



**STUDENTS' PREFERENCE TOWARDS COSMOPOINT COLLEGE MELAKA: A
CASE STUDY OF COSMOPOINT COLLEGE MELAKA**

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Abstract

In this recent year, there is an intense competition among higher education sectors in Malaysia. This higher competition has forced many universities to be more aggressive in doing and implement marketing strategies in recruiting students locally and abroad. This study is conducted to investigate the factors that significantly influence students' preference towards Cosmopoint College Melaka and to discover whether Cosmopoint College Melaka's students come from family with high income.

The independent variables that have been chosen are financial, quality, significant people and employability. This study employed a quantitative survey of Cosmopoint College Melaka's students. The survey instrument that has been used in this study was questionnaire that developed based on adaption from previous study. A total of 150 respondents from Cosmopoint College Melaka were surveyed in this study. Samples were selected using stratified random sampling. The instrument was then subjected to validity and reliability test to ensure the appropriation. Result proved that the instrument is appropriate, and applicable in Malaysia context.

The findings indicated that three factors were significantly influence on students' preferences towards Cosmopoint College Melaka. Besides, this study also showed that parents from low to middle income also send their children to further their studies at Cosmopoint College Melaka. These findings would provide marketers a comprehensive overview of the different factors that play important roles in influencing students' preferences towards Cosmopoint College Melaka.

Chapter 1: Introduction

1.1 Background of Study

According to Tan (2012), the restructuring of Malaysia higher education, specifically Malaysia private higher education sector, had evolved into a binary system which could be characterized into two categories of institutions namely private universities and private colleges. By November 2015, there were already 20 public universities, 43 private universities, 31 university-colleges and nine foreign university branch campuses (StudyMalaysia.com on May 18, 2016). While according Malaysian Qualification Register (MQR), there were already 381 private colleges in Malaysia (Malaysian Qualification Register on June 22, 2017).

In terms of the programs that these institutions offered, there was hardly any difference except that private universities could confer their own degrees while colleges might not (Tan, 2002). However, based on the criteria of quality in the National Accreditation Board, there were clear distinctions between private universities and private colleges. These distinctions could be seen clearly in three areas, particularly in research engagement, staff qualification and fees charged for education delivered (Tan, 2002).

Research engagement factor was closely tied to staff qualification factor. Colleges were not required by the accreditation body to undertake research whereas universities must have their research portfolio. Doctoral qualification was a need for universities as opposed to colleges. Ayob and Yaakub (1999) stated that the quality of higher education was generally being seen as it was tied to the quality of the teaching staff.