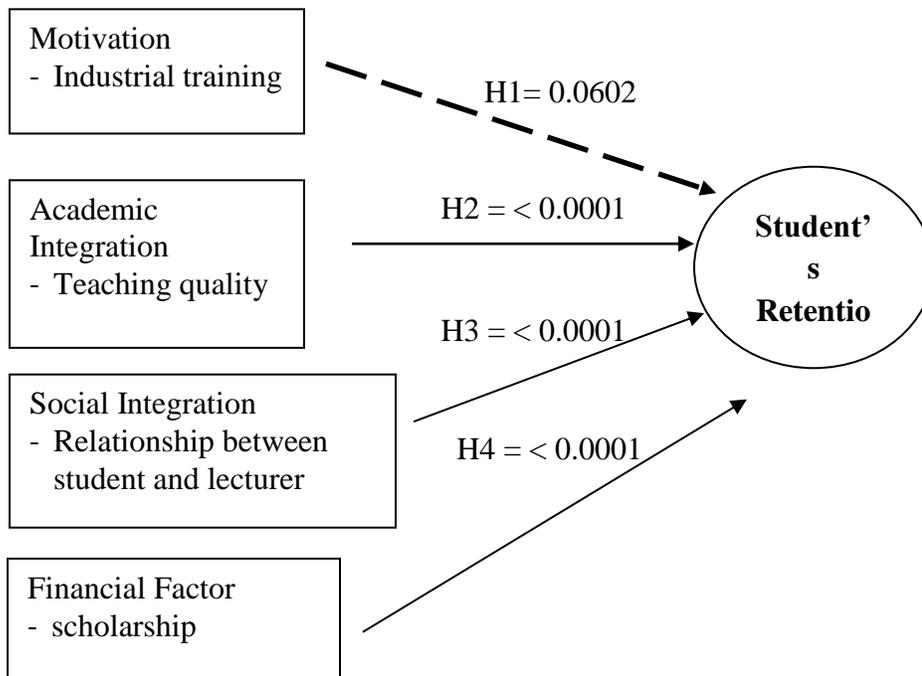
5.1.2 Objective 2: To Examine the Relationship Between Influencing Factors and Student Retention at the Same University.

In short, the overall relationship between independent variables and dependent variable is significant. However, it shows a weak relationship among them. In addition, Social Integration (Thomas, 2002) is the key contributor in the

overall relationship towards the student retention as compared to Academic Integration (Atkinson, 2008), Financial Factors (Sia, 2010) and Motivation. On the other hand, Motivation (Taafe & Gunningham, 2011) has no significant relationships towards the Student Retention while others have it.

The following framework is the finalized framework where it shows motivation has insignificant while remaining variables of AI, SI and FF has significant relationships towards Student Retention. These relationships are attributed with respective hypothesis null and alpha value. Refer to table 4.4 to 4.8 for complete statistic.

Figure 5.1 Finalized Framework



5.2 Implication of the Study

5.2.1 Theoretical implications

Finding from objective two, there is a significant relationship between independent variables and dependent variable (Taafe & Gunningham, 2011; Sia, 2010; Yusof, 2008; Murphy, 2008; Kruse, 2008; Tinto, 2009; Deshields et al., 2005), this can serve as a platform for future finding to benefit students, academician and researcher who are interested to investigate in deep on the student retention issue. Currently, there is very less or none research focuses Student Retention, as how this study defined.

In addition, it can also contribute to the customer retention research field to provide additional literature. It is because most of customer retention researches concentrate in hotel industry, Telco industry and retailing industry instead education industry, to retain their customers.

Moreover, future researcher may further investigate on the insignificant relationships of motivation found in objective two. They might have a deep research on why students less likely to take the motivation by university such as encouragement to pursue further studies, training given to improve themselves and emphasizing importance of getting higher qualification into consideration when deciding to further their studies in the same university.

5.2.2 Practitioner Implications

Obviously, the finding from objective two that shows the insignificant relationship of motivation towards student retention should give an indication

to academic field especially Private High Education Institution (PHEI) a direction on which they should know that by keep emphasizing how good to get a higher qualification is not sufficient to influence them to stay at current university to further their studies. However, by providing financial aids (Sia, 2010), good learning environment (Atkinson, 2008), quality and experienced lecturer (Taafe & Gunningham, 2011) as well as having good relationship between lecturer and faculty staff with the students (Thomas, 2002) are able to influence them to further studies in the same university.

Furthermore, it is also applicable to the public universities in Malaysia as well as the other institutions in other countries whenever they want to retain their students to further studies in the same university. The finding in this study is not only applicable for the surveyed university but it is applicable in any other higher education institutions in Malaysia as well as other countries whoever has the intention to increase their student retention percentage.

5.3 Limitations of the Study and Recommendation for Future Research

Firstly, this research focused on single type of respondents which is the students in MMU which may cause the bias in terms of the finding. As the target respondents are the undergraduate students and we choose top rank private university as the target respondent. It is recommended that the future research could accommodate several Private University students to recover back the imbalance point.

Furthermore, this research is a descriptive research which is a quantitative research without any qualitative research. Therefore, mixed modes of research is recommended to provide better comparison finding between qualitative and quantitative research or further input to quantitative research from qualitative finding.

In addition, limited variables were tested in the research. It is suggested that future researcher could expand the influencing factors or other dimensions of Student Retention to get better understanding on the relationship.

5.4 Conclusion

The purpose of this research is to study the factors that influence undergraduate student retention to further studies in the same university. Social Integration, Academic Integration and Financial Factors are found to have significant relationship towards Student Retention while Motivation has no significant relationship. This research is useful especially for future researcher and management of education institution to have better understand the underlying factors that would influence their current or potential student's decision whether to further studies in the same university after their undergraduate programme.

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APPENDICES

Appendix 3.1 Reliability Test for Individual Variables (Pilot Test)

Simple Statistics						
Variable	N	Mean	StdDev	Sum	Minimum	Maximum
Motivation	30	3.47778	0.36811	104.33333	2.66667	4.00000
Academic Integration	30	3.54286	0.37778	106.28571	2.71429	4.42857
Social Integration	30	3.10556	0.39266	93.16667	2.33333	3.66667
Financial Factor	30	4.14444	0.59810	124.33333	3.00000	5.00000
Student Retention	30	3.73333	0.47658	112.00000	3.00000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.566194
Standardized	0.557128

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
Motivation	0.278728	0.536181	0.244977	0.542941
Academic Integration	0.592567	0.379055	0.617219	0.308542
Social Integration	-.104008	0.699449	-.105234	0.715981
Financial Factor	0.402534	0.468133	0.394580	0.455461
Student Retention	0.573844	0.346296	0.565183	0.344751

Pearson Correlation Coefficients, N = 30					
Prob> r under H0: Rho=0					
	Motivation	Academic Integration	Social Integration	Financial Factor	Student Retention
Motivation	1.00000	0.38493 0.0357	-0.33443 0.0709	0.37183 0.0430	0.21403 0.2561
Academic Integration	0.38493 0.0357	1.00000	0.12066 0.5254	0.29505 0.1135	0.60742 0.0004
Social Integration	-0.33443 0.0709	0.12066 0.5254	1.00000	-0.14057 0.4587	0.04504 0.8132
Financial Factor	0.37183 0.0430	0.29505 0.1135	-0.14057 0.4587	1.00000	0.44626 0.0134
Student Retention	0.21403 0.2561	0.60742 0.0004	0.04504 0.8132	0.44626 0.0134	1.00000

Appendix 4.1: Reliability Test for individual variables (Actual Test)

Simple Statistics						
Variable	N	Mean	StdDev	Sum	Minimum	Maximum
motivation	377	3.33952	0.55514	1259	1.66667	5.00000
Academic Integration	377	3.84603	0.48454	1450	1.85714	5.00000
Social Integration	377	3.28205	0.42944	1237	1.16667	4.66667
Finance Factor	377	3.89125	0.76432	1467	1.00000	5.00000
combined	377	3.61819	0.34267	1364	2.20762	4.44381
Student Retention	377	3.73210	0.47920	1407	1.80000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.729170
Standardized	0.782919

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
motivation	0.238118	0.757789	0.282266	0.807992
Academic Integration	0.527686	0.674602	0.543470	0.747209
Social Integration	0.332343	0.724737	0.368264	0.788797
Finance Factor	0.404939	0.740843	0.434632	0.773442
combined	1.000000	0.593755	0.990759	0.624845
Student Retention	0.626821	0.647256	0.646677	0.721095

Pearson Correlation Coefficients, N = 377						
Prob> r under H0: Rho=0						
	motivation	Academic Integration	Social Integration	Finance Factor	combined	Student Retention
motivation	1.00000	0.21778 <.0001	0.15070 0.0034	0.01691 0.7434	0.48448 <.0001	0.19154 0.0002
Academic Integration	0.21778 <.0001	1.00000	0.20166 <.0001	0.34075 <.0001	0.68705 <.0001	0.46888 <.0001
Social Integration	0.15070 0.0034	0.20166 <.0001	1.00000	0.10586 0.0399	0.51163 <.0001	0.38583 <.0001
Finance Factor	0.01691 0.7434	0.34075 <.0001	0.10586 0.0399	1.00000	0.69162 <.0001	0.41886 <.0001
combined	0.48448 <.0001	0.68705 <.0001	0.51163 <.0001	0.69162 <.0001	1.00000	0.75789 <.0001
Student Retention	0.19154 0.0002	0.46888 <.0001	0.38583 <.0001	0.41886 <.0001	0.75789 <.0001	1.00000

Generated by the SAS System ('Local', W32_7PRO) on April 18, 2013 at 10:21:02 AM

Appendix 4.2: Demographic Analysis

Table Analysis

Results

The FREQ Procedure

Table of Age by Gender				
		Gender		Total
		1	2	
Age				
1	Frequency	86	119	205
	Expected	80.477	124.52	
	Percent	22.81	31.56	54.38
	Row Pct	41.95	58.05	
2	Frequency	48	100	148
	Expected	58.101	89.899	
	Percent	12.73	26.53	39.26
	Row Pct	32.43	67.57	
3	Frequency	14	10	24
	Expected	9.4218	14.578	
	Percent	3.71	2.65	6.37
	Row Pct	58.33	41.67	
Total	Frequency	148	229	377
	Percent	39.26	60.74	100.00

Statistics for Table of Age by Gender

Statistic	DF	Value	Prob
Chi-Square			0.027
	27.1773		6
Likelihood Ratio Chi-Square			0.028
	27.1316		3
Mantel-Haenszel Chi-Square			0.871
	10.0262		3
Phi Coefficient		0.1380	
Contingency Coefficient		0.1367	
Cramer's V		0.1380	

Sample Size = 377

Generated by the SAS System ('Local', W32_7PRO) on June 05, 2013 at 10:14:19 AM

Appendix 4.3: Mean Computation

Summary Statistics

Results

Variable	Mean	StdDev	Minimum	Maximum
motivation	3.3395225	0.5551367	1.6666667	5.0000000
Academic Integration	3.8460275	0.4845359	1.8571429	5.0000000
Social Integration	3.2820513	0.4294414	1.1666667	4.6666667
Finance Factor	3.8912467	0.7643176	1.0000000	5.0000000
Student Retention	3.7320955	0.4791994	1.8000000	5.0000000

Appendix 4.4: Motivation Attributes Mean Computation

Summary Statistics

Results

The MEANS Procedure

Variable	Mean	Std Dev	Minimum	Maximum	N
4a	3.6498674	0.8215555	1.0000000	5.0000000	377
4b	2.5809019	1.0540985	1.0000000	5.0000000	377
4c	3.7877984	0.8203267	1.0000000	5.0000000	377

Generated by the SAS System ('Local', W32_7PRO) on June 28, 2013 at 9:28:50 AM

Appendix 4.5: Academic Integration Attributes Mean Computation

Summary Statistics

Results

The MEANS Procedure

Variable	Mean	Std Dev	Minimum	Maximum	N
5a	3.8488064	0.7226980	1.0000000	5.0000000	377
5b	3.5994695	0.8544625	1.0000000	5.0000000	377
5c	3.2519894	0.9383397	1.0000000	5.0000000	377
5d	4.0877660	0.7730523	1.0000000	5.0000000	376
5e	4.3580902	0.7555782	1.0000000	5.0000000	377
5f	4.0159151	0.7954400	2.0000000	5.0000000	377
5g	3.7612732	0.8162489	1.0000000	5.0000000	377

Generated by the SAS System ('Local', W32_7PRO) on June 28, 2013 at 9:30:18 AM

Appendix 4.6: Academic Integration Attributes Mean Computation

Summary Statistics

Results

The MEANS Procedure

Variable	Mean	Std Dev	Minimum	Maximum	N
6a	3.5915119	0.9037346	1.0000000	5.0000000	377
6b	3.0689655	1.0470410	1.0000000	5.0000000	377
6c	3.2440318	0.9073416	1.0000000	5.0000000	377
6d	3.0238727	1.0089825	1.0000000	5.0000000	377
6e	3.5331565	0.8657728	1.0000000	5.0000000	377
6f	3.2307692	1.0248548	1.0000000	5.0000000	377

Generated by the SAS System ('Local', W32_7PRO) on June 28, 2013 at 9:30:48 AM

Appendix 4.7: Financial Factors Attributes Mean Computation

Summary Statistics

Results

The MEANS Procedure

Variable	Mean	Std Dev	Minimum	Maximum	N
7a	3.9177719	0.8636435	1.0000000	5.0000000	377
7b	3.7294430	0.8511619	1.0000000	5.0000000	377
7c	4.0265252	0.9505524	1.0000000	5.0000000	377

Generated by the SAS System ('Local', W32_7PRO) on June 28, 2013 at 9:31:21 AM

Appendix 4.8 Multi Regressions Analysis

Linear Regression Results

Model: Linear_Regression_Model

Dependent Variable: Student Retention

Number of Observations Read	377
Number of Observations Used	377

Analysis of Variance					
Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	4	33.13461	8.28365	57.92	<.0001
Error	372	53.20703	0.14303		
Corrected Total	376	86.34164			

Root MSE	0.37819	R-Square	0.3838
Dependent Mean	3.73210	Adj R-Sq	0.3771
CoeffVar	10.13352		

Parameter Estimates						
Variable	DF	Parameter Estimate	Standard Error	t Value	Pr > t	Standardized Estimate
Intercept	1	0.63687	0.21581	2.95	0.0034	0
motivation	1	0.06845	0.03631	1.89	0.0602	0.07930
Academic Integration	1	0.29356	0.04444	6.61	<.0001	0.29682
Social Integration	1	0.31658	0.04671	6.78	<.0001	0.28371
Finance Factor	1	0.17953	0.02723	6.59	<.0001	0.28634

Appendix 6.1: Questionnaire

Factors That Retain Undergraduate Student in the Same Private University in Malaysia

This is a research to find out the factors that would influence an undergraduate student's retention at the same university upon completion of their degree programme.

This survey consists of two (2) parts. Part A and Part B

Part one: Factors that influence undergraduate students' retention at the same university. Please circle the appropriate response for each question.

Motivation		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	If my current university emphasizes on the importance of getting postgraduate or professional studies, it will motivate me to further study in the same university.	1	2	3	4	5
2	I will not pursue my studies at the current university if it always encourages me to learn new things.	1	2	3	4	5
3	Industrial training that can enhance my future employment provided by the university will motivate me to remain at the same university to pursue my postgraduate or professional studies.	1	2	3	4	5
Academic Integration		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Appropriate course structure is a key area to lead me to continue my studies in the same university.	1	2	3	4	5
2	I will stay in the same university to continue my studies when I receive good advices from faculty staff such as advise	1	2	3	4	5

	me to continue study.					
3	I may tend to pursue my postgraduate or professional studies in the current university if the university stresses that they are the best place to do so.	1	2	3	4	5
4	I find that a comfortable university environment will increase chances for me to continue my studies in the same university.	1	2	3	4	5
5	The teaching quality is important to continue my studies in the same university.	1	2	3	4	5
6	I will further my studies in the same university if the university's facilities are adequate.	1	2	3	4	5
7	I find the feedback from lecturers important for me to further my studies in the same university.	1	2	3	4	5
Social Integration		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I will further my studies in this university if I have a good relationship with the lecturers during my undergraduate study.	1	2	3	4	5
2.	I will switch university to continue my studies if I do not have a good relationship with my friends in this university.	1	2	3	4	5
3.	I will continue my postgraduate or professional studies at the current university if I am able to communicate well with the faculty	1	2	3	4	5

	staff.					
4.	I do not consider my relationship with lecturers when making decision to further my studies.	1	2	3	4	5
5.	I am very particular about interaction with my friends in this university.	1	2	3	4	5
6.	Communication between faculty staff and I will not affect my choice of university for postgraduate studies.	1	2	3	4	5
Financial Factors		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	The postgraduate studies fees imposed by a university play an important role for me to further my studies.	1	2	3	4	5
2	Loan repay installment will affect my consideration to further my studies in the same university.	1	2	3	4	5
3	I will further my studies if the university does provide scholarship to reduce my financial burden.	1	2	3	4	5
Student Retention		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to remain in the same university to continue my studies after completing my undergraduate degree.	1	2	3	4	5
2.	I would like to remain in a university which will motivate me.	1	2	3	4	5
3.	I prefer to remain in a university which can provide better learning environment.	1	2	3	4	5
4.	Good relationship	1	2	3	4	5

	between lecturers, students and faculty staff in a university may influence my retention decision.					
5.	Studies fee and financial aids provided by a university may influence my retention decision.	1	2	3	4	5

General information of respondents.

1. Age range
 - a. 19-21
 - b. 22-24
 - c. 25 and above

2. Gender
 - a. Male
 - b. Female

3. Undergraduate faculty
 - a. Faculty of Engineering (FOE)
 - b. Faculty of Computing and Informatics (FCI)
 - c. Faculty of Creative Multimedia (FCM)
 - d. Faculty of Management (FOM)