

Availability of Desired Academic Programmes as a Predictor of Students' Choice of Career Paths: A Case of Kenyan Students of Indian Origin in Kenyan Public and Private Universities

Mrs. Vidya Chandrasekhar^{1*} Prof. Ursullah Achieng Okoth² Prof. Jeremiah Mutuku Kalai³

1. Doctoral Candidate, Department of Education, University of Nairobi, Kenya
2. PhD, Department of Education, University of Nairobi, Kenya
3. PhD, Department of Education, University of Nairobi, Kenya

* E-mail of the corresponding author: cs.vidya@gmail.com

Abstract

This study investigated the extent to which the availability of desired academic programmes influences the career path choices of Indian-origin students in Kenyan universities. Guided by Hossler and Gallagher's (1987) College Choice Model and Chapman's (1981) Model of Influences on Students' College Choice, the research examined individual and institutional factors that shape students' programme preferences. A descriptive research design, combining quantitative and qualitative methods, was employed, with data collected from a sample of 135 students at three public and two private universities in Nairobi using structured questionnaires. The findings reveal that the alignment between available programmes and students' career aspirations significantly impacts their university choices, with many students favouring institutions that offer courses aligned with their goals. Statistical analysis shows high satisfaction levels among students with respect to how well academic programmes align with their interests and goals ($M = 4.1556$, $SD = 0.8274$), suggesting that local universities meet students' career needs effectively. Moreover, the university's reputation ($M = 4.1630$, $SD = 0.8394$) and ranking ($M = 4.0741$, $SD = 0.9822$) are influential in programme selection, highlighting the role of institutional standing in attracting students. These insights underscore the need for universities to expand programme offerings and enhance visibility to better meet students' evolving aspirations. This study provides valuable guidance for educational planners and university administrators aiming to refine academic options in Kenyan universities to meet diverse student preferences effectively.

Keywords: academic programme choice, higher education, Kenyan students' of Indian origin, Kenyan universities, programme availability, student enrolment.

DOI: 10.7176/JEP/16-5-01

Publication date: May 30th 2025

1 Background of the Study

The choice of an academic programme is a pivotal decision for students, shaping their career paths, personal development, and long-term opportunities. This study focused on understanding how the availability of desired academic programmes influences this choice among students of Indian origin in Nairobi, Kenya. In recent years, Kenyan universities, both public and private, have diversified their academic programmes to meet global labour market needs. However, despite efforts to enhance inclusivity and offer relevant programmes, public universities in Kenya have seen a decline in international student enrolment, including students of Indian origin (Chepkener, 2018). This trend mirrors challenges faced by U.S. higher education institutions, which experienced a steady decline in international enrolment even before the pandemic, sharply intensifying by fall 2020.

Organizations like the Association of Public and Land-grant Universities and NAFSA responded by analysing two decades of data to identify main factors influencing these trends, with the *Fall 2020 International Student Enrolment Snapshot* revealing a 43% decrease in international students and over 40,000 enrolment deferrals due to the pandemic's impact (Buknova et al., 2020; Baer & Martel, 2020). This research underscores the importance of programmes availability in shaping enrolment decisions and highlights opportunities to enhance the appeal of public institutions to international students.

The Kenyan government recognized the Indian community as the country's 44th tribe in 2017, acknowledging their longstanding contributions to the nation (Ministry of Education, 2018). Yet, public universities remain less popular among Indian-origin students, who frequently opt for private institutions that may better meet their academic needs (Ngari & Wanjama, 2013). This preference underscores the necessity for Kenyan universities to adapt their programmes offerings to attract and retain students from diverse backgrounds, thereby fostering inclusivity and a sense of belonging among all Kenyans.

Global higher education systems have undergone significant transformation due to globalization, with academic programmes now designed to meet diverse cultural and professional expectations (Zhu, 2015). For international students, the availability of desired academic programmes is a crucial factor in their decision-making, as they prioritize programmes relevance, international reputation, and career potential (Marginson, 2014). The provision of such programmes helps institutions attract international students, fostering cross-cultural interactions and enriching the educational environment (Ozturgut, 2013; Knight, 2012). In this context, the growing number of universities globally, including in Kenya, has intensified competition for student enrolment, with institutions striving to sustain themselves amidst economic challenges. A study on the factors influencing university choice in Kenya found that decision-making factors, particularly those related to the programmes, play a significant role in students' selection of institutions, while information sources have a relatively minor impact on their choices (Uzel & Mzera, 2022).

Various studies have explored the multifaceted factors influencing programme choice, including financial considerations, programme reputation, institutional quality, peer influence, and future career prospects (Ngari & Wanjama, 2013; Declereq, 2014). The availability of desired academic programmes emerges as a core factor, as it directly affects student satisfaction and alignment with personal and career goals. With advancing technology, students have greater access to information about academic programmes, faculty, campus facilities, and student experiences, empowering them to make informed choices (Gai, Xu, & Pelton, 2016; Zawacki-Richter et al., 2019).

In response to the globalization of higher education, Kenyan universities are increasingly implementing quality assurance practices to maintain high standards in their academic offerings, ensuring they meet diverse student needs (Mahbub, 2017). This research seeks to explore how the availability of desired academic programmes influences the choices of Indian-origin students and to provide insights into how universities can better serve this group. By understanding these predictors, the study aims to guide educational policy development, support university management efforts, and contribute to a more inclusive, competitive, and globally oriented higher education landscape in Kenya.

Statement of the Problem

While numerous studies have examined predictors of academic programme choices in various contexts, there remains a significant gap in understanding how the availability of desired programmes specifically influences the choices of students of Indian origin in Kenyan universities. Although past research, such as that by Titi (2016) and Owino (2013), has primarily focused on local Kenyan students, no studies address the factors impacting the enrolment decisions of this unique demographic. Addressing this gap is essential for fostering a more diverse and inclusive higher education landscape in Kenya, aligning with national goals to build a knowledge-based economy enriched by cross-cultural exchanges and a skilled, international student body. This study investigates how the availability of desired academic programmes influences programme choice among students of Indian-origin in public and private Kenyan universities, aiming to provide insights to reduce enrolment disparities and better meet the educational needs of this community.

Research Objective

The objective was to determine the extent to which the availability of desired academic programmes influenced the academic programme choices of students of Indian origin in both public and private universities in Kenya.

2 Literature Review

The global pursuit of higher education is increasing as students seek skills and knowledge for a competitive, industrialized economy. Both developed and developing nations are enhancing programme options, reputation, facilities, affordability, job market alignment, and student interests to attract students (Grant, 2017; Proboyo &

Soedarsono, 2015). Academic programmes aligning with career goals are particularly influential in student decision-making (Scutter et al., 2011; Ahmad, 2020).

Technology advancements have expanded educational access with online degrees, offering flexibility for students balancing work, family, and studies (Xu & Xu, 2019). This increased access allows students to prioritize academic offerings over geographic constraints. Many institutions are enhancing experiential learning opportunities, such as internships and study abroad programmes, to improve practical skills and employability (Kolb & Kolb, 2018; Clausen & Andersson, 2019).

Support services like career counselling, academic advising, and mentorship influence students' choices by aiding informed decisions, enhancing satisfaction, and contributing to success (Crisp et al., 2017; Kakada, Deshpande & Bisen, 2019). Social influences, including peer perspectives and alumni feedback, shape programme preferences and perceptions of quality (Clayton, 2013; Thomas et al., 2015). Social media and online platforms provide insights from firsthand experiences, while word-of-mouth recommendations from family, friends, and responsive university communication play crucial roles (Spearman et al., 2016; Rutter et al., 2015).

Economic considerations, such as perceived educational return on investment (ROI), are increasingly important. Students evaluate potential salary outcomes and job placements, selecting universities with strong career prospects and industry connections to maximize financial returns (Reddick & Ponomariov, 2023; Dahl et al., 2020). Career-oriented institutions offering internships and networking opportunities are more appealing, supporting long-term satisfaction and completion rates (Crombie et al., 2013).

Aligning programmes with personal and career goals remains central to academic choices. Flexible options like part-time and online studies appeal to those balancing education with other responsibilities, broadening higher education's accessibility (Butcher & Rose-Adams, 2015; Ahmad, 2020). Career readiness is critical, with job opportunities, institutional reputation, and career outcome metrics being major attractions. Effective recruitment strategies and marketing also draw students valuing career-ready programmes and industry connections (Abubakar, 2017).

In summary, the availability of suitable academic programmes is crucial in students' institutional and study field choices. Students assess programme relevance, support services, career guidance, and experiential learning options when selecting universities. Institutions aligning their offerings with career goals, practical experience needs, and social expectations are better positioned to attract diverse, motivated learners, highlighting the need for universities to tailor programmes and services to meet changing global job market demands.

2.1 Theoretical Framework

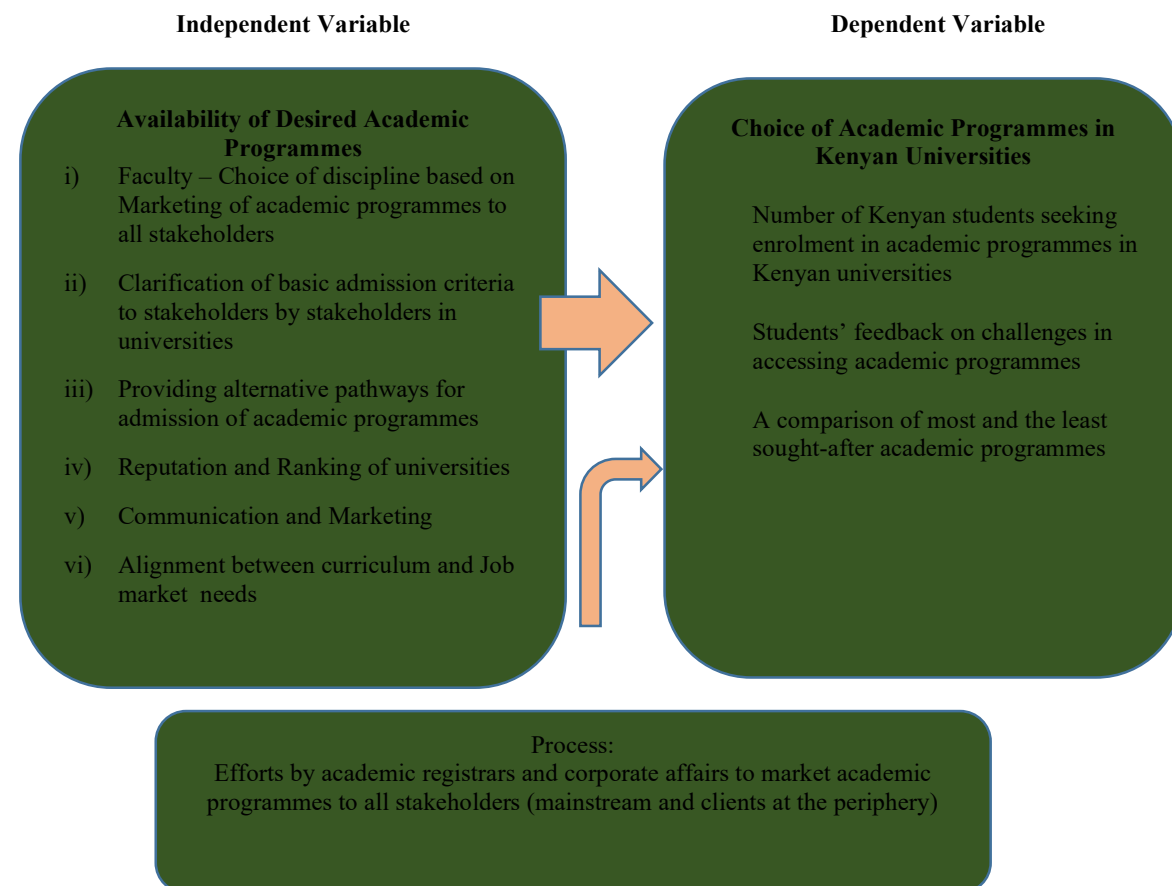
This study employs Hossler and Gallagher's (1987) College Choice Model and Chapman's (1981) Model of Influences on Students' College Choice to analyse the factors influencing academic programme choices among students of Indian origin in Kenyan universities. Hossler and Gallagher's model is essential due to its structured approach, which encompasses the stages of predisposition, search, and choice. Chapman's model, by contrast, emphasizes the impact of familial and social influences on students' early preferences, which is particularly relevant for students of Indian origin who may face strong family and cultural pressures regarding educational decisions (Akingbohunge et al., 2014; Ali et al., 2016; Aguado et al., 2015; Le, Robinson, & Dobebe, 2020; Maina, 2013). However, Hossler and Gallagher's model's linearity may not fully encapsulate the complex, non-linear nature of real-life decision-making.

Complementarily, Hossler and Gallagher's model focuses on the search and choice phases, emphasizing how students evaluate institutional attributes during their decision-making process. This aligns with the study's objectives of assessing factors such as programme availability (Titi, 2016; Bashir, Sarki, and Samidi, 2012). Nevertheless, the model's generalizability may be limited due to its potential oversight of unique cultural and contextual factors within the Kenyan educational setting. Integrating these models provides a comprehensive framework for examining the multifaceted influences on academic programme choices. Hossler and Gallagher's model offers insights into foundational influences, while Chapman's model elucidates the role of external social and institutional factors. Together, they create a robust theoretical foundation for exploring both individual and institutional predictors affecting students' academic decisions.

2.2 Conceptual Framework

The conceptual framework of this study focuses on the predictors influencing students' choices of academic programmes in Kenyan universities, specifically among students of Indian origin.

Figure 1 Independent Variables and their Predictors



This framework identifies the primary predictor, availability of desired academic programmes and its components, including discipline offerings, institutional reputation, communication strategies, and job market alignment. It highlights the interplay of these factors in shaping students' academic decisions, emphasizing the importance of financial considerations, scholarship opportunities, programme relevance, service quality, and personal influences.

Overall, this conceptual framework provides a structured lens for analysing how various factors collectively influence students' academic programme choices, urging universities to consider career alignment and social influences to effectively support and attract students in a competitive global job market.

3 Research Methodology

This study employed a descriptive survey design within a positivist research paradigm, embracing specific ontological, epistemological, and methodological perspectives (Rehman & Alharthi, 2016; Yong, Husin, & Kamarudin, 2021; Freshwater & Cahill, 2013; Shikokoti, Okoth, & Abung'ana, 2024). Ontologically, it assumes a single, objective reality, implying that factors influencing academic programme choices among students of Indian origin can be identified and measured precisely (Wand & Weber, 1993). Epistemologically, the study reflects a positivist view by focusing on observable, quantifiable data to capture predictors affecting students' choices, maintaining an objective relationship between the researcher and the data, as explored in systems

research by Hirschheim, Klein, and Lyytinen (1995). Methodologically, the descriptive survey was selected to systematically gather the perspectives of 135 undergraduate students across five Kenyan universities - Kenyatta University, Jomo Kenyatta University of Agriculture and Technology, University of Nairobi, Strathmore University, and United States International University.

Purposive sampling targeted undergraduate students of Indian origin, excluding those from other backgrounds or academic levels. This design allowed the collection of authentic, real-world data without altering the environment, making it suitable for exploring naturally occurring trends and relationships. Data collection tools included a structured questionnaire and a document analysis guide. A 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) was used to assess how the availability of desired academic programmes influenced students' career paths. Triangulation was achieved through the integration of student responses and institutional documents (academic programme guides and enrolment reports), enhancing credibility. A pilot study validated the tools' clarity, consistency, and reliability. Cronbach's Alpha values above 0.7 confirmed strong internal consistency. The instrument return rate was 100%, indicating full engagement by the sample group.

Data were analyzed using SPSS Version 25, selected for its robustness and acceptance in educational research. Descriptive statistics (frequencies, percentages, and means) and inferential techniques, including Chi-square tests and Pearson correlation coefficients, were used to explore relationships between predictors and students' academic choices. Necessary assumptions, such as expected cell frequencies, were checked before inferential tests to ensure validity. A significance level of $p < 0.05$ was applied, and correlation strengths interpreted using standard thresholds (0.1–0.3 = weak; 0.3–0.5 = moderate; >0.5 = strong). Ethical standards were upheld through informed consent, confidentiality, and institutional approval.

The demographic analysis of the sample revealed that female students comprised 61.5% of the sample, indicating that women from the Indian origin community are more likely to pursue higher education in Kenyan universities. Health Sciences and Business and Management Sciences were the most preferred academic programmes, with the University of Nairobi and USIU showing broad appeal across various disciplines, while Strathmore University focused more on Law and Business. Enrolment patterns peaked between 2020 and 2023, which may be attributed to changes in policy or broader economic factors. Most students (83%) were from Nairobi, with 95.6% attending private schools, reflecting a preference for perceived higher-quality education. Additionally, a significant proportion of students (83.7%) completed the A Levels (IGCSE) system, while a smaller number followed the local 8-4-4 system. Financially, 89.6% of students reported that their parents could afford university fees, and financial constraints (51.1%) were the primary reason students chose not to study abroad, followed by family reasons (11.9%) and personal preferences (7.4%). A large majority (97%) were day students, likely due to convenience and cost factors. These findings point to a strong preference for local education, shaped by financial and logistical considerations, with Nairobi serving as a central hub for students of Indian origin. The diversity in gender, academic interests, university distribution, and educational backgrounds highlighted in this study offers valuable insights for universities in making informed decisions about resource allocation, programme development, and student support.

Results

3.1 Analysis of Desired Academic Programmes

Table Error! No text of specified style in document..1 Analysis of Desired Academic Programmes

Availability of Desired Academic Programmes	N	F	%	Mean (M)	Std. Deviation (SD)
I had a clear understanding of the academic programmes before applying.	135	2	1.5	4.1333	0.9368
The university provides sufficient information about the academic programmes during the application process.	135	2	1.5	3.963	0.9728
The range of academic programmes offered aligns well with my interests and goals.	135	1	0.7	4.1556	0.8274
The university's reputation in the field of my desired academic programmes influenced my choice.	135	1	0.7	4.163	0.8394
The university's ranking influenced my choice of programmes in this university.	135	3	2.2	4.0741	0.9822
I came to know about the programmes and the university through newspaper.	135	64	47.4	1.8148	0.9634
I came to know about the programmes and the university through television.	135	62	45.9	1.7926	0.8902
I came to know about the programmes and the university through social media.	135	42	31.1	2.6148	1.3982
I came to know about the programmes and the university through website.	135	20	14.8	3.4148	1.3123
I came to know about the programmes and the university through career counselling day at school.	135	26	19.3	3.3704	1.4698
I came to know about the programmes and the university through career fair outside school.	135	48	35.6	2.3704	1.32
The university's academic offerings align well with my career aspirations.	135	3	2.2	4.0222	0.8417
Aggregate Score	135	-	-	3.3241	1.0629

The analysis of the availability of desired academic programmes indicates that students highly value programme alignment with their interests and career aspirations. The findings show that students felt well-informed about the programmes before applying (Mean = 4.13, SD = 0.94) and were satisfied with the information provided during the application process (Mean = 3.96, SD = 0.97). They also noted that the range of academic offerings aligns well with their aspirations (Mean = 4.16, SD = 0.83) and cited the university's reputation and ranking as influential factors in their choice (Mean = 4.07, SD = 0.98).

In terms of information sources, students reported that digital platforms such as social media (Mean = 2.61, SD = 1.40) and the university's website (Mean = 3.41, SD = 1.31) were effective for programme awareness. Conversely, traditional media sources like newspapers (Mean = 1.81, SD = 0.96) and television (Mean = 1.79, SD = 0.89) had minimal impact. School-based career counselling (Mean = 3.37, SD = 1.47) also proved helpful, while external career fairs were somewhat less impactful (Mean = 2.37, SD = 1.32). The aggregate score (Mean = 3.32, SD = 1.06) indicates a generally positive perception of programme availability and satisfaction with the university's academic offerings. The results indicate that 70% of respondents consider the availability of specific academic programmes a crucial factor in their decision-making process. The findings suggest a strong preference for institutions offering programmes aligned with students' career aspirations, particularly in fields such as engineering, business, and information technology.

3.2 Correlation Analysis

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1074.403 ^a	756	.000
Likelihood Ratio	408.164	756	1.000
Linear-by-Linear Association	46.036	1	.000
N of Valid Cases	135		

a. 812 cells (100.0%) have expected count less than 5. The minimum expected count is .01.

The chi-square tests in this study reveal that students enrolled in programmes closely matching their career goals reported higher levels of engagement and satisfaction ($p < 0.05$). These findings emphasize the crucial role of programme availability in shaping students' academic choices. The strong correlation between desired programmes and satisfaction underscores the importance of aligning academic offerings with student aspirations. Institutions should therefore prioritize expanding their programme portfolios to cater to diverse interests, which would enhance student recruitment and retention. The qualitative data further corroborate these findings, with students expressing a preference for institutions that offer a wide range of programmes and robust support systems. These insights suggest that universities should focus on increasing the visibility and accessibility of their programmes to attract a broader student base.

4 Discussion

The findings of this study align with existing literature on student programme selection. Callender and Melis (2022) highlighted financial constraints and perceived educational quality as major factors influencing students' choices. This study extends that discussion by emphasizing that programme alignment with career goals significantly enhances engagement and satisfaction, an aspect that has received less attention in previous research.

Sarkodie et al. (2020) identified financial considerations as a key determinant, but this study demonstrates that students prioritize academic alignment over financial aspects when choosing a programme. Additionally, while

earlier research by Agrey and Lampadan (2014) focused on financial aid and its impact on programme selection, this study suggests that institutional reputation and career relevance play a more substantial role in student decision-making.

Compared to studies focusing on institutional reputation and family influence, such as those by Sarkodie et al. (2020), this research emphasizes the importance of aligning academic programmes with students' career aspirations to improve engagement and satisfaction.

This study also offers a strategic perspective for universities, suggesting that expanding programme portfolios and enhancing visibility through digital platforms can significantly influence student recruitment and retention.

5 Summary and Conclusion

This study provides valuable insights into the factors influencing academic programme choices among Indian-origin students enrolled in Kenyan universities. The research revealed that the availability of desired academic programmes is a critical determinant of student satisfaction and enrolment decisions. Additionally, digital platforms were found to be more effective than traditional media in disseminating programme-related information, enabling students to make well-informed academic choices.

Another key finding is that the alignment between academic programmes and students' long-term career goals exerts a stronger influence than financial constraints, underscoring the importance of perceived academic relevance and future employability. This trend reflects a growing emphasis among students on purposeful academic planning and outcome-oriented education.

The study also highlights broader demographic and institutional patterns. Most students preferred day scholar arrangements and had completed their secondary education through the A-Levels (IGCSE) curriculum, with many citing financial and family considerations as reasons for studying locally. This reinforces the central role of Nairobi as a preferred education hub, with private schools being the dominant pre-university background for this demographic.

By adopting a positivist paradigm and employing quantitative tools such as structured questionnaires and document analysis, the study captured objective data reflecting students' preferences and influencing factors. The use of SPSS for both descriptive and inferential analysis further strengthened the reliability of the findings.

In conclusion, this study contributes to the growing body of literature on student decision-making in higher education, particularly within multicultural and urban African contexts. It underscores the importance of programme availability, information access, and career alignment as central to students' academic decisions. These insights are crucial for institutional leaders, policymakers, and education stakeholders aiming to attract, retain, and support diverse student populations in an increasingly competitive academic landscape.

5.1 Recommendations

The following recommendations aim to address key areas for improvement within Kenyan universities to better support students' academic choices and career paths. By expanding programme offerings, enhancing student support, and fostering industry collaborations, institutions can align more closely with student interests and job market demands, ultimately improving student satisfaction and retention. These strategies promote a proactive, inclusive, and resource-rich educational environment that meets the needs of a diverse student population.

1. **Expand and Promote Academic Programmes Based on Market Needs:** Universities should periodically review their academic programmes to ensure alignment with current job market demands. This includes introducing new courses in emerging fields that match student interests and career goals. To further increase visibility, universities should engage in targeted marketing through informative brochures, open days, and social media campaigns to showcase their offerings, faculty expertise, and alumni success stories."
2. **Strengthen Student Support Services:** Universities need to enhance their student support services, including academic advising, career counselling, and mentoring programmes. Providing personalized guidance can help students make informed decisions about their academic choices and future career paths.

3. **Facilitate Access to Scholarships through Stakeholder Partnerships:** Universities should build partnerships with industry stakeholders, government agencies, and community organizations to help students connect with scholarship opportunities. This approach can ensure that students from diverse backgrounds, especially those facing financial barriers, have access to financial aid without requiring the university to provide the scholarships directly. These partnerships can enhance students' ability to pursue their education and support a more inclusive academic environment."
4. **Foster Collaboration with Industry:** Strengthening ties with industry can ensure that academic programmes remain relevant to job market demands. Universities should consider involving industry professionals in curriculum development, internship placements, and guest lectures to provide students with real-world insights and networking opportunities.
5. **Conduct Regular Needs Assessments:** Universities should periodically conduct surveys and focus groups to gather feedback from current students and alumni regarding their programme choices and experiences. This data can inform strategic decisions regarding programme development and improvements in service quality.
6. **Encourage Peer Networking and Alumni Engagement:** Facilitating networking opportunities among students, alumni, and industry professionals can enhance students' understanding of various academic paths. Universities can organize alumni panels, mentorship programmes, and networking events to connect current students with successful graduates.
7. **Implement Data-Driven Decision Making:** Universities should adopt a data-driven approach to analyze trends in student enrolment and programme choices. Utilizing statistical tools and analytics can help institutions understand factors influencing student decisions and adjust their strategies accordingly.
8. **Promote a Diverse Learning Environment:** Institutions should strive to create an inclusive and diverse academic environment that reflects the multicultural nature of the student population. This can be achieved through intercultural programmes, workshops, and initiatives that celebrate diversity and foster mutual understanding among students.
9. **Invest in Technology and Resources:** To enhance the overall learning experience, universities should invest in modern technology and learning resources, such as online libraries, e-learning platforms, and interactive classroom tools. This investment will not only attract more students but also improve academic performance and satisfaction.

Kenyan universities can enhance their academic offerings and student support services to better align with market demands and foster an inclusive learning environment. By expanding academic programmes based on job market needs and promoting these through targeted outreach, universities can attract students with diverse interests. Strengthening partnerships with industry stakeholders and community organizations can help facilitate scholarship access, while initiatives like personalized advising, career counselling, and mentoring support students' academic and career choices. Additionally, fostering industry collaboration, conducting regular needs assessments, and encouraging alumni engagement will help ensure programmes stay relevant and meet students' needs. Finally, investing in technology and creating a culturally diverse environment will improve the academic experience and support student success, enhancing both retention rates and institutional reputation.

Implementing these recommendations will enable universities to meet the evolving needs of their diverse student populations, particularly those of Indian-origin students, by creating a more supportive, engaging, and future-focused academic environment.

References

- Abubakar, N.I., 2017. Factors affecting students' choice of programmes in the Faculty of Renewable Natural Resources of the University for Development Studies, Nyankpala Campus-Ghana. *International Journal of Economics, Commerce and Management*, 12, pp.199-217.
- Agrey, L. and Lampadan, N., 2014. Determinant factors contributing to student choice in selecting a university. *Journal of Education and Human Development*, 3(2), pp.391-404.

- Aguado, C.L., Laguador, J.M. and Deligero, J.C.L., 2015. Factors affecting the choice of school and students' level of interest towards the Maritime Program. *Asian Social Science*, 11(21), p.231.
- Ahmad, T., 2020. Scenario based approach to re-imagining future of higher education which prepares students for the future of work. *Higher Education, Skills and Work-Based Learning*, 10(1), pp.217-238.
- Ali, F., Zhou, Y., Hussain, K., Nair, P.K. and Ragavan, N.A., 2016. Does higher education service quality effect student satisfaction, image and loyalty? A study of international students in Malaysian public universities. *Quality assurance in education*, 24(1), pp.70-94.
- Baer, J. and Martel, M., 2020. Fall 2020 International Student Enrollment Snapshot. *Institute of International Education*.
- Bashir, S., Sarki, I.H. and Samidi, J., 2012. Students' perception on the service quality of Malaysian universities' hostel accommodation. *International Journal of Business and Social Science*, 3(15), pp. 213-222.
- Bukenova, D., Burrola, B., Contrata, K., Di Maria, D.L., Hartmann, J.N. and O'Brien, T., 2020. Factors influencing international student enrollment growth and decline: A multi-factor analysis of 2 decades of data with implications for the future. *DC: NAFSA Association of International Educators*.
- Butcher, J. and Rose-Adams, J., 2015. Part-time learners in open and distance learning: Revisiting the critical importance of choice, flexibility and employability. *Open Learning: The Journal of Open, Distance and e-Learning*, 30(2), pp.127-137.
- Chapman, D.W., 1981. A model of college student choice. *Journal of Higher Education*, 52, pp.490-505.
- Chepkener, J. J., 2018. Factors influencing undergraduate students level of satisfaction with on-campus and off-campus accommodation at Moi University Main Campus. Master Thesis. Moi University. Doctoral Dissertation, Moi University. Retrieved from Google Scholar Commission for University Education Report (2018). Status of Universities in Kenya. Retrieved from: www.cue.co.ke
- Clausen, H.B. and Andersson, V., 2019. Problem-based learning, education and employability: a case study with master's students from Aalborg University, Denmark. *Journal of Teaching in Travel & Tourism*, 19(2), pp.126-139.
- Clayton, D.D., 2013. Factors and influences contributing to the college selection decision of high achieving high school seniors.
- Commission for University Education Report (2018). *Enrolment of Students in Public and Private Universities in Kenya*, Retrieved from: <https://www.cue.co.ke/reports/status-of-universities-2018.pdf>
- Crisp, G., Baker, V.L., Griffin, K.A., Lunsford, L.G. and Pifer, M.J., 2017. *Mentoring undergraduate students: ASHE higher education report, volume 43, number 1*. John Wiley & Sons.
- Crombie, A., Brindley, J., Harris, D., Marks-Maran, D. and Thompson, T.M., 2013. Factors that enhance rates of completion: What makes students stay? *Nurse education today*, 33(11), pp.1282-1287.
- Dahl, G.B., Rooth, D.O. and Stenberg, A., 2020. *Long-run returns to field of study in secondary school* (No. 13508). IZA Discussion Papers.
- Declercq, K. and Verboven, F., 2015. Socio-economic status and enrollment in higher education: do costs matter? *Education Economics*, 23(5), pp.532-556.
- Freshwater, D. and Cahill, J., 2013. Paradigms lost and paradigms regained. *Journal of mixed methods research*, 7(1), pp.3-5.
- Gai, L., Xu, C. and Pelton, L.E., 2016. A netnographic analysis of prospective international students' decision-making process: implications for institutional branding of American universities in the emerging markets. *Journal of Marketing for Higher Education*, 26(2), pp.181-198.

- Grant, C., 2017. The contribution of education to economic growth.
- Hossler, D. Gallagher, K., 1987. 'Studying college choice: a three-phase model and the implications for policy makers'. *College and University*, 62, pp. 207-221 [Google Scholar](#)
- Kakada, P., Deshpande, Y. and Bisen, S., 2019. Technology Support, Social Support, Academic Support, Service Support, and Student Satisfaction. *Journal of Information Technology Education: Research*, 18. Knight, J. (2012). Student mobility and internationalization: Trends and tribulations. *Research in Comparative and International Education*, 7(1), 20-33.
- Kolb, A. and Kolb, D., 2018. Eight important things to know about the experiential learning cycle. *Australian educational leader*, 40(3), pp.8-14.
- Le, T.D., Robinson, L.J. and Dobeles, A.R., 2020. Understanding high school students use of choice factors and word-of-mouth information sources in university selection. *Studies in Higher Education*, 45(4), pp.808-818.
- Mahbub, R., 2017. Quality assurance for higher education: challenges in sustaining continuous quality improvement for Malaysian universities. In *INTED2017 Proceedings* (pp. 5204-5210). IATED.
- Maina, B.N., 2013. *Factors influencing career choices among undergraduate students in public Universities in Kenya-A case of compassion international sponsored students* (Doctoral dissertation, University of Nairobi).
- Marginson, S., 2014. University rankings and social science. *European journal of education*, 49(1), pp.45-59.
- Ministry of Education Report (2018). Retrieved from: <https://www.education.go.ke>
- Mzera, U.J.M., 2022. Strategic Factors Influencing Students' Choice of Universities in Kenya. *The International Journal of Business & Management*, 10(7).
- Ngari, J.M.K. and Wanjama, E.W., 2013. Factors influencing student's choice of module II in public universities in Kenya: A survey of Nakuru Town Kenya. *International Journal of Applied Research and Studies*, 2(10), pp.19-33.
- Owino, E.O., 2013. *The influence of service quality and corporate image on customer satisfaction among university students in Kenya* (Doctoral dissertation, KCA University).
- Ozturgut, O., 2013. Best practices in recruiting and retaining international students in the US. *Current Issues in Education*, 16(2).
- Proboyo, A. and Soedarsono, R., 2015. Influential factors in choosing higher education institution: A case study of a private university in Surabaya. *Jurnal Manajemen Pemasaran*, 9(1), pp.1-7.
- Reddick, C.G. and Ponomarev, B., 2024. The effects of institutional factors on the return on investment of a university education in the United States of America. *Quality in Higher Education*, 30(2), pp.185-199.
- Rehman, A.A. and Alharthi, K., 2016. An introduction to research paradigms. *International journal of educational investigations*, 3(8), pp.51-59.
- Rutter, R., Roper, S. and Lettice, F., 2016. Social media interaction, the university brand and recruitment performance. *Journal of Business Research*, 69(8), pp.3096-3104.
- Sarkodie, N.A., Asare, A. and Asare, D., 2020. Factors influencing students' choice of tertiary education. *ADRRJ Journal (Multidisciplinary)*, 28(11 (5)), pp.58-92.
- Scutter, S., Palmer, E., Luzecky, A., Da Silva, K.B. and Brinkworth, R., 2011. What do commencing undergraduate students expect from first year university? *International Journal of the First Year in Higher Education*, 2(1).
- Shikokoti, A.H., Okoth, U.A., & Abung'ana, M., 2024. *Research Methods in Education*. Nairobi: Aura Publishers.

Spearman, J.J., Rahim, M.M.A., Ghanayem, S.W. and Ljepava, N., 2016, August. Factors influencing student enrollment and choice of university. In *35th International Business Research Conference 30-31 May 2016*.

Thomas, N., Bystydzienski, J. and Desai, A., 2015. Changing institutional culture through peer mentoring of women STEM faculty. *Innovative Higher Education*, 40, pp.143-157.

Titi, W. C., 2016. *Factors influencing quality of service delivery in public universities in Kenya case of public universities in Nairobi City County. MA Thesis*. University of Nairobi. Retrieved from Googler Scholar

Xu, D. and Xu, Y., 2019. The Promises and Limits of Online Higher Education: Understanding How Distance Education Affects Access, Cost, and Quality. *American Enterprise Institute*.

Yong, W.K., Maizaitulaidawati, M.H. and Kamarudin, S., 2021. Understanding research paradigms: A scientific guide. *Journal of Contemporary Issues in Business and Government*, 27(2), pp.5857-5865.

Zawacki-Richter, O., Marín, V.I., Bond, M. and Gouverneur, F., 2019. Systematic review of research on artificial intelligence applications in higher education—where are the educators? *International journal of educational technology in higher education*, 16(1), pp.1-27.

Zhu, C., 2015. Organisational culture and technology-enhanced innovation in higher education. *Technology, Pedagogy and Education*, 24(1), pp.65-79.