THE FACTORS OF STUDENT CHOOSING PRESIDENT UNIVERSITY

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PANEL OF EXAMINERS
APPROVAL SHEET

The Panel of Examiners declare that the skripsi entitled **"THE FACTORS OF STUDENT CHOOSING PRESIDENT UNIVERSITY"** that was submitted by Wang Bo majoring in Management from the Faculty of Business was assessed and approved to have passed the Oral Defense on January, 2016.

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This skripsi entitled **"THE FACTORS OF STUDENT CHOOSING PRESIDENT UNIVERSITY"** prepared and submitted by Wang Bo in partial fulfillment of requirement for the degree of Bachelor in the Faculty of Business has been reviewed and found to have satisfied the requirement for a skripsi fit to be examined. I therefore recommend this essay for oral defense.

Cikarang, Indonesia, January, 2016

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DECLARATION OF

ORIGINALITY

I declare that this skripsi entitled **"THE FACTORS OF STUDENT CHOOSING PRESIDENT UNIVERSITY"** is, to the best of my knowledge and belief, an original piece of work that has not been submitted, either in whole or in part, to another university to obtain a degree.

Cikarang, Indonesia, January, 2016

Wang Bo

ABSTRACT

This research is to analyze students choosing President University(A case study of President University international students Batch 2013and 2014). A survey was conducted on 90 people respondents who are currently enrolled in the university. This objective of this research are:1.To find out partial significant influence of non-academic aspects towards students choosing President University.2.To find out partial significant influence of academic aspects towards students choosing President University.3.To find out partial significant influence of design delivery and assessment towards students choosing President University.4.To find out partial significant influence of program issues towards students choosing President University.5.To find out partial significant influence of reputation and access towards students choosing President University.6.To find out simultaneous significant influence of non-academic aspects, academic aspect, design delivery and assessment, program issues, and reputation and access towards student students choosing President University.There are five selection criteria dimension such as non – academic, academic aspect, design and delivery, program issues, and reputation and access. The researcher uses quantitative research to process the research, data collected by questionnaires.readily available and convenient The primary data were collected from 90 valid questionnaires which were distributed to the President University Chinese and Vietnamese student batch 2013 and 2014. Multiple regression and hypothesis test (T-test and F-test) were employed to analyze influence of independent variables (non – academic, academic aspect, design and delivery, program issues, and reputation and access) toward the dependent variable (students choosing President University) and analysis the result through the SPSS 20. The Result 1.non academic aspect does not influence the students choosing President University.2.academic aspect does not influence the students choosing President University.3design delivery and assessment does not influence the students choosing President University.4.program issues does influence the students choosing President University.5.reputation access does not influence the students choosing President University.

Key words: *non academic aspect, academic Aspect, design and delivery, program issues and reputation access.*

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Wang Bo

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In modern competitive environments service are gaining increasingly more importance in the competitive formula of both firms and countries. Educational systems are becoming service for people in which global and local levels combine, thus a standardized offer is modified by local specificity. University become relational service, in which demand and supply (provider and receiver) cooperate to improve and design satisfying outputs. They face intense international and national competition, and consequently choose in the same way as firms (Jarvis, 2006) In fact customers, i.e. students or rather society, play an active role in defining the offer, either by asking for courses though enrollment, or showing their disapproval by leaving university.

The importance of such a service is highlighted by the presence of many stakeholders and their interests, either social or economics. A strategy of continuous improvement with regard to quality is important demand is at a higher level not only in relation to be quality of teaching but also to social expectations.

In this world of cutthroat competition, an organization needs some competitive advantage to sustain. Customer satisfaction and loyalty could be considered as an important tool to maintain a competitive advantage. An organization should give a special attention to its service quality which can help its organization to differentiate itself from other organization, and results to long term competitive advantage. Delighting the customer‟ is the core message of the total quality approach (Owlia and Aspinwall, 2005).

A customer is the individual or organization that actually makes a purchase decision, while a consumer is the individual or organizational unit that uses or consumes a product (Stanton et al.,).

In the higher education sector, it is difficult to manage the institutions from the marketing point of view because the concept of customer has not been clearly defined. "Unlike other service industries, which hold satisfaction as a goal in and of itself, colleges and universities typically perceive satisfaction as means to end. Higher education tends to care about student satisfaction because of its potential impact on student motivation, retention, recruitment efforts, and fundraising" (Schreiner, 2009).

"Even though satisfying the wants and needs of customers is not a new organizational concept for business institutions, customer orientation has been underemphasized in universities compare to profit-oriented organizations. Students are the "customers" of a university" (Huang, 2009). But Waugh (2002) suggested that viewing students as customers created some tensions in universities seem to be too aligned with business.

As per Seymour (2006), developing satisfied student should be a primary goal of higher education. Developing customer (student) satisfaction at universities level is crucial. If this is achieved, it will facilitate the strategic objectives of the university more effectively. Several researches have been conducted on service quality delivery and student choosing President University in the university.

President University is located in Jababeka Education Park in Kota Jababeka, surrounded by the Jababeka Industrial Estate with more than 1,500 national as well as multinational companies such as Unilever, Mattel, Samsung, Mulia, ICI paints, and others. Its location also allows students to make sure of world-class facilities such as the Jababeka golf country club and the president Executive club

As an education institution, President University was build basically for two reasons; to get a new benchmark in higher education field of Indonesia and become a qualified research development center. The founder of President University, built this institution with vision, "to be a world class university that produces leaders in their fields and communities" and mission "to educate future generations through the transfer of skills and knowledge in order to build character and wisdom"

As an international standard university, not only are the classes conducted in English, but President University is equipped with an international standard curriculum which was made and developed by world-class academics. All courses, including the state mandatory courses, are conducted in English. Students will speak, write, learn and think in English, the Global Language of today.

1.2 Problem identification

Base on the above background of study its shows that every educational institution needs to understand its internal strengths and weaknesses and external opportunities and threats. In President University, students come from different countries with different cultural backgrounds. Thus, their expectation and perception of satisfaction may differ. President University is not only competing with the local universities but also many other universities in the world. Considering the whole world as a single market and every university as a competitor, one can say there is an intense competition. Student satisfaction plays a crucial role for the success of a university. As argued by （Berry 2005), Service is one of the important factors enhancing value, and can positively influence a college success. The student's perception about satisfaction can act as an essential tool to enhance the universities service quality. With this the researcher would like to research about "students choosing President University" (A study case of management Chinese and Vietnamese students 2013 and 2014) The purpose of this study was to identify the factors that contribute to students choosing President University. The specific objectives of the research was to measure which service quality dimensions (non-academic aspects, academic aspects, design delivery and assessment, group size, program issues, reputation and access) are related to overall students choosing President University.（Berry 2005)

1.3 Statement of the Problem

The problem identified will be evaluated and tested with this research, formulated in the form of questions as stated below.

1. Is there any partial significant influence of non-academic aspects towards students choosing President University?

2. Is there any partial significant influence of academic aspects towards students choosing President University?
3. Is there any partial significant influence of design delivery and assessment towards students choosing President University?
4. Is there any partial significant influence of program issues towards students choosing President University?
5. Is there any partial significant influence of reputation and access towards students choosing President University?
6. Is there any simultaneous significant influence of non-academic aspects, academic aspect, design delivery and assessment, program issues , and reputation and access towards students choosing President University?

1.4 Research Objectives

The main objective of this research is to investigate students choosing President University. And this study is conducted to meet and answer the following questions.

1. To find out partial significant influence of non-academic aspects towards students choosing President University.
2. To find out partial significant influence of academic aspects towards students choosing President University.
3. To find out partial significant influence of design delivery and assessment towards students choosing President University.
4. To find out partial significant influence of program issues towards students choosing President University.
5. To find out partial significant influence of reputation and access towards students choosing President University.
6. To find out simultaneous significant influence of non-academic aspects, academic aspect, design delivery and assessment, program issues, and reputation and access towards student students choosing President University.

1.5 Significance of the Study

This research was conducted by the researcher with the expectation that the result can be use contributes to theoretical, public knowledge, and also for any parties. The research proposal has a useful significance of benefit for these aspects:

To Researchers: It will help the researcher to gain knowledge on the importance of satisfaction affecting the students who are currently enrolled in the university.

To Future Researcher: This research was created by the researcher with expectation that this study will provide the knowledge to create and set the parameter line baseline, the researcher also expect that this research can be references for next research regarding on the student's choosing President University for university. Hopefully with this study conducted by the researcher, the next researcher can use it to improve the current theory of student's choosing President University for university.

To Students: This research will help students get closer with President University, get some information, learn the university strategy ,know how to chose university, get the information of the development trend of the education.

To University: This study hopefully will provide information regarding on which factors that have significant student's choosing President University for university.

1.6 Definition of Terms

Academic aspect: Academic aspect means the main features of the academic process. For instance, the academic aspects for a college course include the types of tests and quizzes that will be used, the books that are required and other such details.(Firdaus, 2005).

Design delivery: To provide students with an overview of processes involved in the service industry to complement their study of the engineering, manufacturing or e-business sectors on existing modules. This module aims to highlight what is different and special about managing "Service" projects, companies, program mes and the tools and techniques used in the design and management of service in industries such as banking, finance or health care. include course or syllabus design, class time, teaching

methodology, and the procedure of evaluating and grading system of the students. (Afjal et al., 2009).

Education: Its general sense is a form of learning in which the knowledge, skill, and habits of a group of people are transferred from one generation to the next through teaching, training, or research.

Instructional quality: Provide clues to the student or guidance, degree students to participate in learning activities, and how to give in order to attract students to strengthen.

Image: Image is overall impression something about people by sight, hearing, touch, taste and other sensory organs in the brain formation.

Non-academic aspects: The aspects relates to the duties carried out by non-academic staff.

Reputation access: A fundamental instrument of social order, based upon distributed, spontaneous social control.

Services quality: The extent to which the service, the service process and the service organization can satisfy the expectations of the user

1.7 Research Limitations.

In this research, the researcher will gather the opinions and assessments from President University Chinese and Vietnamese students who can provide the objective evaluations generally, by distributing questionnaires and analyzing data systematical and prudently. The researcher also gets the information from websites, journals, articles, forums, news and so on, which are all the authoritative sources related the topic explicitly. The researcher also collects the related knowledge from the lecturers, seniors, professional researchers and smart friends.

However, the research factors are limited in the main consideration factors influencing the Chinese and Vietnamese students batch 2013 and 2014 that come

from the researcher. Thus, maybe some of the questionnaires distributions are not so scattered which are not enter into all the levels or fields of students in President University. It does not represent the whole population of the students studying in President University. Thus, the primary limitation is the scope and sample size.

CHAPTER II

REVIEW OF LITERATURE

2.1 College Choice

Many studies on college students on decision making use economic and sociologic theoretical frameworks to examine factors of college choice (Hearn, Jackson, Tierney, Somers, Haines, & Keene; 2006). These frameworks have been used to develop three theoretical, conceptual approaches to modeling college choice: (a) economic models, (b) status-attainment models, and (c) combined models.

First, the economic models focus on the econometric assumptions that prospective college students think rationally and make careful cost-benefit analyses when choosing a college (Hossler, Schmit, & Vesper, 2000). Second, the status-attainment models assume a utilitarian decision-making process that students go through in choosing a college, specifying a variety of social and individual factors leading to occupational and educational aspirations (Jackson, 2006). Third, the combined models incorporate the rational assumptions in the economic models and components of the status attainment models. Most combined models divide the student decision-making process into three phases: aspirations development and alternative evaluation; options consideration; and evaluation of the remaining options and final decision (Jackson, 2006).

Another research approach to choice and decision-making in higher education considers three different levels of students' choice: global, national, and curriculum level. First, the global level focuses on why students choose to study abroad. Student migration and study abroad has become a huge business matched by tremendous

investment, especially among western countries. Zimmerman et al. (2000) has identified “push and pull” factors which operate along the students’ decision-making process in the global market. Dreher and Poutvaara (2005) have suggested that economic and culture forces play an important role in shaping the international students migration markets. Second, the national level discusses the choice of higher education intuition within countries. In Australia, for example, James et al found that field of study preferences, course and institution reputations, course entry scores, easy access to home and institution characteristics significantly influenced applicant’s choice of institution. In addition, the teaching reputation of universities has been more important for college students in England than their research profiles.（Foskett et al.2006) found that students consider more carefully economics factors in times of distress and financial difficulty. These factors include job opportunities to supplement their incomes, accommodation costs and family home proximity. Third, course of study decision tend to be closely related to institution choice decision. James et al has identified a range of factors influencing course: graduate employment rates from the course; the quality of teaching in the course; approaches to teaching, learning, and assessment from the course including opportunities for flexible study.

Two different perspective to understanding the complex college selection decision have emerged. One approach focuses on how aspiring students develop a college choice set. Decide where to apply considering admission criteria and make their enrollment decisions. Geography also imposes constraints on college choices. That most students attend public, in state institutions implies that college options are circumscribes by state of residences (Niu & Tienda 2008). The second approach emphasizes institutions characteristics such as cost, size, distance, the quality of program, and availability of financial aid. The factors most commonly associated with a comprehensive college choice model include students background characteristics, social environment, financial variables, net cost, institution climate and institution characteristics (Haines & Keene 2006).

The significant factors used to choose colleges among in-state, out-of-state and international students might not be the same. Tuition and financial aid are different for each of these groups. In some states there are more scholarships available for in-state applicants to encourage attracting more high-achieving students. Job opportunities during and after graduation are not the same. Also, the reputation or recognition of a college might be different internationally than domestically. This could affect job opportunities for students in their own countries. Therefore, it is assumed that the significance of the various factors is not the same among these three groups of students.

The 2009 Lipman Hearne paper sampled both public and private college students. The study investigated the importance of total costs versus location, program reputation and overall reputation. The study found economic downturns do affect some students' chose of institution. They found solid performer students are more likely to enroll at a public institution in an economic downturn. The study differentiated between "academic superstars" and "solid performers" based upon SAT scores.

A Lipman Hearne report (2009) claimed parents are deeply involved and influential to their high-achieving children's college choices. The report also found open houses, dialogue with college friends, alumni, and admitted-student programs are extremely influential to students. The report claimed these sources are not well known, but very powerful to student's decision making for their college. The study also found 26% of sampled students paid a specialist or advisor during the college decision process.

2.2. Higher Education Performance Model (HEdPERF)

There are many review discusses definitions of services, service quality, student satisfaction, and the relationship between service quality and student satisfaction. It also deals with service quality in higher education and explains the various methods

or models used to measure service quality. Finally, it recommends HEdPERF as the appropriate model for this study.

Higher Education Performance (HEdPERF) is a tool developed by Abdullah (2006) to measure service quality in higher education Institutions. Parasuraman et al. have recommended that their model be adapted or modified to suit specific situations.

In coming up with HEdPERF Abdullah (2006) argued that the original SERVQUAL model and the revised version of SERVPERF were too generic to apply to higher education institutions. HEdPERF is theoretically the same as SERVPERF because it measures performance only and not the expectations performance gap like the case is with the SERVQUAL model.

The original version had academic aspects, non-academic aspects, reputation, access, program issues and understanding as its dimensions. The revised version omits understanding as one of its dimensions and therefore has five dimensions. HEdPERF has been found to perform better when compared to SERVQUAL and SERVPERF in academic institutions. The five dimensions are broken down or operationalized into 41 items. HEdPERF will be used for this study because it is more specific to higher education institutions.

Service quality scale for higher education sector, the higher education performance (HEdPERF) scale, is a recent phenomenon (Abdullah, 2005, 2006a, c). The comparative results show that the HEdPERF scale captures more variance relative to that of the SERVPERF scale. The HEdPERF scale is a four dimensional construct conceptualized on the SERVPERF scale or performance-only scale (Abdullah, 2005). These dimensions include non-academic aspects, academic aspects, reliability, and empathy.

Firdaus (2005) in his paper "The development of HEdPERF: a new measuring instrument of service quality for the higher education sector", has developed HEdPERF (Higher Education Performance), a new instrument of service quality that captures the authentic determinants of service quality within the higher education sector. He proposed a 41 item instrument which then was empirically tested for unidimensionality, reliability and validity using both exploratory and confirmatory factor analysis (CFA). He explained the results from his study to be crucial because the past studies which measured the service quality were not totally adequate to assess the perceived quality in higher education. Furthermore, previous research were found to be too narrow, with an over emphasis on the quality of academics and too little attention paid to the non-academic aspects of the educational experiences. Firdaus developed HEdPERF model by comparing with SERVPERF (HEdPERF-SERVPERF) in order toaccess the relative advantages and disadvantages of each instrument, to identify the most superior instrument. SERVPERF is another service quality measuring instrument developed by Cronin & Taylor (2002). Cronin & Taylor criticized the framework of SERVQUAL and developed their own model "SERVPERF", consisting of 22 items, and kept only the perception of service quality.

Fridaus categorized 5 determinants of service quality in higher education. They are non-academic aspect, academic aspect, reputation, access and program issues.

Non-academic aspects

These are mostly services offered by non-academic staff. Examples of these are library services, financial services, admissions, and dean of students, hostels, cafeteria and other services that do not involve actual teaching of students. Staff offering these services are being evaluated on their performance and willingness to help students.

Academic aspects

It consists of the items that describe the factor that are solely the responsibilities of academics (instructor). In this category are activities like teaching, setting examinations and marking. The academic staff is assessed on their knowledge of the subjects they teach, appearance, and willingness to help students.

Reputation and Access

The factor consists of the item that is important for higher learning institutions in projecting a professional image. The reputation of a particular university in the eyes of the public and employers is important because it has an effect on the employability of its graduates. Employers will shun institutions that have bad reputations because they associate poor quality with them.

It includes issues as approachability, ease of contact, availability and convenience of academic and non-academic staffs. Accessibility of the institution in terms of distances, communication channels like telephones and email is important. Students prefer institutions that are close to where they live or which have nearby accommodation and staff who answer their queries promptly.

Program issues

It includes the item related to program flexibility, offering wide range of programs/ specialization, and quality program.

In study by Brochado (2009), he examined the performance of five alternative measures of service quality in the higher education sector- SERQUAL, Importance-Weighted SERVQUAL, SERVPERF, Importance-Weighted SERVPERF and HEdPERF. He collected the data by the means of a structured questionnaire containing perception items enhanced from the SERVPERF and HEdPERF scales and expectations items from the SERVQUAL scale, both modified to fit into the higher education sector. The data were gathered from a sample of 360 students in a President University in Lisbon. He found out the HEPERF to be the best measurement capability to measure higher education service quality.

2.2.1. Corporate Image and Reputation

Corporate image and reputation is considered to be a critical factor in the overall evaluation of any organization (Bitner, Gronroos, Gummesson and Gronroos,And reassen and Lanseng, And reassen and Lindestad, Kandampully and Hu, 2007; Sarstedt et al., 2012) because of the strength that lies in the customers' perception and mind when hearing the name of the organization (Fombrun, 1996; Hatch et al., 2003; Nguyen, 2006; Bravo et al., 2009).Thus, continuous research on corportate image and reputation is a must for those organizations that want to successfully differentiate their positioning in the market.

Kandampully and Hu (2007) stated that corporate image consisted of two main components; the first is functional such as the tangible characteristics that can be measured and evaluated easily. The second is emotional such as feelings, attitudes and beliefs the one have towards the organization. These emotional components are consequences from accumulative experiences the customer have with the passage of time with the organization.

Although service quality as "perceived by customers" (Zeithaml et al., 2003), but the service provider is the one who create and deliver the service. Service providers are the organization's ambassadors; because they hold the ultimate balance of quality in service in the customers' mind . In fact they act as a boundary-spanning that links commercial organizations from inside and outside by obtaining information and disseminating this information to all parties; this is also known as "Discretionary behavior", or "Travelling the extra mile for the customer beyond the call of duty" (Chung and Schneider, 2002; Solent, 2006; Slatten, 2008). For example, Vodafone, which is an international communication company that operates in Egypt mission statement, is "the world is in between your hands" communicates a strong service "image" to both its internal as well as external customers simultaneously. To Vodafone both parties are essential not only to the organization's success, but also to maintain an excellent superior service image in the market. Without developing corporate philosophy, culture and adequate, co-ordinate, effective and efficient

management, building a superior excellence corporate image and reputation will not be an easy task to achieve.

Gronroos (2012) and Little and Little (2009) stated that customers evaluate service quality based on perceptions of two-dimensional service quality concept, a technical quality or outcome of the service act dimension, (what is delivered) or how well the service performs as expected and as promised or what the customer receives in the end or what is delivered (Opoku et al., 2008) and the functional quality, or process-related dimension (how it is delivered), i.e., their perception of the manner in which the service is delivered (Opoku et al., 2008). They believe that the "how" of service delivery is critical to perceptions of service quality. Grönroos (2012) states that "this is another quality dimension, which is very much related to how the moments of truth of the buyer-seller interactions themselves are taken care of and how the service provider functions, therefore, it is called the functional quality of the process". Technical quality, also known as extrinsic quality which is defined as what the customer is actually receiving from the service, or the quality of the outcome or result of the service, is the "what" is delivered during the service delivery process. Functional quality is also known as intrinsic quality, perceptual quality, and interactive quality; and describes the manner in which the service is delivered. Functional quality refers to employees' actions or the human interaction that takes place during the service encounter; it is the "how" a service is delivered or provided (Gronroos, 2012; Mels et al., 2007).

Furthermore, when customers do not have the expertise, time, and or desire to make an assessment of technical quality, they may rely primarily, and sometimes completely, on perceptions of functional quality to assess service quality (Opoku et al., 2008).

Corporate image is defined as the “overall impression” left in the customers’ mind as a result of accumulative feelings, ideas, attitudes and experiences with the

organization, stored in memory, transformed into a positive/negative meaning, retrieved to reconstruct image and recalled when the name of the organization is heard or brought to ones' mind (Dowling, Fombrun, Kazoleas et al., 2001; Hatch et al., 2003; Bravo et al., 2009). Thus, corporate image is a result of communication process in which the organizations create and spread a specific message that constitutes their strategic intent; mission, vision, goals and identity that reflects their core values that they cherish (Leuthesser and Kohli, 2007; Van Riel and Balmer, Bravo et al., 2009). This is consistent with Keller's (2009) worldwide vision of brand image. Thus, corporate image could be considered as a type of brand image

Several definitions are found in the literature; Aaker and Keller (2009) defined corporate reputation as a perception of quality associated with corporate name. Furthermore, Keller (1993) defined corporate image as perceptions of an organization reflected in the associations held in consumers' memory. Nguyen and LeBlanc (2008) defined corporate image as a subjective knowledge, or attitude such as ideology, corporate name, reputation and delivery system quality level. All of these characteristics contribute to build the corporate image.

2.3 Previous Studies

Many studies in the past were conducted about service quality in higher education. Some of them are:

1. Firdaus (2005), in his paper "The development of HEdPERF: a new measuring instrument of service quality for higher education sector", found HEdPERF (Higher Education Performance) to identify the authentic determinants of service quality in higher education institutions. He did his survey among the six higher learning institutions 23 students. The survey was done on one private university, two public universities and three private colleges in Malaysia. He found five factors non-academic, academic, reputation, access, and program issues to be the determinants of service quality in higher education. The SERVPERF and

HEdPERF scales were compared in terms of reliability and validity and concluded for the superiority of the new purposed measurement instrument.

2. Afjal et al. (2009), in their paper "On student perspective of quality in higher education" proposed eight dimensions of quality in higher education. The survey was done among the students of Pakistan about their perspective of higher education. The surveyed students who were pursuing higher education (MS, MPhil) in technology advanced countries. The link of online survey was sent to the target population, obtaining about 90 respondents. The eight dimensions of quality they proposed are Design, Delivery and Assessment, Academic facilities, Non-academic facilities, Recognition, Guidance, Student representation, Study opportunities and Group size. According to the survey they found the Design, Delivery and Assessment, Academic facilities, recognition to be most important dimensions from student satisfaction.

3. Qihuang (2009) conducted a study on "The relationship between service quality and student satisfaction in higher education sector: a case study of undergraduate sector of Xiamen University of China". The research studied the undergraduate student satisfaction in service quality of Xiamen University, which was the first university in china founded by an overseas Chinese. The service quality sub variables used in the research was the combination of variables developed by Firdaus (2005), Angell, Heffernen and Megicks (2008) and Navarro, Iglesias and Torres (2005). The data was collected through 24 questionnaires. A 7 point Likert Scale was used to record the responses with 1 (strongly disagree) to 7 (strongly agree). The SPSS program was applied in analyzing the data. The study showed that the undergraduate student of Xiamen University of China was satisfied with the quality service provided by the university. The main sub- variable for the student satisfaction was the academic aspects followed by non- academic aspects, cost, access, teaching methods, industry links, program issues and reputation. The study showed that academic aspect to be most important for the student

satisfaction in Xiamen University of China. According to the results of this analysis, it showed positive correlation between the overall service quality and student satisfaction, which is consistent with the findings of Anderson and Sullivan, that satisfaction is a function of perceived service quality. The better the service quality, the higher will be satisfaction of the students.

4. In the study of Martin Ntabathia of "Service quality and Students Satisfaction of Students in Private University in Nairobi Country" on October 2013, based on higher education performance model, through a survey 118 students interviewed , find out that service quality is positively related with students satisfaction and willingness to choose particular university and that some of the most important aspects of an institution that students like most were the reputation of university and the nature of program offered.

5. So Jung Lee conduct a study "The analysis of factors affecting choice of College: A case study of UNLV hotel College students" through a survey of 296 students: 59 in United States; 84 Out of State and 125 international students found that out-of-state students consider cost, facilities, and family support as significantly important factors when choosing Hotel College compared to the other groups. An interesting result revealed media such as TV programs, soap opera, and news significantly influenced international students. Particularly, over the past decade, UNLV's Hotel College has become much more recognized in South Korean due to media impact since Korean TV series including "Hotelier" in 2001 and "All-in" in 2003 were set in Las Vegas. The result is consistent with the population of Korean students. This indicates media can play an important role in attracting foreign students as they have limited access to school information. Therefore, college administrations should consider the use of media to promote a school in a positive way.

6. Diakomihalis Mihail, Hyz Alina and Gikas Grigorios in their paper “The factor affecting the choice of Undergraduate Studnets in Accounting and Finance: A case study of Greece ” , analysis two institutions from four aspects: academic factor; financial factor; personal factor and department information. They conclude financial factor is the top drive in choosing university for metropolitan students. While academic and department information for institutions, ranking third and fourth factor respectively, is of equal significance for both groups.

7. András Telcs et al (2013) from their research “ Analysis of Hungarian student’s college choice” through factors related to students, factors related to parents and factors related to institutions found that economics factors are important choice in studnets’ choice especially for students who want to study business fields. If applying non-Budapest institutes the importance of faculty excellence is more relevant.

8. Francis Frimpong Fosu1 and Bright Kwame Owusu “Understanding Ghanaian Students’ Perception of Service Quality in Higher Education” use HEdPERF model come to an conclusion that Under the program aspect of the HEdPERF model, the quality of program offered by the polytechnic had the highest criterion. This was followed by the different specialized courses offered by the polytechnic. This means that programs and courses offered by higher institutions influence students perception of service quality.

2.4 Theoretical Framework

In study by Firdaus (2005), he found out HEdPERF (higher education performance). HEdPERF is the service quality measuring tools in the field of higher education. Later in the study by Brochado (2009), he proved HEdPERF to be an effective tool for measuring the service quality in higher education. The variables of HEdPERF regarding service quality are:

1. Nonacademic aspects;
2. Academic aspects;

3. Design delivery;
4. Program issues and ;
5. Reputation

(Source: Firdaus, A. (2005). “The development of HEdPERF: a new measuring instrument of service quality for higher education sector”.)

In the study of Firdaus et al. (2009) “On student perspective of quality in higher education”, they proposed eight dimensions of quality in higher education. The eight dimensions of quality they proposed were Design, Delivery and Assessment, Academic facilities, Non-academic facilities, Recognition, Guidance, Student representation, Study opportunities and Group size. But only two variables was adopted whereas others variables were overlapped with the variables of HEdPERF

1) Design, Delivery and Assessment and
2) Group size

“This framework indicates how the researcher views the concept involved in a study, especially relationships between concepts” (Business research methods, 2005,). This study was developed mainly based on Firdaus‟ HEdPREF (2005). He has measured service quality in higher education in five aspects as non-academic, academic, program issues, reputation and access. These aspects are the instruments for measuring the service quality in higher education. All these five aspects were adapted for the conceptual framework. After reviewing various literatures of service quality, two aspects, “Design, delivery and assessment” and “group size” which determined service quality was included. These two dimensions were adopted from the study of Afjal et al. (2009) “On student perspective of quality in higher education”. So the following is the figure of conceptual framewor

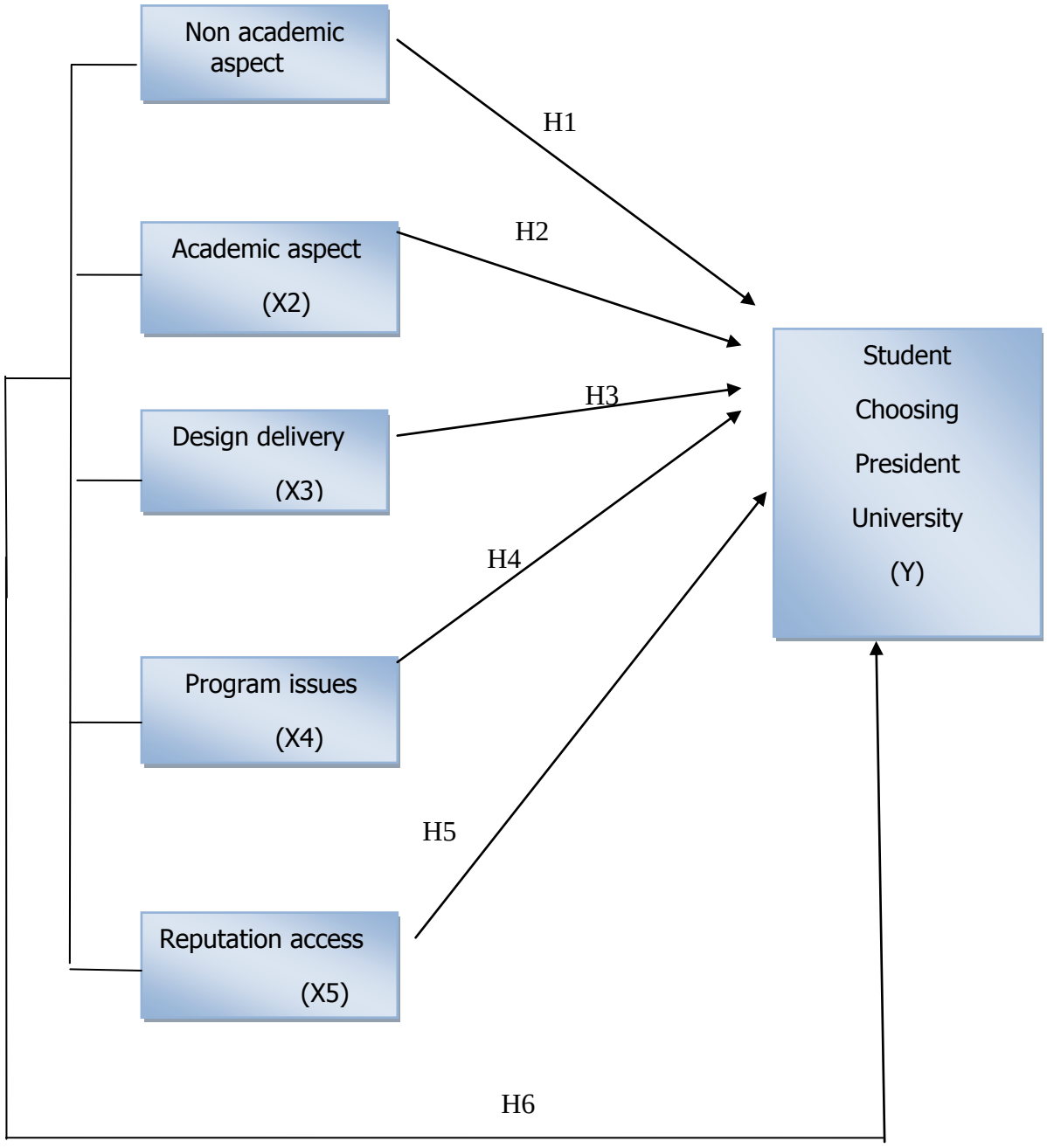


Figure 2.1 Theoretical Framework

Source: Self-developed by researcher

2.5 Operational definition

Variables	Definition	Indicators	Measurement Scale
Non-academic aspects	If refers to aspects that relates to duties carried out by non-academic staff. Firdaus (2005)	1. The student dormitory environment of campus is safety. 2.The school freshmen recruitment propaganda or advertising is well done. 3.You are satisfied with the school cafeteria foods' taste. 4.The professional books in the school's library is adequate.	Likert Scale
Academic aspects	If includes positive attitudes,good communication skills,sufficient consultation regular Firdaus (2005)	1.Lectures have the knowledge to answer my relating to the course content. 2. Lectures deal with courteous manner. 3. When I have a problem, lecture show a sincere in interest in solving it 4. Lectures show	Likert Scale

		positive attitude toward students.	
Design delivery	assessment group sine course syllabus design, class timing teaching methodology and the procedure of evaluating and grading system of the students Firdaus (2005)	1.Curriculums designed by the university are up to date 2. The proportion between theory and practice are appropriate 3. The number of students enrollment in one class is small 4. Small class size helps the class make more interactive	Likert Scale
program Issues	It's offering wide ranging and academic programs with flexible structures, providing counseling service Firdaus (2005)	1.The university runs excellent quality programs 2. The university operates an excellent counseling service. 3. The university offers program with flexible structure. 4. The university operates a wide range of programs with specialization	Likert Scale

Reputation access	The professional image projected by university and the employment graduates ,access is an approach ability of contact both in non-academic and academic Firdaus (2005)	1.The university has a professional image. 2. The academic program run by the university is reputable 3.The university graduate are easily employable 4. Academic staffs are never to busy to respond my request for assistance.	Likert Scale
Student choosing President University	Student's short term attitude ,derived from the evaluation of the received education service.	1.I will recommend the university to other 2. I am satisfaction with the quality the university 3. Overall is satisfaction with academic teaching style. 4. I satisfied in universities activities and program.	Likert Scale

2.6 Hypothesis

Hypothesis that will be tested in this research will focus in the literature review that will be discussed in the following chapter related to the students choosing President University.

The Hypothesis that will be taken will be coming from five independent variables that influence student's choosing President University as dependent variables.

1. There is partial significant of non-academic aspect toward student choosing university.
2. There is partial significant of academic aspect toward student choosing President University.
3. There is partial significant of design delivery toward student choosing President University.
4. There is partial significant influence of program issues toward student choosing President University.
5. There is partial significant influence of reputation access toward student choosing President University.
6. There is simultaneous significant influence of non-academic aspect, academic aspect,design delivery, program issues, reputation access,toward student choosing President University.

CHAPTER III

METHODOLOGY

3.1 Research Design

In doing scientific research, there are two methods that is provided which are qualitative and quantitative research. The differences between qualitative and quantitative research are the type of data, research process, instrument in collecting the data and the purpose of research. Qualitative method usually gathered by observations, interviews, or focus groups and the data also is gathered from written documents and through case studies. It less emphasis on counting numbers of people who think or behave in certain ways and more focus on explaining why people think and behave in certain ways. While, quantitative method involves smaller numbers of respondents, uses open-ended questionnaires or protocols, best used to answer how and why questions

Quantitative observations are made using scientific tools and measurements. The results can be measured or counted, and any other person trying to quantitatively assess the same situations should end up with the same results. In quantitative method pieces of information that can be counted mathematically which is usually gathered by surveys from large numbers of respondents selected randomly. It is analyzed using statistical methods best used to answer what, when, and who questions. The method that is used by researcher is quantitative method.

In quantitative research, the goal is to determine the relationship between one variable (an dependent variable) and another variable (a dependent variable or outcome variable) in a population. Quantitative research designs are either descriptive (subject usually measured once) or experimental (subjects measured before and after a treatment). A descriptive study established only associations between variables. An experiment establishes causality. Quantitative research deals in numbers, logic and the objective, and unchanging static data and detailed, convergent reasoning rather than divergent reasoning.

3.2. Sampling Design

"The chief motive for examining a sample rather than a population is cost. Statistical inference permits us to draw conclusions about a population parameter based on a sample that is quite small in comparison to the size of the population" (Keller, 2009). The main objective of this research is to analyze the relationship between student choosing President University. As the study is about measuring the graduate student choosing President University, it should relate to all universities in President University, but due to the time and resource constraints only Chinese and Vietnamese student will be taken into sample survey. A non-probability convenience sample will be chosen for the survey in this research. Convenience sampling is a type of non-probability sampling, which involves the sample being drawn from that part of the population which is close at hand. That is, a sample population selected because it is readily available and convenient. It may be through meeting the person or including a person in the sample when one meets them or choose by finding them through technological means such as internet or through phone. Though non probability convenience sample has no controls to ensure precision, it is the most useful sampling method because it is the easiest and cheapest method to conduct a survey (Cooper, 2000).

3.2.1 Sample

A sample is a group of units selected from a larger group (the population). By studying the sample it is hoped to draw valid conclusions about the larger group. A sample is generally selected for study because the population is too larger to study in its entirety. The sample should be representative of the general population. This is often best achieved by random sampling (Easton &McColl) since the population is around 115 people （President University international students Batch 2013 and 2014）, researcher will use the population is 90 people as samples since the total respondent who respond on the survey is 90 people. Respondents for pre-test are usually 15-30 based on the variety of the sample (Yufridawati, Sulistiono, Sujatmiko, Handayani, & Heriyati,2013). Therefore ,researcher will use 20 as pre-test samples and treat the all respondent 90 in data analysis. The sampling method used was convenience sampling from non-probability sampling. Besides, the researcher had to use many available tools as.

3.3 Research Instrument

Research instrument is the tool that used to answer the research questions that stated in the previous chapter. The researcher intention is to gather the information from as much various sources. Data can be obtained from primary or secondary data. Primary data refers to information obtained first-hand by the researcher on the variables of interest for specific purpose of the research. Secondary data means information gathered from sources that already exist (Sekaran & Bougie, 2010). In order to fulfill the validity of this research, the researcher use both primary and secondary data as shown in the figure below:

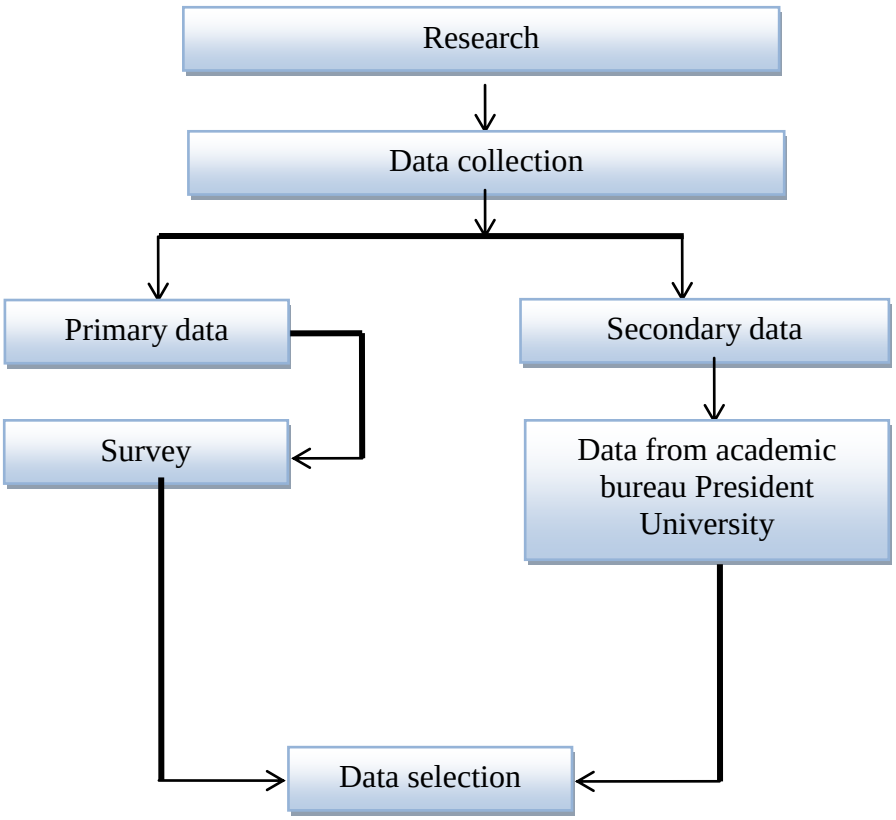


Figure 3.1 Data Collection Method

Source: Developed by researcher

3.3.1 Primary Data

Primary data is the specific information collected by the person who is doing the research. Data that is collected on primary sources come from actual hands-on situation when an event was happen (Silalahi, 2006: 206). Data primary also known as real data or new data that has the nature of up to date. Primary data can be obtained through clinical trials, case studies, true experiments, and randomized control studies. This information can be analyzed by other experts who may decide to test validity of the data by repeating the same experiments (Ehow. 2013)

Primary data on this research: "students choosing President University(A study case of President University" is obtained directly from the questionnaires that are used for survey. Questionnaires are a method of data collection done by giving series of written statements that are consists of research variables. The questionnaires will be spread to the number of samples.

3.3.2 Secondary data

Secondary data is information gathered for purposes other than the completion of a research project and secondary data is also used to gain initial insight into the research problem (steppingstones.ca, 2013). Secondary data is the data that have been already collected by and readily available from other sources. Such data are cheaper and more quickly obtainable than the primary data and also may be available when primary data cannot be obtained at all (managementstudyguide,2013). Secondary data on this research is the literature studies. A literature studies is a technique of data collection based on information gathered from books and journals related to the research discussion. Data collected by learning and selecting from previous literature studies, books, journals and related websites.

3.4 Questionnaire

Variables	**Questionnaires**		**Sources**
Non academic aspects	Q1	The student dormitory environment of campus is safety.	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q2	The school freshmen recruitment propaganda or advertising is well done.	
	Q3	You are satisfied with the school cafeteria foods' taste.	
	Q4	The professional books in the school library are adequate.	
Academic aspects	Q5	Lectures have the knowledge to answer my relating to the course content	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q6	Lectures deal with courteous manner.	
	Q7	When I have a problem, lecture show a sincere in interest in solving it	
	Q8	Lectures show positive attitude toward students.	
Design Delivery	Q9	Curriculums designed by the university are up to date	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q10	The proportion between theory and practice are appropriate	
	Q11	The number of students enrollment in one class is small	
	Q12	Small class size helps the class make more interactive	

Program issues	Q13	The university runs excellent quality programs	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q14	The university operates an excellent counseling service	
	Q15	The university offers program with flexible structure.	
	Q16	The university operates a wide range of programs with specialization	
Reputation Access	Q17	The university has a professional image	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q18	The academic program run by the university is reputable	
	Q19	The university graduate are easily employable	
	Q20	Academic staffs are never to busy to respond my request for assistance.	
Student Choosing President University	Q21	I will recommend the university to other	Adopted from Firdacus A & Afjal(2005,2009) Development of HEDPERF: a new measuring Instrument of service quality for higher education
	Q22	I am satisfaction with the quality the university	
	Q23	Overall is satisfaction with academic teachying style	
	Q24	I satisfied in universities activities and program.	

The research instrument used by the researcher was the questionnaire (which is shown in Appendix). The questionnaires were distributed to International Business and Marketing students Batch 2013 and were collected on 25th-30th October, 2015. And

pre-test was done for 20 respondents. The process of pre-testing helped the researcher to identify areas where the questionnaire needed corrections. The Cronbach's Alpha was used as the measure or reliability.

Several questionnaires on each factor are developed and adopted from previous researches - "The development of HEdPERF: a new measuring instrument of service quality for higher education sector (2005)

Table 3.1 Likert Scale

No	**Statement**	**1** Strongly disagree	**2** Disagree	**3** Neutral	**4** Agree	**5** Strongly Agree

(Source: Schiffman & Kanuk, 2007)

3.4.1 Data Analysis

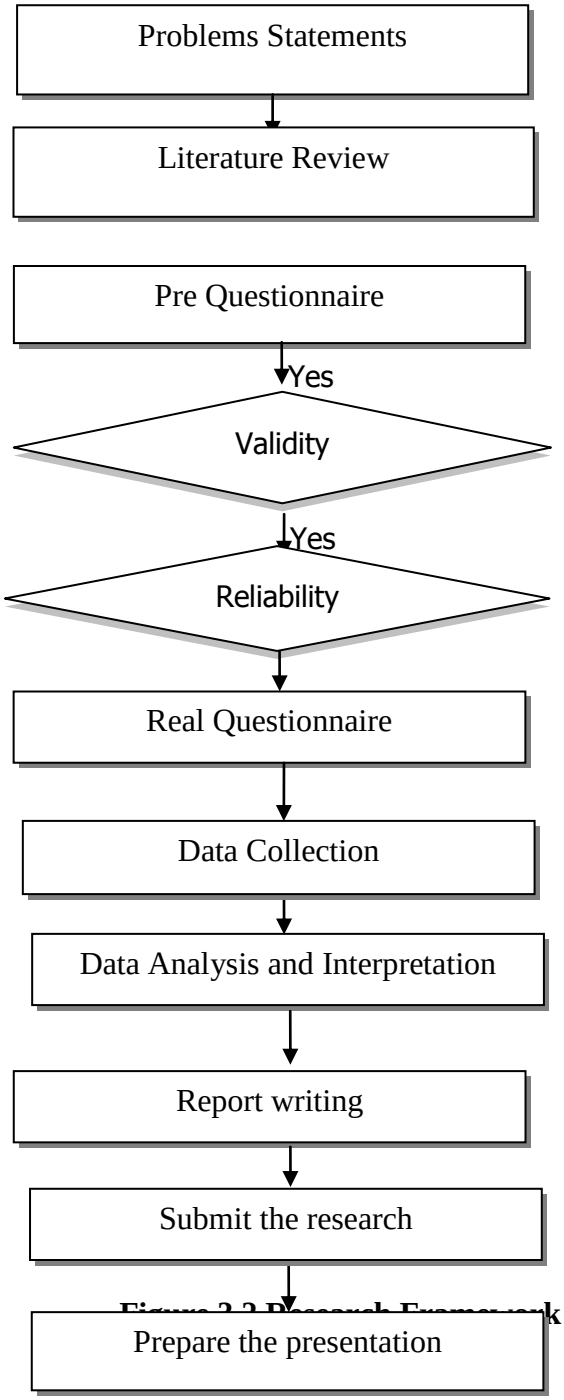
The combination between Microsoft Excel 2010 and SPSS (Statistics Package for Social Science) version 20.0 were used to process statistical data for questionnaires.

a. Microsoft Excel 2010: help researcher for inputting the data and calculate data by using formulas.

b. SPSS version 20.0: help researcher to analyze the data where is prove conclusion formed as numerical measurement of data gathered and inputted. Moreover, there are many equations or formulas so SPSS is very helpful in processing data.

3.4.2 Research Framework

Research framework is a diagram or a chart that describes the process of methods being conducted in this research.



3.5 Validity and Reliability

A major aspect of research design is the obtaining of reliable and void information (Wallen & Fraenkel, 2011). Since both reliability and validity depend on the way that instruments are used (Wallen & Fraenkel, 2011), researcher has to find the validity

and reliability of the questionnaire in the pilot test before calculating and analyzing the data.

3.5.1 Validity Test

Validity Test represents how far the measurement can measure what want to measure, it is the right thing or not. Thus, questionnaire that used as the tool to collect the data will test about validity. The validity test will test on items quality. The higher of validity, the higher the gauge concerning targets is. The formulation coefficient that used in this study is:

Formula 3.1 Coefficient of Correlation

$$rXY = \frac{n(\sum XY) - (\sum X \sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y^2)]}}$$

(Source: Douglas and William, 2003, p.464)

With:

n = total of respondent

X = Answer score on the question (item)

Y = Score total of question (item)

To know the level of item validity, hence r_{value} in correlation table compared with r_{test} from total score testing by formulating of product moment Pearson, if $r_{test} \geq r_{value}$ hence the item in the question to collect the data have construct validity, the other hand the item in the questionnaire are valid and can use to data collection. Table CRITICAL VALUES FOR PEARSON'S "r" in Appendix .

3.5.2 Reliability Test

It is to check the correlation of statement in the questionnaire. It is concerned with estimates of the degree to which a measurement is free of unstable effort (Cooper and

Schindler, 2006). For this study, the researcher uses Cronbach's Alpha formula to determine the reliability. The Cronbach's Alpha formula was used to measure this reliability testing.

Formula 3.2 Cronbach's Alpha

$$\alpha = \frac{K.r}{1 + (K-1)r}$$

With:

α = instrument reliability's coefficient

r = mean correlation coefficient between variables

k = number of questions

Uma Sekaran (2003) mentioned that the closer Cronbach's Alpha reliability coefficient is to 1, the higher is the internal consistency reliability. Consistency indicates how well the items measuring a concept hang together as asset.

Table 3.3 following showed the value of Cronbach's Alpha value proposed by Doughlas,, (William & Robert, 2002).

Table 3.2 Interpretation for Cronbach's Alpha Value

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

(Sources: Doughlas,, William & Robert, 2002)

3.6 Data Collection Procedure

Yin (2004) has recognized five popular ways of collecting and analyzing empirical data in business research. It includes experiments, survey, and analysis of archival information, histories and case studies. The research used survey as the main method strategy to research.

Besides that, there are two types of data as primary data and secondary data. Primary data is the qualitative or quantitative attributes of a variable or set of variables that is collected by the investigator conducting the research. While, secondary data on the other hand is reprocessing and reusing collected information (Marie, 2013). In this research, the researcher uses primary data to analysis by techniques.

The method of data collection depends on research methodology, whether it is quantitative or qualitative. The collecting data for this research should be systematic because if it is not systematic, it will be difficult for the writer to accomplish this research (Lind, Marchal & Wathen, 2012). In term of data collection, the researcher used a questionnaire to make a survey as the source of the primary data. For the pre-test, this study selected 20 respondents from President University sure the data have high reliability level. Following the test, this study was identified as having appropriate content validity. Participation in the questionnaire was voluntary.

3.6.1 Descriptive test

3.6.2 Mean

Mean is the average of the numbers: a calculated "central "value of a set of numbers**.**

Formula 3.3 Weighted Mean

$$\bar{x} = \frac{\sum_{i=1}^{n} w_i \, x_i}{\sum_{i=1}^{n} w_i}$$

(Source: Princeton.edu, accessed: 2013)

With:

x = A set of number designated / rate of importance

w = the number of occurrences of x (weight)

$\bar{x}$ = the weighted mean

3.6.3 Standard deviation

The standard deviation is a numerical value used to indicate how widely individuals in a group vary. If individual observations vary greatly from the group mean, the standard deviation is big; and vice versa.

$$\sigma = \sqrt{\frac{1}{N}\sum_{i=1}^{N}(x_i - \overline{x})^2}$$

Fomula 3.4 Standard deviation

(Source: explorable.com accessed: 2015)

With:

σ = standard deviation

xi = each value of dataset

Error! Reference source not found.**= the arithmetic mean of the data**

N = the total number of data points

Maximal: Data value that is greater than or equal to all other values in our set of data (Taylor, 2014)

Minimum: Data value that is less than or equal to all other values in our set of data (Taylor, 2014).

3.6.4 Multiple Regression Analysis

According to the Basic Business Statistic Book that are established （2009 by MarkL. Berenson, David M.Levine & Timothy C.Krehbiel,） multiple regression models is used for estimating or forecasting the value of variable Y, which calculated using several variables that affect Y. The research on relationship between one dependent variable (Y) and four independent variables (X_1, X2, X3, X4 and X5) used to understand the relationship between them.（Render B., Ralph M, Stair, Jr, Michael E.Hanna 2006）mentioned that in any regression model, there is an implicit assumption (which can be tested) that are relationship exists between the variables. In order to decide whether to reject or accept the hypothesis.The result from this regression analysis will be used to accept or to reject the hypothesis as to observe whether there is any effect or not between dependent and independent variables. Referring to the research objective to examine how significance the influence Non-academic aspects, academics aspects, design delivery ,program issues ,reputation access toward President University.

Formula 3.5 Multiple Linear Regression Model

$$Y=\beta o+\beta_1 X_{1+}\beta_2 X_{2+}\beta_3 X_3+\beta_5 X_5+e$$

(Source: MarkL. Berenson, David M.Levine & Timothy C.Krehbiel, 2009)

With:

Y = student Choosing President University

X1 = non academic aspect

X2 = academics aspects

X3 = design delivery

X4 = program issues

X5= reputation access

β_0: Constant

e = Random Error

3.6.5 Standardized Unstandardized coefficient

Standardize regression coefficients are in parentheses. These can be used to compare the importance of the independent variables within each of the four regressions, that is, within each of the four ballot measures. The unstandardized coefficients are useful to compare each variable between the regressions. Remember that a variable's unstandardized coefficients (β) can only be compared with other variables measured in the same units (like population density for each of the ballots). Standardized coefficients (Beta) are best for comparing two or more variables that have different measurement unit. In this research the researcher use unstandardized coefficient.

3.7 Classical Assumption Test

The estimation method used in this research is the Ordinary Least Square (OLS) method. Least Square method determines a regression equation by minimizing the sum of the squares of the vertical distance between the actual Y values and the predicted values of Y (Lind, Marchal, & Wathen, 2012). This method is chosen because it is the most powerful and popular methods of regression analysis. Moreover, it is also simpler mathematically. The use of this mathematic has to meet several assumptions to make sure that the data collected are valid and reliable distribution (Berenson, Levine, & Krehbiel, 2009).

3.7.1 Normality Test

Normality test is to see whether the residual values are normally distributed or not. A good regression model has a normal distribution or at least semi-normal (Ghozali, 2009). Normality test can be done with the test histograms, normal test P Plot, Chi Square test, skewness and Kurtosis or Kolmogorov Smirnov. If residuals are not normal but closer to the critical value (eg Kolmogorov Smirnov significance of 0.049) it can be tested by other methods which may provide justification to normal. But if far from the normal value, then it can be done several steps: data transformation, perform data trimming outliers or add observation data. The transformation can be made into a form of natural logarithm, square root, inverse, or other forms depending on the normal curve shape, whether leaning to the left, right, collects in the middle or spread to the right and left side.

3.7.2 Multicollinearity Test

Multicollinearity is the correlation among the independent variables which makes it difficult to make inferences about the individual regression coefficients and their individual effects on the dependent variables. Another reason for avoiding correlated independent variable is they may lead to erroneous results in the hypothesis tests for the individual independent variables. In practice, it is nearly impossible to select the independent variables that are completely unrelated or not correlated in some degree (Lind, Marchal & Wathen, 2010). Multicollinearity problems arise if there is perfect relationship or certainly among the few 50 independent variables or all variables in the model. In cases of serious multicollinearity, regression coefficients are no longer showing pure effect on independent variables in the model. Multicollinearity does not affect the multiple regression equation's ability to predict the dependent variable. However, it might show unexpected results on the relationship between each independent variables and the dependent variable (Mark L. Berenson, David M. Levine & Timothy C. Krehbiel, 2009). If Multicollinearity is presented in a multiple regression model, the model is still good for prediction, but interpretation of individual coefficient is not valid (LindMarchal & Wathen, 2010). In order to discover if there is relationship among independent variable, the test is using the measurement of the Variance Inflation Factor (VIF) value.

Formula 3.6 Variance Inflation Factor (VIF) Model

$$\text{VIF} = \frac{1}{1 - R_j^2}$$

(Source: Lind, Marchal, & Wathen, 2012)

R^2_j = coefficient of determination

VIF > 10 = considered unsatisfactory, indicating that the independent variable should be removed from the analysis.

VIF < 10 = there is no multicollinearity problem around.

3.7.3 Heteroscedasticity Test

Heteroscedasticity test is to see whether there is inequality of variance of the residuals of the observations to other observations. Regression models that meet the requirements are where there is equality of variance of the residual one observation to another observation fixed.

If Heteroscedasticity exist in the regression model, the variance and standard error will tend to increase as the t value will not get lower than the actual t value. The consequences are the t – test and F – test will be inaccurate and fail to reject the null hypotheses (Mark L. Berenson, David M. Levine & Timothy C. Krehbiel, 2009). A simple test for heteroscedasticity is to plot the standardized residuals (on vertical axis) against the dependent variable (horizontal axis). If no heteroscedasticity occurs, the plot will appear to spread randomly. If a systematic pattern (wave, straight, narrow, widen) appears in the scatter plot then heteroscedasticity exists (Mark L.Berenson, David M. Levine & Timothy C. Krehbiel, 2009).

3.7.4 Measuring the Variability of the Regression Model

1. Coefficient of Correlation (R): measures the degree of association between Y and X variables. In other words, it expresses the degree of strength of the linear relationship. Designate often referred to as Pearson's r and as the Pearson product, moment correlation coefficient. The coefficient of correlation can be computed directly from the coefficient of determination as follows:

$r = \pm$ **Error! Reference source not found.**

Formula 3.7 Coefficient of Correlation

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2}\ \sqrt{n(\sum y^2) - (\sum y)^2}}$$

(Source: Mark L. Berenson, David M. Levine & Timothy C. Krehbiel, Basic Business Statistic, 2009)

The result of r can be stated at any number between +1 and -1. The value is the square root or r^2. It is negative if the slope is negative, and it is positive if the slope is positive.

2. Adjusted Coefficient of Determination R^2: is a version of R-squared that has been adjusted for the number of predictors in the model. R-squared tends to over-estimate the strength of the association especially if the model has more than one independent variable.

Formula 3.8 Adjusted Coefficient of Determination

$$R^2_{adj} = 1 - \left[\frac{(1-R^2)(n-1)}{n-k-1}\right]$$

(Source: Berenson, Levine, & Krehbiel, 2009)

With:

R_{2adj} = Adjusted coefficient of determination

n = number of observations

k = number of independent variables

3.8 Testing the Hypothesis

To determine the linear relationship between X and Y, a statistical test (F-Test and T-Test) is performed. The null hypothesis is that there is no linear relationship between the two variables ($\beta \neq 0$), and the alternate hypothesis is that there is a linear relationship ($\beta = 0$). If the null hypothesis can be rejected, then we have proven that a linear relationship does exist.

3.8.1 F-Test

It determines whether or not there is a relationship between set of independent variables and dependent variable simultaneously. And F-Test is used to statistically test the null hypothesis that there is no linear relationship between X and Y variables ($\beta = 0$). If the significance level for F-Test is low (significance level α used of 0.05), we reject H_0 and conclude that there is a linear relationship and vice versa.

H_0: $\beta_1 = \beta_2 = 0$, if significant F > 0.05, accept H_0

H_a: at least there is one ($\beta \neq 0$), if significant F < 0.05, reject H_0

Formula 3.9 F-Test

$$F = \frac{(R^2/k)}{[(1-R^2)/(n-k-1)]}$$

(Source: Lind, Marchal, & Wathen, 2012)

With:

F = Statistic test for F distribution

R_2 = Coefficient of determination

k = Number of independent variables in the model

n = Number of sample period

3.8.2 T-Test

The T-test is applied to determine the partial relationship between each independent variable (coefficient) and the dependent variable. The null hypothesis is that the coefficient of X is 0. If the significance level for the t-test is low (significance level α used is 0.05), we reject H_0 and conclude there is a linear relationship, and vice versa.

H_{01}: $\beta_j = 0$, if significant T > 0.05, accept H_0

H_{a1}: $\beta_j \neq 0$, if significant T < 0.05, reject H_0

The strength of the relationship between two numerical variables was measured using correlation coefficient (r), the test for the existence of correlation is using T- test.

Formula 3.10 T-Test

$$t = \frac{bj - \beta j}{Sbj}$$

(Source: Lind, Marchal, & Wathen, 2012)

With:

t = statistic test for t distribution

bj = sample slope

βj = slope of the population

Sbj = standard error of the slope

CHAPTER IV

ANALYSIS AND INTERPRETATION

This chapter show tables which indicates the respondents demographic profile by percentage and illustrates the analysis and the tabulation being made by the researcher in order to come up with a reliable interpretation of the variable presented the questionnaires collectively.

4.1 President University

There is an old saying: “you can take a horse to the water but you can’t force it to drink; it will drink only if it’s thirsty – so with people. They will do what they want to do, or otherwise motivated them to do. So motivation is the key to performance improvement that mean to motivate students to improving the effectiveness.

President University is a university located in Jababeka Education Park in Kota Jababeka, Cikarang Baru, Indonesia. It is surrounded by the Jababeka Industrial Estate with more than 1,500 national as well as multinational companies from 30 nations, such as Mulia, Unilever, Samsung, Mattel, ICI Paint, Kraft and others.

As an international standard university, not only are the classes conducted in English, but President University is equipped with an international standard curriculum which was made and developed by world-class academics. All courses, including the state mandatory courses, are conducted in English. Students will speak, write, learn and think in English, the Global Language of today.

Prof. Donald W. Watts, who was the President of Bond University, Queensland and vice Chancellor of Curtin University, Western Australia, to start President University and initially offering only the Bachelor of Commerce degree, formulated the conceptual plan of President University in September 1997. The founders of President University approved this idea. After several years of further planning, this was carried out by Liwenguang, who was then a Director of ITB, it was identified that during the recession, the export manufacturing companies were emerging as the winners in reaping the advantages provided by the Indonesian economy because their costs was in local currency and their income was in foreign currencies. In view of this, it

decided in year 2001 that President University was to start initially with a bachelor of engineering degree to ensure that the course was relevant and the graduates found employment.

The ministry of Education, Indonesia on April 4, 2002, officially approved the first degree by President University. At that time, the institution called the School of Engineering based in Cikarang, Bekasi. On April 16, 2004, the ministry of Education granted President University, the status of a full – fledged university in Indonesia. President University delivers all its courses in English to ensure that the graduates will be able to interact in an international environment and forum.

Now, President University has found place in educational world and are becoming more and more popular and outstanding. There are more than 100 employees in President University. Meanwhile, it has gained some cooperation with prominent education institutions such as: ITB for twinning program, Waseda University Japan for scholarship to its graduates to pursue Master Degree, and the lectures to do joint research, Hanoi Open University and Hanoi University for international programs, and William Angliss Institute in Australia. Also, it cooperated with Microsoft Indonesia and Indosat M2 for the small and medium enterprises empowerment. All of these serve as symbol of recognitions to its value. The vision of this research is to explore the employee rewards as efficient in fostering motivation towards cash incentive in President University. In order to obtain this target, the researcher will conduct a study about employee motivation and effectiveness in President University.

4.1.1 Vision and Mission

I. Vision

President University founded by prominent members of the Indonesian business community to ensure that our brightest students get the opportunities they deserve based on its established vision “To be a world class university that produces leaders in their fields and communities.”

II. Mission

The mission of President University is “To educate future generations through the transfer of skills and knowledge in order to build character and wisdom.”

4.1.2 Choosing of university

Choosing a university is not easy, you have think carefully about the costs and benefits of where you go, and even more importantly, where you want to go in the future. If you goal is to have an excellent job and career waiting for you.

There have 10 reasons to study in President University

1. In-Depth curriculum customized to submit company needs.
2. Learn and practice English every day.
3. Graduate faster for degree (3years and 4 months)
4. 2 semester on the job training program
5. President university is supported by 1500 companies from 30 countries
6. Learning how to set up your own business
7. Make friends from many counties
8. Live in our friendly student housing
9. Tutorials by native speakers and professional
10. Up to data academic and non-academic facilities.

In short, choosing President University is the right choice for you seeking an international education at an affordable price that is guaranteed to help you get an excellent job.

4.2 Data analysis

This chapter is an extensive report of the result of the research. It discusses all the findings through statistical analysis. Research presents here full analysis and discussion of the gathered data with students choosing President University. (A study case in President University)

4.2.1 Reliability Test

Reliability test was conducted by employing SPSS and arranged data from Microsoft Excel to tabulate Cronbach's Alpha of the research instruments.(Cooper and Schindler, 2006) The results are as followed.

Table 4.1 Reliability Test

Name of variable	Cronbach's Alpha	N of items	Results
Non academic aspect	0.737	4	Reliability
Academic aspect	0.746	4	Reliability
Design delivery	0.616	4	Reliability
Program issues	0.647	4	Reliability
Reputation access	0.667	4	Reliability
Student choosing President University	0.830	4	Reliability

From Table 4.1 shows that all variable have more than 0.6 Alpha values; which means that the data is reliable

4.2.2 Validity Test

Validity test was conducted by employing SPSS to tabulate Pearson correlation matrix of the questionnaires. Data was first arranged in Microsoft Excel and then analyzed in SPSS. The results are as followed:

Table 4.2 Summary of validity checking

Statement	Corrected item-total correlation	r-table value	Status
N1	0.724	0.444	Valid
N2	0.815	0.444	Valid
N3	0.741	0.444	Valid
N4	0.713	0.444	Valid
A1	0.802	0.444	Valid
A2	0.756	0.444	Valid
A3	0.710	0.444	Valid
A4	0.751	0.444	Valid
D1	0.790	0.444	Valid
D2	0.621	0.444	Valid
D3	0.689	0.444	Valid
D4	0.616	0.444	Valid
P1	0.719	0.444	Valid
P2	0.700	0.444	Valid
P3	0.696	0.444	Valid
P4	0.673	0.444	Valid
R1	0.612	0.444	Valid

R2	0.647	0.444	Valid
R3	0.753	0.444	Valid
R4	0.802	0.444	Valid
S1	0.837	0.444	Valid
S2	0.829	0.444	Valid
S3	0.768	0.444	Valid
S4	0.822	0.444	Valid

Source: SPSS and primary data developed by researcher

As the result for the validity analysis, researcher got all statements from the questionnaire are valid then can be used for another usage. Since the researcher had found all statements already valid, those statement will be used for re-run to know the students choosing President University.

4.2.3 Descriptive Date

Table 4.3 Respondent Profiles: Gender

Gender	Frequency	Percentage
Male	47	52.2
Female	43	47.8
Total	90	100.0

The Table 4.3 shows the frequency count and the percentage distribution of respondents according to their demographic profile. The table shows that out of the population in President University 47 are males corresponding to 52.2% while the

female has 43 or corresponds to 47.8%. Therefore majority of the respondent are male.

Table 4.4 Respondent Profiles: Age

Age	Respondent	Percentage
16-18	1	1.1
19-20	47	52.2
21-23	41	45.6
24-26	1	1.1
Total	90	100.0

In President University, 1% of the groups belong to 16-18 years old, 47% belong to the group of 19 to 20 years old. 41% of the group belongs to 21-23 years old, 24 years old only have 1%. Therefore majority of the respondent in terms of age are belonging to 19 to 20 years old.

Table 4.5 Respondent Profiles: Nationality

Constructed by researcher

Nationality	Respondent	Percentage
Chinese	68	75.6
Vietnamese	22	24.4
Total	90	100.0

The Table 4.5 shows the about nationality of students, 75.6% from china, and 24.4% from Vietnamese. Therefore majority of the respondent is china.

It shows the mean and standard deviation on Non academic aspect, academic aspect, design delivery, program issues, reputation access, students choosing President University. Weighted mean is the most widespread way to find out which variable is the most and least dominant from all variables based on the mean value. Standard deviation is a measure of how spreads out numbers are. The result is shown below.

Table 4.6 Descriptive statistics

Constructed by researcher

Variables	Mean	Standard deviation
Non academic aspect	3.1917	0.79769
academic aspect	4.0194	0.62624
design delivery	3.5611	0.71138
program issues	3.4722	0.72034
reputation access	3.3139	0.78929
students choosing President University	3.3833	0.88464

From table above, it can be noted that the most dominant factor of students choosing President University in this study of is academic aspect….with the mean value of 4.0194 as the strongly agree it followed by design delivery with the mean value of…3.5611. The least dominant factors are the non-academic factors it the mean value of 3.1917

4.3 Classical Assumption Test

In order to use multiple regression models, classic assumption test need to implement such as normality testing, heteroscedasticity testing and multicollinearity.

4.3.1 Normality Test

Normality Test used to test the independent variable (X) and the dependent variable (Y) on the resulting regression equation, whether normally distributed or not distributed normally. Normality Tests performed using the test chart. Histogram and P-P plots to test the regression model residuals are shown in following.

As shown on the normal P – P Plot of Regression seen spread of points around the diagonal line and follow the direction of the diagonal line. Then it means the data in regression model fulfills assumption normality

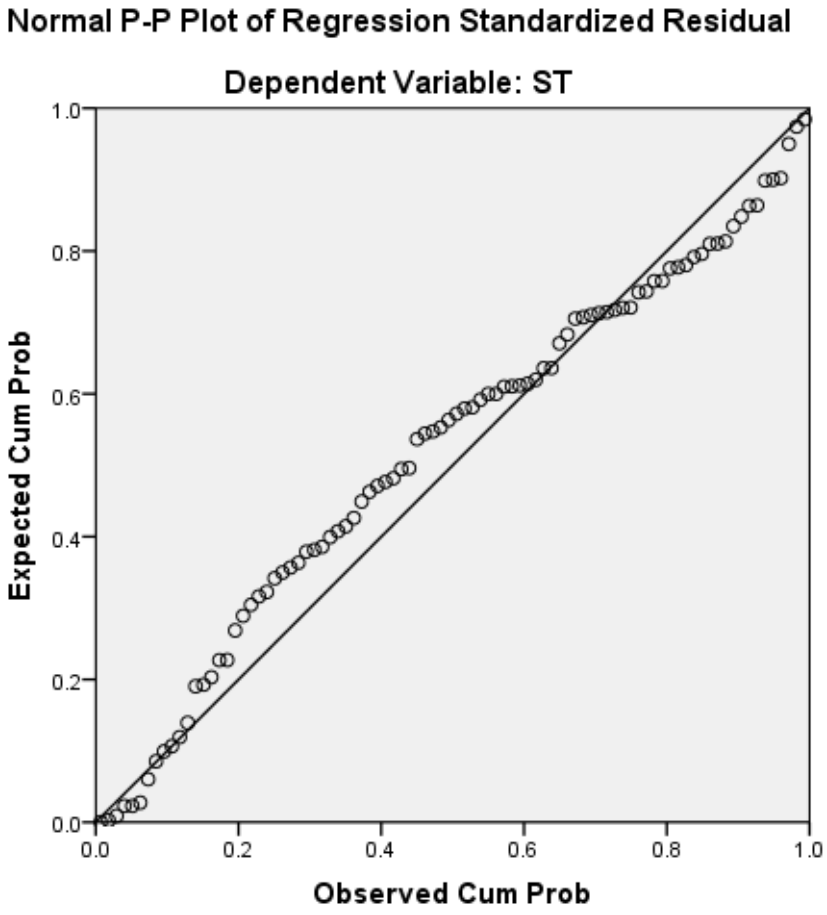


Figure 4.1 Normality Test: P - P Plot of Graph Constructed in SPSS

In addition the normal probability plot, normality test can also be measured by seeing the histogram. To test the normality of the variables, it can be done by comparing the histogram of the residual to a normal probability curve. The result of the histogram of

the residual should be bell shape and resembles the normal distribution (Render, Hanna, 2006).

Table 4.7 Histogram

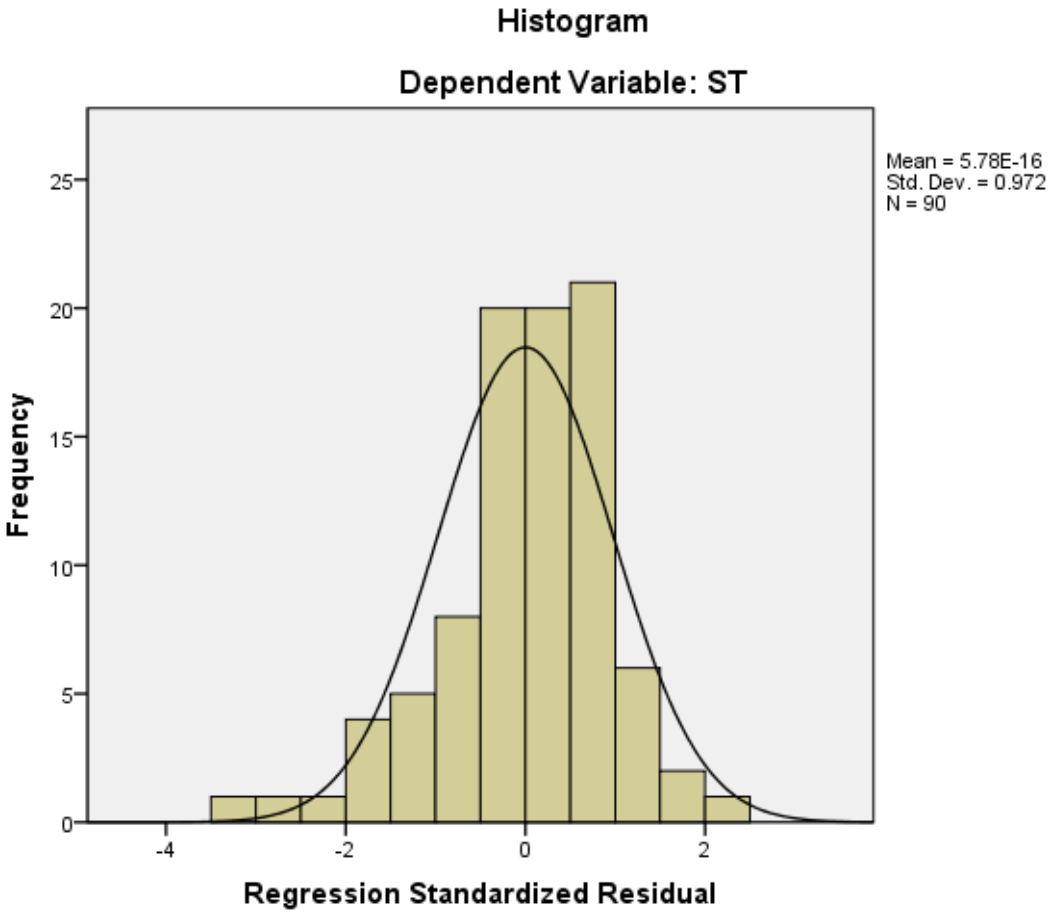
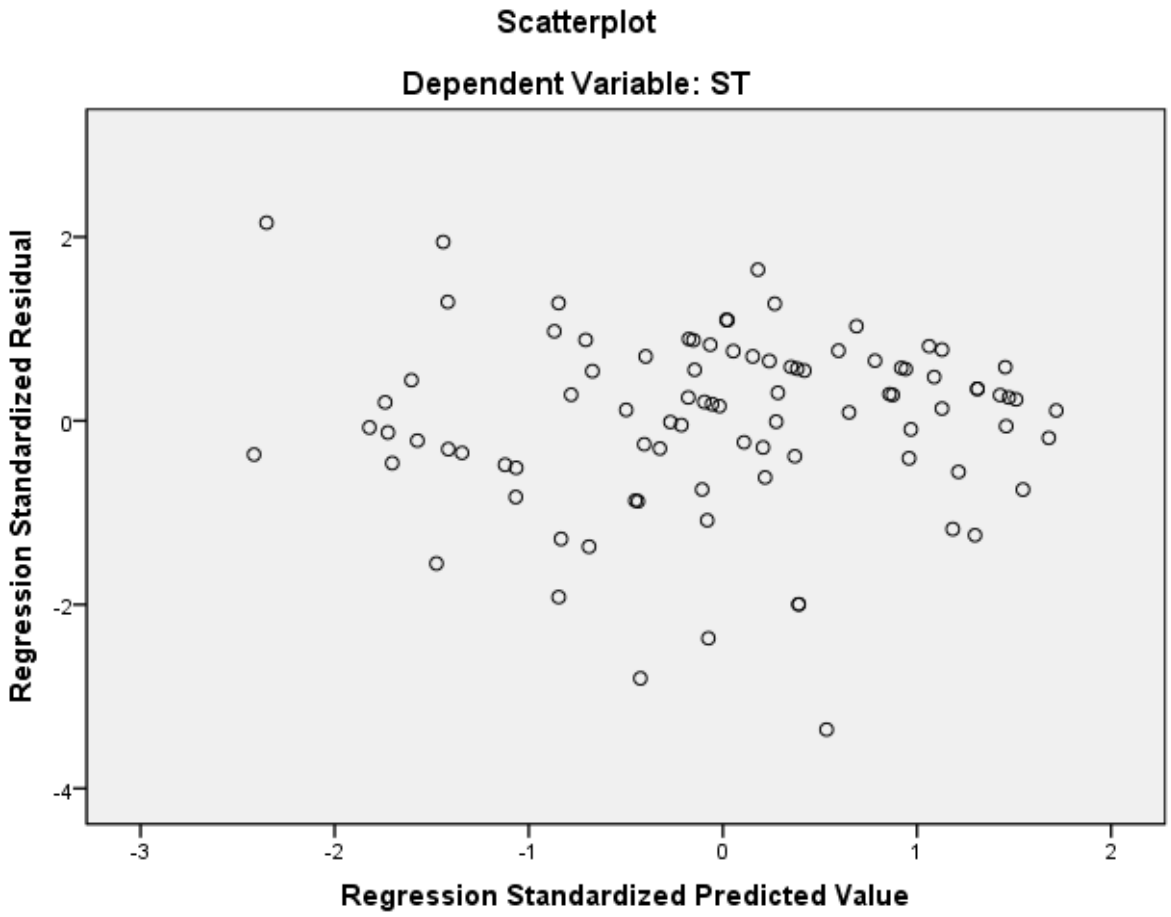


Figure4.2 Normality Test: Histogram

4.3.2 Heteroscedascity Testing

In a multiple regression equation, needed to be tested for the same or not the variance of the residuals of the observations with other observations. If the residual shave variance, it is called homoscedascity. And if the residuals have the difference variance, it is called heteroscedascity (dawaismfoni.wordpress.com,2013) Multiple regressions equation is good if there is no heteroscedasticity. Heteroscedasticity test generates chart patterns point spread (scatterplot) as shown in figure below.

Figure 4.3 Heteroscedascity Testing



From the Figure 4.15 above, see the spread points randomly. If the point spreads both 2 ways of number 0 (above and below), there is no heteroscedascity problem. So, this regression is valid and eligible.

4.3.3 Multicolliearity test

Multicolliearity test aims to test whether the regression model found a correlation between the independent variables. Good regression model should not have correlation between independent variables (dawaisimfoni. Word press.com, 2013) Multicollinearity occurs when the coefficient between independent variables is greater than 0.60. and multicollinearity occurs when the VIF values is more than 10 and tolerance values less than 0.1. The multicollinearity test is show in table.

Coefficient

Table 4.8 Multicollinearity Test: Tolerance and VIF

Model		Collinearity statistics	
		Tolerance	VIF
	NAQT	.716	1.396
	AQT	.709	1.410
	DDT	.578	1.729
	PQT	.445	2.250
	RAQT	.700	1.428

From the table above show Multicollinearity Test: Tolerance and VIF value, there is no variable that have VIF value more than 10 and no tolerance value less than 10% indicating that there is no multicollinearity. (dawaisimfoni.wordpress.com, 2013).Thus, the assumption of normality, heteroscedasticity and multicollinearity in the regression model can be met from this model.

4.4 Multiple Regression Analysis

Multiple linear regression analysis was used in this research to determine whether there is the influence of independent variables on the dependent variable. Statistical calculations in a multiple linear regression analysis were used in SPSS. Summary of results of data processing by using The SPSS program was as follows.

4.4.1 Testing of Hypothesis

The Statistical tolls were used to test the hypothesis is multiple linear regression (multiple regression). The aim is to connect linear regression of the dependent variable with several independent variables in a single predictive of capital. The influence of the independent variable on the dependent variable was tested at a significant level of 5%. The decision-making criteria in the acceptance and rejection of each hypothesis are to compare the calculated value with the value table for each

regression coefficient. If the calculated value is smaller than the table value, the hypothesis is H0 is rejected and vice versa if the calculated value is greater than the table value, then Ha is accepted. In addition to the comparison criteria calculated value with the value of the table, also used the criteria of p value. PError! Reference source not found. 0.05 the H0 is rejected (insignificant) and vice versa p valueError! Reference source not found. 0.05 the Ha accepted (significant).

4.4.2 T-Test

T-Test is used to test whether independent variable partially has influence significantly toward dependent variable. The T-Test can be done manually by comparing the calculated T and the T table. In SPSS 20 software, T-test is based on the significant (sig) value of each one of independent variable. The Table 4.22 below shows the result of T-Test in data processing SPSS 20.

Table 4.9; Multiple Regression Analysis: Coefficien

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.818	.606		1.349	.181
	NT	.064	.123	.058	.525	.601
	AT	-.008	.157	-.006	-.052	.958
	DT	.272	.153	.219	1.777	.079
	PT	.362	.172	.295	2.099	.039
	RT	.050	.125	.045	.402	.689

a. Dependent Variable: ST

Based on the above table, obtained the model multiple linear regression Unstandardized Coefficients as follows:

$Y=0.818+0.64X_1+ (-0.08) X_2+0.272X_3+0.362X_4+0.50X_5+e$

Y= students choosing President University

X1= Non academic aspect

X2= Academic aspect

X3= Design delivery

X4= Program Issues

X5= Reputation access

e = error

A. Non Academic Aspect (X1)

The first independent variable Service quality has significant (sig) value of 0.601. Comparing with 0.05 of p-value, the sig 0.601> 0.05; the hypothesis H01is accepted and hypothesis Ha1 is rejected. So it means that non academic aspect has no significant influence upon the students choosing President University

B. Academic aspect (X2)

The second independent variable Interest rate and cost has significant (sig) value is 0.958. Comparing with 0.05 of p-value, the sig 0.958 ＞0.05; the hypothesis H02 is accepted and hypothesis Ha2 is rejected. So it means that academic variables has no significant influence upon the students choosing President University

C. Design and Delivery (X3)

The third independent variable design and delivery has significant (sig) value is 0.079. Comparing with 0.05 of p-value, the sig 0.079 ＞0.05; the hypothesis H03 is accepted and hypothesis Ha3 is rejected. So it means that design and delivery variables have no significant influence upon the students choosing President University.

D. Program Issues (X4)

The fourth independent variable program issues have significant (sig) value is 0.039. Comparing with 0.05 of p-value, the sig 0.039 < 0.05; the hypothesis H04 is rejected and hypothesis Ha4 is accepted. So it means that program issues has significant affect upon students choosing President University

D. Reputation and Access (X5)

The fifth independent variable reputation and access has significant (sig) value is 0.689. Comparing with 0.05 of p-value, the sig 0.689 > 0.05; the hypothesis H05 is accepted and hypothesis Ha5 is rejected. So it means that reputation and access has no significant affect students choosing President University

4.4.3 F-Test

F-test or ANOVA table is used to understand the influence of all independent variable toward dependent variables. In table 4.23, F-test result shows in the table is significant value (0.000) which means that independent variables simultaneously influence dependent variable.

F-test is used to determine whether there is influence jointly (simultaneously) from the independent variable (free) to the dependent variable (bound) between the independent variables in the model between variables Non academic (X1), Academic (X2), Design and Delivery (X3) Program issues (X4) and Reputation and access (X5) on the dependent variable (dependent) students choosing President University (Y). Providing is done by looking at the magnitude of the probability value (p value) compared to 0.05 (Level of significance α = 5%). The test criteria were used as follows:

H0: There are no significant influence of non academic aspect (X1), academic aspect (X2), Design and delivery (X3), Program issues (X4) and Reputation and access (X5) on the students choosing President University (Y) simultaneously.

Ha: There are influence of non academic aspect (X1), academic aspect (X2), Design and delivery (X3), Program issues (X4) and Reputation and access (X5) on the students choosing President University (Y) simultaneously

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.347	5	3.669	6.008	.000[b]
	Residual	51.303	84	.611		
	Total	69.650	89			

a. Dependent Variable: ST

b. Predictors: (Constant), RT, AT, NT, DT, PT

Table 4.10 F-test

There are two hypotheses that are mentioned in Chapter II:

a. H0: $\beta 1 = \beta 2 = \beta 3 = \beta 4 = 0$. There is no significant influence from independent variables toward dependent variable.

b. Ha: at least $\beta_i, \neq 0$. There is significant influence from independent variables toward dependent variable.

The test results of multiple linear regression model obtained F value are 6.436 with a significance probability of 0.000. Thus Ho is rejected and ha is accepted, it means that there are influence of non academic aspect (X1), academic aspect (X2), Design and delivery (X3), Program issues (X4) and Reputation and access (X5) on the students choosing President University (Y) simultaneously.

4.4.4 Coefficient of Determination (R2)

The score of adjusted R square is also called as coefficient determinant. The output for adjusted coefficient determinant (R2) between dependent variable (students choosing President University– Y) and independent variables (non academic– X1; academic – X2; design delivery – X3; Program issues – X4, Reputation access – X5) is shown in the Table 4.8 following:

Table 4.11 Coefficient Determinant (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.513[a]	.263	.220	.78151	1.987

a. Predictors: (Constant), RT, AT, NT, DT, PT

b. Dependent Variable: ST

From the Table 4.11, the adjusted R square is 0.220 as 22%. This mean, there is 22% independent variable (non-academic, academic, design delivery, program issue, reputation access) affect dependent variable (students choosing President University). Or in other hand, 22% of the students choosing President University are explained by the independent variables, whereas other 78% is explained by other factors which are excluded in this research. (Other variable to consider are tangibility, assurance, reliability)

With this since small value of r, another rule of thumb is that: for small values (R squared less than 25%), the percent of standard deviation explained is roughly one-half of the percent of variance explained. So, for example, a model with an R square of 10% yields errors that are 5% smaller than those of an intercept-only model, on average.

4.5 Interpretation of Results

The Reliability Test shows the value of Cronbach Alpha from every variable. Each variable's cronbach alpha values that greater than 0.5 means that the questionnaire which is the indicators of these variables is reliable. This can be seen from the results of the testing that has been done as follows: Non Academic Aspect (X1) Cronbach Alpha value of 0.842, Academic aspects (X2) Cronbach Alpha value of 0.847, Design and Delivery (X3) Cronbach Alpha value of 0.770, Program Issues（x4) Cronbach Alpha value of 0.788,Reputation And Access(x5) Cronbach Alpha value of 0.800 and student choosing President University(Y) Cronbach Alpha value of 0.898.

The Validity Test shows the r values from each variable are greater than 0.444 which indicate moderate and high positive relationship with significance level less than 0.444. The result of validity test can be seen as follows:

A. Non Academic Aspect

The probability value of Non academic aspect is 0.601 which is higher than p value 0.05 so there is no significant influence toward students choosing President University (based on Table 4.9). The main reason maybe the quality of service of non academic aspect not make students choosing President University. If refers to aspects that relates to duties carried out by non-academic staff.Firdaus (2005)

The result of this research is different with the research examined factor influencing the choice of students choosing President University: there is no significant between non academic aspect and choice of students choosing President University. With this they should give more emphasize on the positive work attitude and caring attention.

B. Academic aspects

The probability value of academic aspect is 0.958 which is more than p value 0.05 so there is no significant influence upon interest rate and cost toward the students choosing President University (based on Table 4.9). If includes positive attitudes,good communication skills,sufficient consultation regular Firdaus (2005)

This result is also familiar with the research factors influencing the choice of academic aspects. It also stated that there is a positive and significant relationship between interest and cost toward choice students choosing President University

C. Design and Delivery

The probability value of design and delivery is 0.079 which is more than p value 0.05 so there is no significant influence upon design delivery toward the choice of students choosing President University (based on Table 4.9). assessment group sine course syllabus design, class timing teaching methodology and the procedure of evaluating and grading system of the studentsFirdaus (2005)

This result is also familiar with the research choice of a students choosing President University. It also stated that there is a positive and significant relationship between design and delivery toward the choice of students choosing President University

D. Program Issues

The probability value of program issues is 0.039, which is lower than value 0.05, so there is significant influence upon convenience and program issues toward the choice of students choosing President University (based on Table 4.9). It's offering wide ranging and academic programs with flexible structures, providing counseling service Firdaus (2005)

E. Reputation And Access

The probability value of reputation issues is 0.689 which is more than p value 0.05.This result is contradict with the research of students choosing President University examined reputation issues factors influencing the choice of a students choosing President University, which stated that there is a positive and significant relationship between program issues toward the students choosing President University.The professional image projected by university and the employment graduates ,access is an approach ability of contact both in non-academic and academic Firdaus (2005)

In general, results point out some difficulty in the choice of students choosing President University which is reflected in respondents.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this research is to identify whether there is a significant influence between five independent variables (Non academic aspect, academic aspect, design delivery, program issues, reputation access) toward one dependent variable (students choosing President University). the conclusion would be drawn as follow:

1. Based on T-test result, there is no a partial significant influence of non-academics aspect toward students choosing President University, which means in partial non academic aspect does not influence the students choosing President University.

2. Based on T-test result, there is no partial significant influence of academic aspect. Which means in partial academic aspect does not influence the students choosing President University.

3. Based on T-test result, there is no significant influence of Reputation toward students choosing President University. Which means in partial design delivery and assessment does not influence the students choosing President University.

4. Based on T-test result, there is a partial significant influence of program issue toward the students choosing President University. Which means in partial program issues does influence the students choosing President University.

5. Based on T-test result, there is no a partial significant influence of reputation and access toward students choosing President University, which means in partial reputation access does not influence the students choosing President University.

6. The test results of multiple linear regression model obtained F value are 6.436 with a significance probability of 0.000. Thus Ho is rejected and ha is accepted, it means that there are influence of non academic aspect (X1), academic aspect (X2), Design and delivery (X3), Program issues (X4) and Reputation and access (X5) on the students choosing President University (Y) simultaneously.

5.2 Recommendation

After conducting the research, the researcher has several recommendations that can be used as consideration regarding the students choosing President University.

For the University

1. Improve the registration procedure wherein students can feel that the information they get is timely and error-free by training staff members adequately regarding the system usage and information dissemination. Proper signage should be placed around the campus especially on place that are part of the registration process so students, especially the new ones, won't be wandering around the campus trying to find the appropriate office to do business with.

2. Faculty and university staff should be trained ethically and be given formation course more on sincerity and genuine concern for the welfare of the students. In depth seminars should be designed to imbue in the faculty and staff the genuine concern in solving and addressing student's concerns.

3. Offices should be properly staffed to provide quality service to student's population of the university in terms of their queries and university concerns. Students experiences in doing transactions with offices that are undermanned influences greatly their level of satisfaction.

4.To enable students to have spaces they should use for their academic and co-curricular needs study rooms that are well ventilated and well-constructed that should protect them not only from the heat of the sun but also from the sprays of water from the rain should be increased.

For the future researcher

It could do more research in this area to find our other main factor that influences students choosing President University.

1. Further research must be conducted to identify the most significant factors that can contribute to the successful implementation of service quality in President University. The findings can be used to obtain the ranking of each university.

2. Further research must be conducted to overcome the limitations of the study: the data were obtained from a particular group of people at one point of time, and there is the suggestion that the study results were affected by students' performance.

Hope can get more respondents as sample if it possible, because have a larger amount of respondents can prove the factors strongly, and many factors will influence the students choosing President University.

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APPENDIX A Questionnaire

Introduction

23 October, 2015

Dear Respondent,

I am working towards a Bachelor's degree in International business at President University of Business in Indonesia. As part of my graduation requirements, I am conducting a quantitative research for my thesis on the topic of the factors of student choosing President University (A case study of President University)The questionnaire should take about 10 minutes to complete. I greatly appreciate your contribution towards my research. Thank you so much.

Cikarang, 2015
Wang Bo

Direction: Please put (√) mark on the spaces provided to which answer applies to you.

Gender: Male ( ) Female ( )

Age: 16-18( )

19-20( )

21-23( )

24-26( )

Nationality：Chinese ( )

Vietnamese ( )

1= Strongly Disagree2= Disagree 3= Neutral/Neither Agree Nor Disagree

4= Agree 5=Strongly Agree

Questionnaire

Statement	1	2	3	4	5
A) Non-academic aspects ， Refers to aspects that relates to duties carried out by non-academic staff					
1. The student dormitory environment of campus is safety.					
2. The school freshmen recruitment propaganda or advertising is well done.					
3. You are satisfied with the school cafeteria foods' taste.					
4. The professional books in the school library are adequate.					
B)Academic aspects ， It includes positive attitudes, good communication skills, sufficient consultation ,regular feedback to students and outstanding abilities of the teaching staff which are related to the responsibilities of academic.					
5. Lectures have the knowledge to answer my relating to the course content					
6. Lectures deal with courteous manner.					
7. When I have a problem, lecture show a sincere in interest in solving it.					
8. Lectures show positive attitude toward students.					
C)Design delivery and assessment group sine course syllabus design, class timing teaching methodology and the procedure of evaluating and grading system of the students					
9. Curriculums designed by the university are up to date					
10. The proportion between theory and practice are appropriate					
11. The number of students enrollment in one class is small					
12. Small class size helps the class make more interactive					

D)program Issues，It's offering wide ranging and academic programs with flexible structures, providing counseling service					
13. The university runs excellent quality programs					
14. The university operates an excellent counseling service.					
15. The university offers program with flexible structure.					
16. The university operates a wide range of programs with specialization					
E)Reputation access, the professional image projected by university and the employment graduates ,access is an approach ability of contact both in non-academic and academic					
17. The academic program run by the university is reputable					
18. The university graduate are easily employable					
19. Academic staffs are never too busy to respond my request for assistance.					
20. The staffs ensure that they are easily contained.					
Student choosing President University, Student's short term attitude, derived from the evaluation of the received education service.					
21.I will recommend the university to other					
22.I am satisfaction with the quality the university					
23. Overall is satisfaction with academic teaching style.					
24.I satisfied in universities activities and program					

Appendix B Cronbach's alpha

Non academic aspect

Reliability test

Cronbach's Alpha	numbers
.737	4

The data is more than 0.6, is reliability.

Academic aspect

Reliability test

Cronbach's Alpha	numbers
.746	4

The data is more than 0.6, is reliability.

Design delivery

Reliability test

Cronbach's Alpha	numbers
.616	4

The data is more than 0.6, is reliability.

Program issues

Reliability test

Cronbach's Alpha	numbers
.647	4

The data is more than 0.6, is reliability.

Reputation access

Reliability test

Cronbach's Alpha	numbers
.667	45

The data is more than 0.6, is reliability.

Students satisfaction

Cronbach's Alpha	numbers
.830	4

The data is more than 0.6, is reliability.

Appendix C Response of questionnaire

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Appendix D

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.347	5	3.669	6.008	.000[b]
	Residual	51.303	84	.611		
	Total	69.650	89			

a. Dependent Variable: ST

b. Predictors: (Constant), RT, AT, NT, DT, PT

Coefficients[a] I

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.818	.606		1.349	.181
	NT	.064	.123	.058	.525	.601
	AT	-.008	.157	-.006	-.052	.958
	DT	.272	.153	.219	1.777	.079
	PT	.362	.172	.295	2.099	.039
	RT	.050	.125	.045	.402	.689

a. Dependent Variable: ST

Collinearity Diagnostics a

Model		eigenvalue	index	variance				
				(Constant)	NT	AT	DT	PT
1	1	5.879	1.000	.00	.00	.00	.00	.00
	2	.040	12.177	.02	.71	.03	.10	.00
	3	.034	13.243	.03	.13	.06	.00	.00
	4	.023	15.977	.27	.01	.05	.21	.23
	5	.014	20.388	.04	.13	.17	.64	.47
	6	.010	23.813	.63	.02	.69	.05	.30

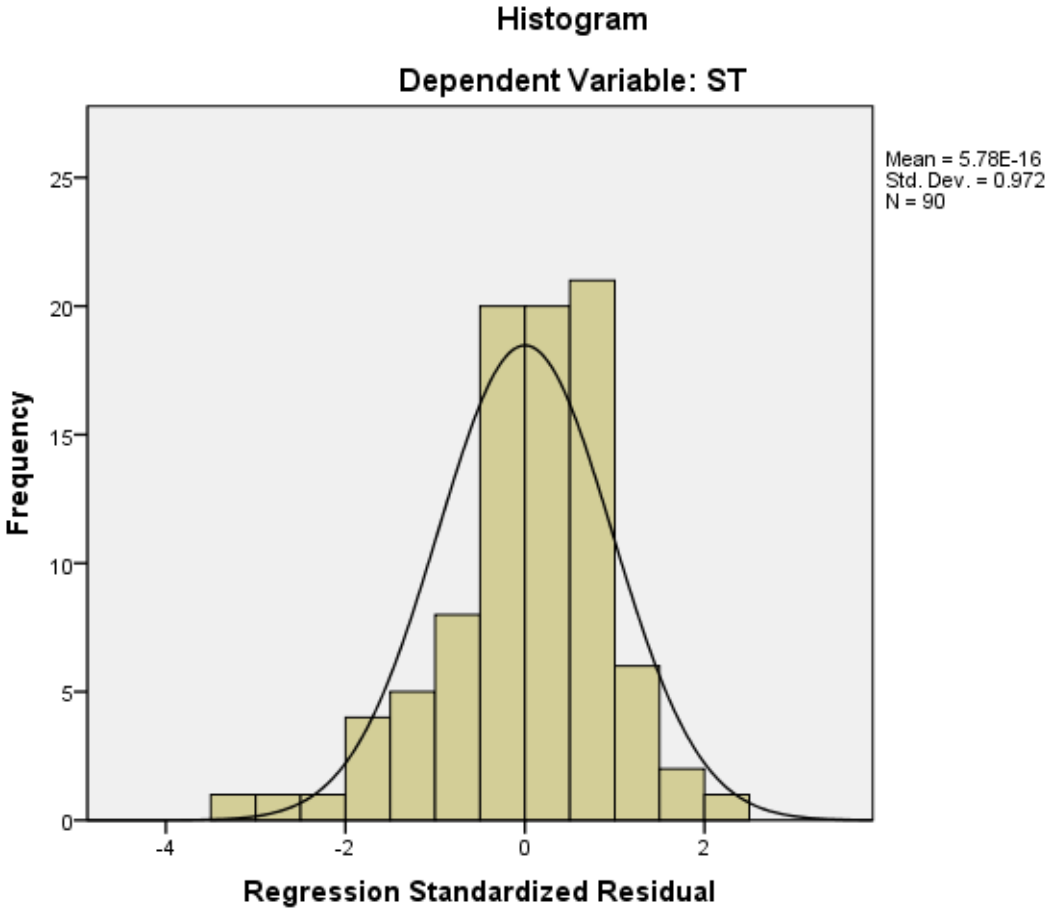
Residuals Statistics[a]

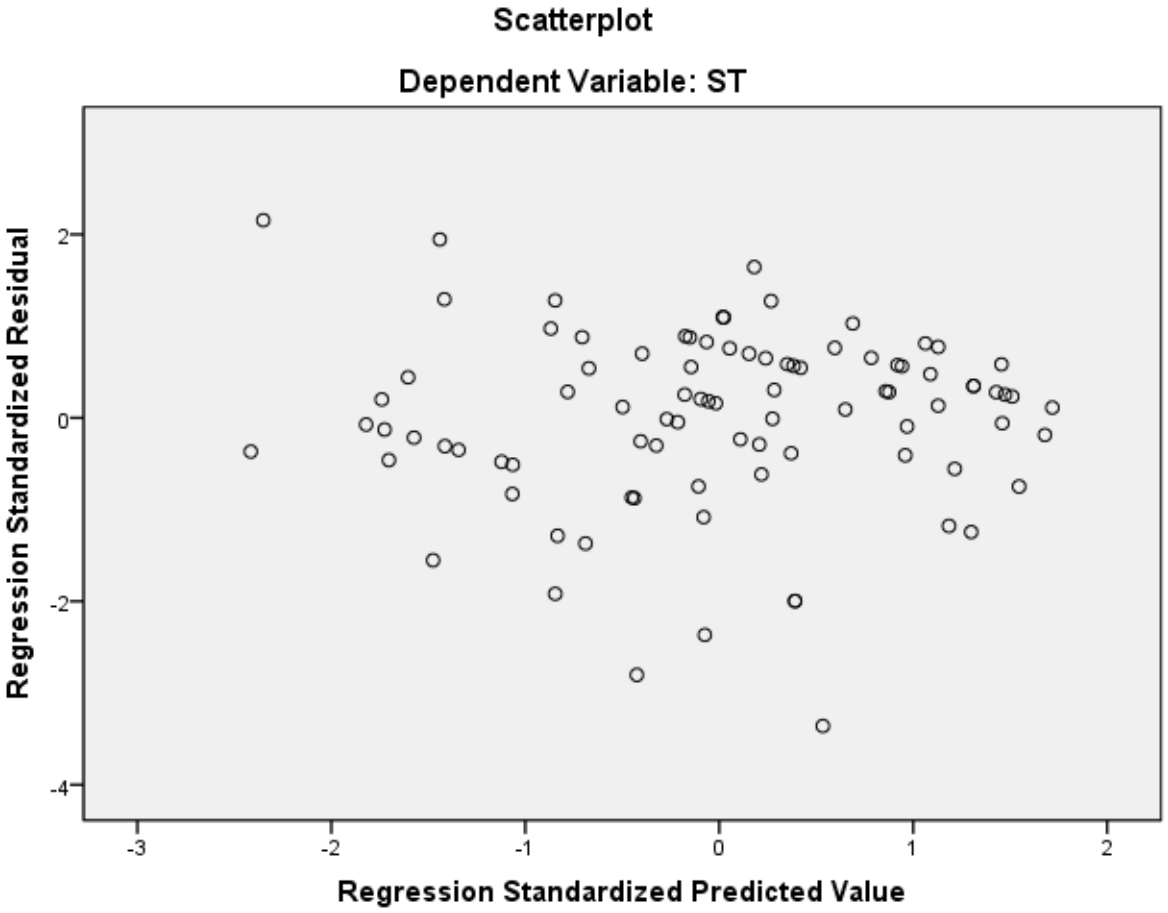
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.2868	4.1630	3.3833	.45403	90
Std. Predicted Value	-2.415	1.717	.000	1.000	90
Standard Error of Predicted Value	.091	.340	.195	.054	90
Adjusted Predicted Value	2.0438	4.1573	3.3913	.46366	90
Residual	-2.62583	1.68399	.00000	.75924	90
Std. Residual	-3.360	2.155	.000	.972	90
Stud. Residual	-3.518	2.322	-.005	1.021	90
Deleted Residual	-2.87799	1.95616	-.00801	.84057	90
Stud. Deleted Residual	-3.787	2.386	-.011	1.047	90
Mahal. Distance	.219	15.891	4.944	3.414	90

Cook's Distance	.000	.366	.019	.051	90
Centered Leverage Value	.002	.179	.056	.038	90

a. Dependent Variable: ST

Appendix E




Scatterplot
Dependent Variable: ST
Regression Standardized Residual
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0
-2
-4
-3
-2
-1
0
1
2
Regression Standardized Predicted Value