

# INSIGHTS INTO LITHUANIAN STUDENTS' CHOICE OF UNIVERSITY AND STUDY PROGRAM IN MANAGEMENT AND ECONOMICS\*

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*The purpose of this study is to determine factors influencing the choice of university and study program in management and economics for first-year students in public and private universities in Lithuania. The quantitative research method – Internet survey – was used to survey first-year management and economics students studying at Lithuanian universities. The survey questionnaire consists of questions relating to the factors of study program selection, university selection, and general questions on respondent and his/her demographic data. A total of 224 properly filled questionnaires were obtained, making the sample representative, with a 6.5 percent sample error and a 95 percent confidence level. The review of the scientific literature revealed that students behave as consumers when choosing a university and a study program. The empirical research revealed that when choosing a study program student's personal characteristics as well as study related factors, e.g. career possibilities, study prestige, etc., had the biggest influence. When choosing a university, university reputation and city the university is in were ranked highest. University and city infrastructure and social life were ranked lowest. Regarding the stakeholders having an impact on the decision, parents and current students were ranked highest. However, the influence in*

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*general was rated rather low which shows that respondents mostly rely on their own opinion. There are several limitations of the study. The questionnaire response rate could be higher. In addition, the majority of respondents represent one university which might have an impact on the final results. Therefore, future surveys could complement the results by proportionally distributing respondents to all the universities. The survey gives an insight to the universities offering study programs in management and economics. The survey reveals which factors admission and marketing departments should emphasize in order to attract students.*

## **1. INTRODUCTION**

Choosing a study program and a university is a difficult and very important decision that many young people must make each year. However, the choice they make is particularly relevant not only to them personally, but also to universities competing to attract prospective students to their institutions. Therefore, insights into the decision-making process, including the main factors influencing the choice of a university and a study program, are important to universities. More knowledge about these factors will help the university's admission and marketing departments. To the best of authors' knowledge, at the time of writing this paper there were no published studies that focused on universities in Lithuania (and very few on any other Eastern European country).

The aim of this paper is to determine the factors influencing the choice of university and study program in management and economics for first-year students in public and private universities in Lithuania.

In order to achieve this aim, the following objectives are determined:

- To make a theoretical model based on consumer choice so as to provide an academic analysis of university and study program choice factors.
- To conduct a quantitative empirical research based on a survey questionnaire of first-year management and economics students in public and private universities in Lithuania.
- To identify the university and study program choice factors and provide policy recommendations.

A consumer decision-making model was used in the research. A questionnaire with a ten-point Likert scale was chosen as a quantitative research method. Data were collected online. The sample consisted of 224 first-year management and economics students in Lithuanian universities. While analysing the factors that had an influence on the choice of study program and

university, the emphasis was put on the factors that were different for students in public and for those in private universities.

The remainder of the paper is organized as follows. Section 2 provides a literature review of the study program and university choice factors. Empirical research methodology, including a theoretical model and a quantitative research design, are described in section 3. Section 4 provides an analysis of the research findings. Concluding remarks are given in section 5.

## **2. LITERATURE REVIEW**

### **2.1. Study program and university choice factors**

The academic literature tends to focus on the university choice factors, rather than on factors relevant for a particular study program. It is noted that the analysis is usually carried out for a country, its region or, most frequently, for a particular university. Price et al. (2003), Veloutsou et al. (2004), Maringe (2006), Brown et al. (2009) focused on the United Kingdom. Petruzzellis and Romanazzi (2010), Joseph et al. (2005), Yamamoto (2006) and Joseph and Joseph (2000) analysed, respectively an Italian, an American, a Turkish and an Indonesian university. Keskinen, Tiuraniemi, and Liimola (2008) examined university selection of psychology students in Finland.

Price et al. (2003) analysed the influence of infrastructure when choosing a university. They conducted a survey of first-year students in the UK from nine universities in 2000 and from five universities in 2001. The authors did a quantitative research with a five-point Likert scale. They grouped 87 questions into 12 categories, e.g. university type, city reputation, accommodation, teaching infrastructure, university safety, transport, sports infrastructure. Price et al. (2003) found that, when choosing a university, two out of six most important factors were the academic ones: study program and university's teaching reputation. Other four factors related to infrastructure: computer classrooms, the quality of library infrastructure (books, academic journals, CDs, IT), "quiet learning zones" and "common learning zones" (for group work)., Study area/program, the reputation of the university/faculty/program or its league tables, and convenient location, university's proximity to home were the most common responses to open questions about factors influencing the choice of a university.

Veloutsou et al. (2004) focus on the need and importance of information when choosing a university. They surveyed 306 students in England, Scotland,

and Northern Ireland. The results revealed that respondents mostly needed information on the structure of the study program, university and faculty reputation, campus, and city nightlife. In addition, the authors analysed the types of necessary information. The respondents noted the following factors as the most important information related to career opportunities and business contacts: alumni employment statistics (how many find work in the first year after graduation), alumni average salary, companies that recruit faculty alumni, opportunity to make business contacts while studying, possibility of finding work during studies and holidays. With regard to university's infrastructure, IT and library basis were identified as being the most important. Respondents identified the structure of the study program, faculty and university reputation, study program as a learning experience and accommodation provided by the university as the most important information from all the data which potential students collect about a university.

Maringe (2006) analyzed study program and university by surveying students from schools that participated in the Southampton University Partnership Scheme. The highest importance was attached to the factors related to the job market: career and employment opportunities. Among the factors grouped into the 7P marketing mix, the most important ones were the elements of study programs (area, program structure) and price (tuition fees, payment flexibility, distance from home, transport and living costs, ability to combine work and studies). Brown et al. (2009) utilized the method of focus groups to analyse choice factors of a university in England. Their results showed that students viewed admission requirements (minimum grades, subject tests) as a proxy for reputation. The students also noted the importance of organizing quality open days, and enabling communication with the university as important.

Petruzzellis and Romanazzi (2010) focused on a case of a university in Italy. Their findings suggested two categories of factors which were important when choosing a university: factors related to the university and those related to the student. Joseph et al. (2005) analysed service quality in a university in South Eastern USA. The results implied that the most important factors for students were the study programs and courses, costs and scholarships, university campus, and reputation. Yamamoto (2006) found that the main university choice factors for students in Turkey were examination grades, family opinion and their personal wishes. Joseph and Joseph (2000) examined a case of Indonesia and identified information on the study program and career as the most important groups of factors.

Hagel and Shaw (2010) examined the importance of study mode (on campus versus online) for students when choosing a university. The authors focused on an Australian university. They found that, despite being represented as “digital natives”, undergraduate students still preferred a face-to-face study when opting for business courses.

It can be noted that academic literature often notes the importance of university and faculty reputation as important university choice factors. Bickerstaffe and Ridgers (2007) analysed one of the proxies for the reputation – *Which MBA?*, a business school ratings assigned by “the Economist Intelligence Unit”. The authors claimed that *Which MBA?* ranking methodology comprises four categories of factors, determined during regular surveys of MBA students. These four categories are: new career opportunities, personal development and education experience, higher salary and potential to network. A number of papers investigated the role of demographics in university choice: Ivy (2010) focused on the ethnic origin of Leicester (UK) college students, Mangan et al. (2010) examined the influence of social class in England, Taulke-Johnson (2010) investigated the impact of students' sexual orientation in the UK.

Bonnema and Van der Waldt (2008) examined the impact of stakeholders on students' decision when selecting a university in South Africa. Authors identified three categories: media sources (mainly advertisements), social sources (e.g. friends, teachers, parents, fellow students), and direct sources (provided by the universities). They found that students' preferred choice of sources as well as their information needs depended on their demographical characteristics, such as family income, age, race, and language.

Worthington and Higgs (2004) researched factors which determine the choice of an economics major. They surveyed students of one of the biggest universities in Australia. The results showed that the most important factors when choosing economics studies were as follows: student's personal characteristics, an interest in economics profession, economics subject not studied at school, and student's gender. The authors also noted that students who chose economics as a major were more open in their replies than the respondents from other business majors.

## **2.2. Marketing concepts in higher education research**

Hemsley-Brown and Oplatka (2006) analysed academic literature on the marketing of higher education. They noted that the marketing concepts were

increasingly being applied by universities. However, the authors highlighted the lack of theoretical models in the field. They identified two research categories: “problem identification” and “problem solving”.

The use of strategic marketing concepts in higher education research is increasing. Some recent examples of such applications include Moogan (2010) and Durkin, McKenna, and Cummins (2012). Moogan (2010) investigated the main marketing communication activities that influence students' choice of a university in Wales (UK). She found that a university prospectus and a university website were the two most important and useful sources of information. Durkin, McKenna, and Cummins (2012) provided a case study of the University of Ulster (Northern Ireland, UK) in order to examine the role of emotionally driven marketing to attract potential students. They gave a brief overview of the academic debate on “student-as-customer” concept. The case focused on a marketing campaign involving a likeable animated character and it was concluded that emotional marketing may help in influencing potential students' decisions.

Based on higher education marketing research categories identified by Hemsley-Brown and Oplatka (2006), this paper contributes to the “problem solving” literature, in terms of applying a “well-established marketing practice”, or more specifically, a theoretical model of consumer decision making process.

### **2.3. Consumer decision making process**

Some academics who analyzed university and study program choice factors noted a trend that the prospective students were making a choice as consumers, i.e. by using consumer decision-making process. Therefore, factors related to future career, such as career prospects, employment possibilities, companies that recruit university's alumni, are of high importance in making a choice. This trend then suggested analysing university and study program choice by using marketing models.

Joseph et al. (2005) explored how students perceived service quality. The authors employed customer perception model based on the importance-performance grid. Vertical axis measured the level of importance, while horizontal axis measured performance level. The factors were grouped into four categories: quadrant A (upper left) “concentrate here”, quadrant B (upper right) “keep up the good work”, quadrant C (lower left) “low priority”, and quadrant D (lower right) “possible overkill”. This method allowed analysing strategically

the concept of consumer service quality in deciding where the organisation should concentrate its attention and resources.

Maringe (2006) research results show that students utilize consumer decision making process. The author grouped university and study program choice factors into the 7P marketing mix: program, price, promotion, people, prospectus, prominence, and place. Brown et al. (2009) applied Kotler's five stages of the buying decision process: need recognition, information search, evaluation of alternatives, purchase decision, post-purchase behaviour. The results confirmed Maringe's (2006) findings that an increasing number of young people acted as consumers when choosing a university. Brown et al. (2009) recommended universities to use the service marketing model. Petruzzellis and Romanazzi (2010) also noted an increasing consumerism in choosing a university. University is perceived as a preparation for a career, therefore study program and tuition fee become important choice factors.

### 3. Methodology of the empirical research

The aim of the empirical research was to define factors influencing university and study program selection made by first-year management and economics students in Lithuanian public and private universities. Study program or university selection could be described by consumer decision making process. Therefore, the theoretical model of this empirical research was based on Brassington and Pettit (2006) – see Figure 1. Based on the literature review, a comprehensive list of factors, influencing university and study program selection, was made. The factors are presented below.

University selection factors are as follows (see detailed picture in Appendix I):

- Competence of the university lecturers;
- Teaching/ learning methods applied;
- Research conducted and applied;
- Possibility to participate in exchange programs;
- Reputation of the university (includes age of the university as well as its legal form, i.e. private or state);
- Career opportunities (includes possibility to combine work and studies, university assistance in job search, organizations that recruit university graduates);
- Opinion and advice of stakeholders: parents, friends, school teachers, university students;

- Social life at the university (events organized, possibility to participate in extracurricular activities) and in the city (city events, nightlife);
- Infrastructure of the university (facilities, libraries, classrooms, computer labs, dormitories, cafeterias), location of the university and the city, and the distance between the university and hometown;
- Costs of study (tuition fees and possibility to receive a scholarship) and other costs (e.g. living costs);
- Information sources: events (Open Doors, study fair, visits to schools, etc.) and other information sources (university website, leaflets, specialized magazines, articles in the press).

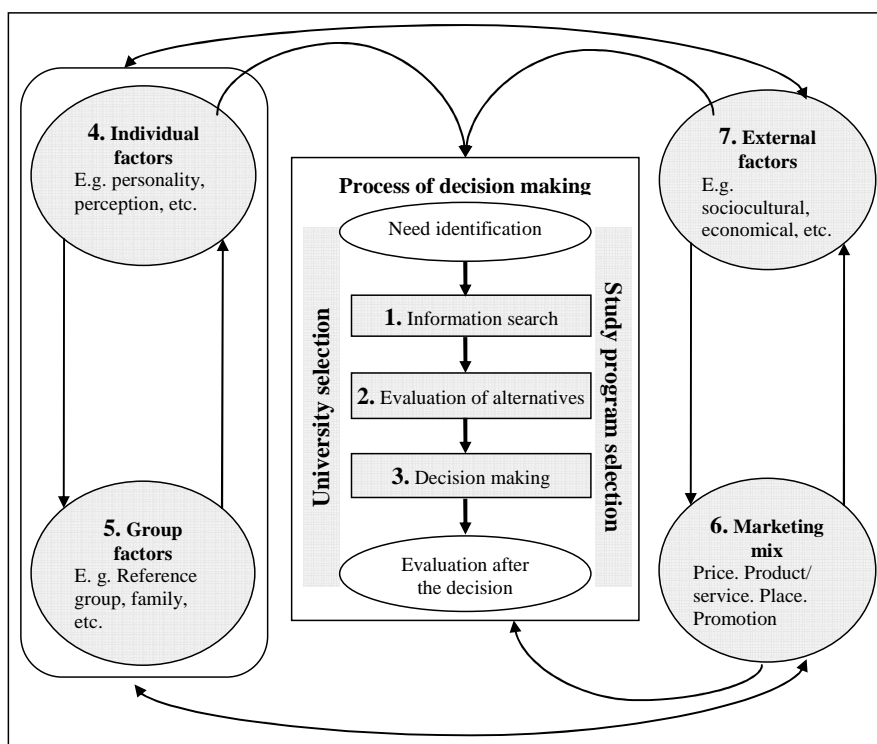


Figure 1. Theoretical model<sup>1</sup> (based on Brassington and Pettitt, 2006)

In addition, several factors influencing study program selection were identified (see detailed picture in Appendix I):

<sup>1</sup> Shaded parts are included in the empirical research.



- Students' personal characteristics of,
- Admission possibility (study allowance, exams needed, etc.)
- Other study program-related factors (subjects, prestige of the study program, career opportunities).

Consequently, the following research questions were raised:

- How do Lithuanian first-year management and economics students choose a university? Which factors have the biggest influence?
- How do Lithuanian first-year management and economics students choose a study program? Which factors have the biggest influence?
- Which stakeholders (parents, friends, school teachers, university students) influence the decision regarding the university and study program selection of Lithuanian first-year management and economics students?

A quantitative research method – Internet survey – was used in order to reach a population of 7,907 first-year management and economics students in Lithuanian public and private universities. The link to the questionnaire was distributed to the target group through representatives of student associations. Some additional calls were made to know if the link had been received and distributed. A total of 224 properly filled questionnaires were obtained making the sample representative with a 6.5 percent sample error and a 95 percent confidence. The sample was calculated according to Creative Research Systems (2007-2010) and MaCorr Research (2010) instruments.

The survey questionnaire consisted of 83 questions: 18 of them referred to the factors of study program selection, 53 referred to university selection factors, 6 were general questions about a respondent, and 6 provided demographic characteristics of respondents. The majority of questions were based on a ten-point Likert scale (where “1” means “completely disagree” and “10” means “completely agree”). The survey data was analyzed using SPSS 15.0 and Excel software.

## **4. RESEARCH FINDINGS**

### **4.1. Characteristics of the respondents**

The demographic data revealed that the majority of survey participants came from the ISM University of Management and Economics (34.38%) – see Figure 2 (abbreviations are explained in Appendix II).

Unfortunately, no respondents from the following universities participated even after several reminders: Mykolas Romeris University and the International Business School at Vilnius University. Admittedly, such a distribution of respondents reveals several limitations of the study. A higher questionnaire response rate would be preferred. Unfortunately, the authors did not have the opportunity of making a direct contact with all potential respondents. Student associations of both universities were contacted (both by e-mail and by phone) and kindly asked to forward the survey invitation to students. However, it is possible that not all potential respondents received the invitation. In addition, quite a large proportion of respondents represents one private university, which might have an impact on the final results.

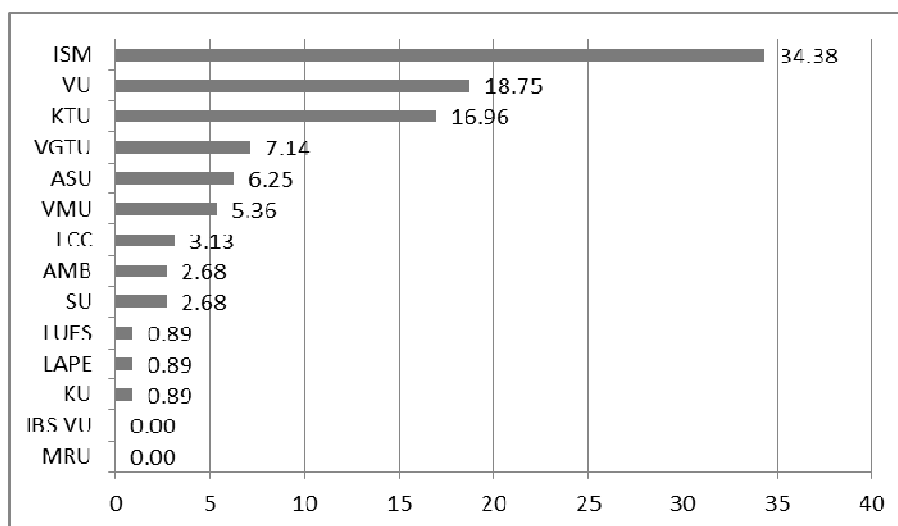


Figure 2. Distribution of respondents from particular universities (%)

A total of 58.37% of the respondents are studying economics, 38.46% management and 3.17% business administration, business management, international management, etc. The majority of respondents are studying at the universities in Kaunas (47.77%) and Vilnius (46.43%), the remaining 5.8% are studying in Siauliai, Klaipeda, and Panevezys. 68.3% of respondents are female. Before data analysis, the inner scale reliability was tested by checking Cronbach alpha. The test showed that the Cronbach alpha of all the scales was between 0.636 and 0.941 as it is required. The only the Cronbach alpha of the scale of geographical location is lower than 0.5 and was therefore removed from further analysis.

#### 4.2. Analysis of factors influencing study program selection

Figure 3 shows the evaluation of study choice factors. Applicant's individual characteristics have the biggest influence on the study program choice (7.43 out of 10). A possibility to be admitted and study-related factors were evaluated 5.3 and 5.58 out of 10 respectively. Possibility to be admitted was rated higher by female respondents (5.82) compared to male ones (4.37); rated higher by students studying economics (5.85) compared to the ones studying management (4.8).

When choosing a study program, career possibilities were evaluated the highest (8.21 out of 10) by first-year management and economics students at Lithuanian universities. The decision was also influenced by study prestige (6.52 out of 10) and subjects offered (6.82 out of 10).

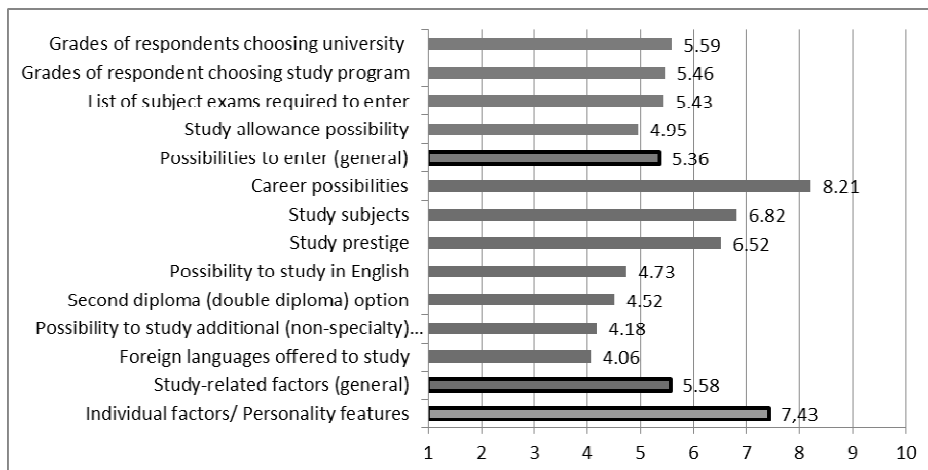


Figure 3. Study program selection factors

Possibility of getting a study allowance (4.95), possibility to study in English (4.73), double diploma option (4.52) and others were evaluated lower than 5 (out of 10), meaning they had little impact on the study program selection.

#### 4.3. Analysis of the factors influencing university selection

Figure 4 shows the importance of people who influenced a study program selection (in dark grey). It seems that the opinion of others was not particularly

important in making a decision. The average was only 3.13 out of 10, which is lower than the average of study program selection factors (4.82).

Responses show that the students tended to rely on their own opinion. Regarding the opinions of others, current students (4.25 out of 10) and parents (4.09) had the highest influence.

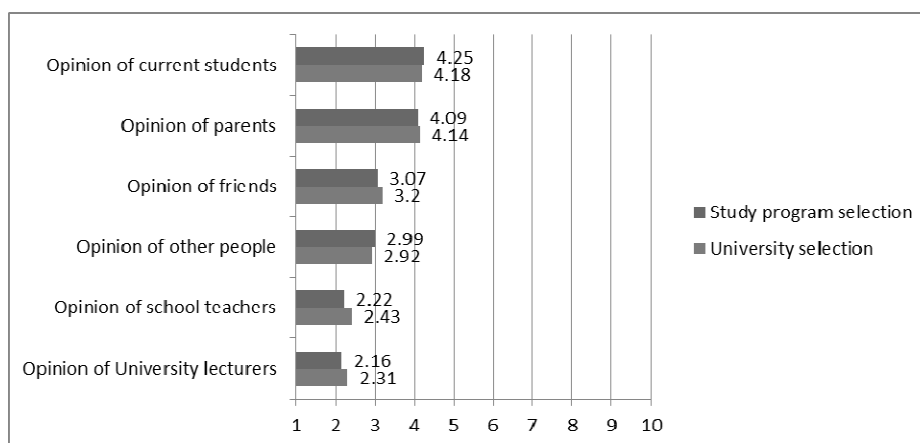


Figure 4. Influence of other people when selecting a study program and a university

Analyzing university selection, the respondents again mostly relied on their own opinion (Figure 4). The opinion of current students (4.18 out of 10) and that of parents (4.14) had slightly bigger influence in the decision-making process. Another group of factors influencing university selection was information sources (Figure 5.).

Internet sources such as university website (5.94 out of 10) and other information on the Internet (5.86) had a significant influence when selecting a university. The respondents also favored printed information: specialized magazines (e.g. "Kur studijuoti?" – "Where to Study?") – 6.05; university leaflets (5.4), and publications in press (4.86). Study fair and Open Doors were ranked 5<sup>th</sup> and 7<sup>th</sup> accordingly.

Comparing the differences in demographic characteristics, it was noticed that the significance of information sources in university selection was higher for women (5.23 on average) than men (4.01 on average).

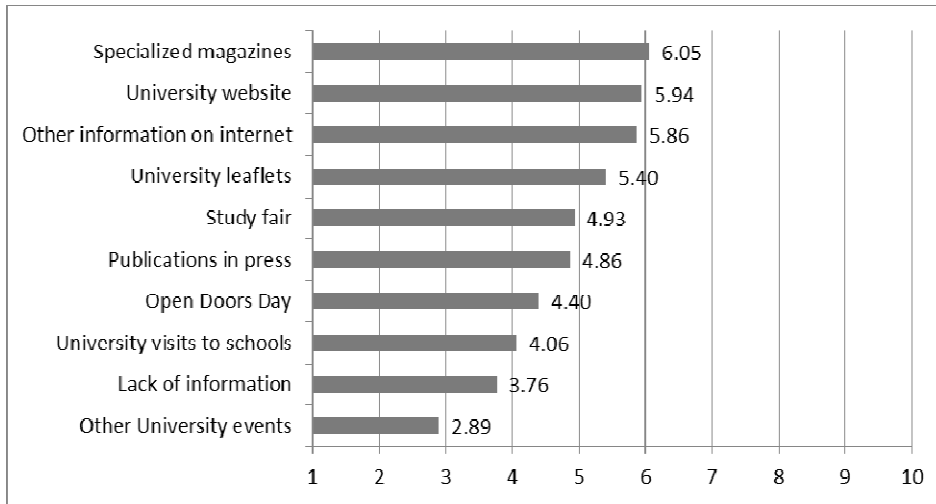


Figure 5. Significance of information sources in university selection

Students' responses to the question "When choosing a university I deliberately searched for information and/ or participated in the events" are presented in Figure 6 (on a scale where "1" is "totally disagree" and "10" is "totally agree").

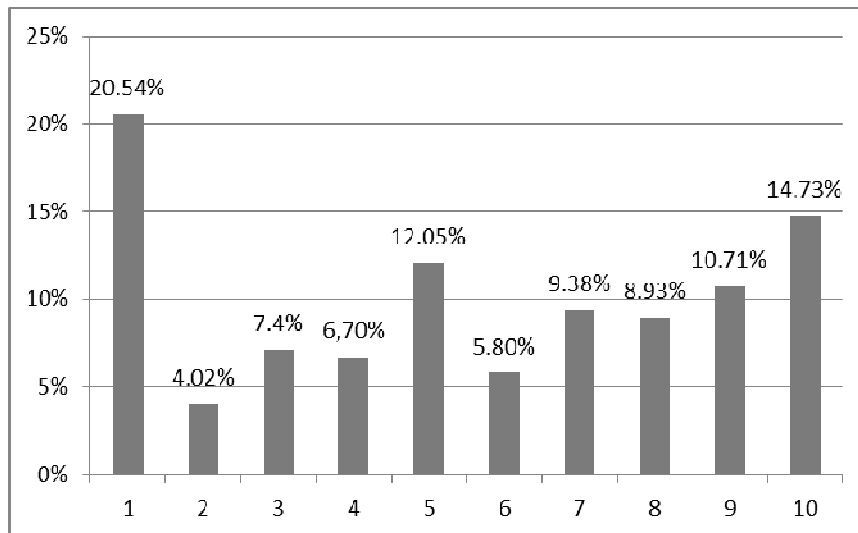


Figure 6. Deliberate search for information in university selection

The results imply that nearly one third of the respondents neither searched for information nor participated in any particular events (1-3 points out of 10). However, a similar proportion (slightly more than one third) actively used information sources (8-10 points). There is a positive but not a strong correlation between student participation in extracurricular activities and a deliberate search for information/ participation in the events: the correlation coefficient is 0.38.

Students' responses to the question "When choosing a university I made a decision quickly" are presented in Figure 7 (on a scale where "1" is "totally disagree" and "10" is "totally agree"). The speed of decision making was based on each respondent's perception.

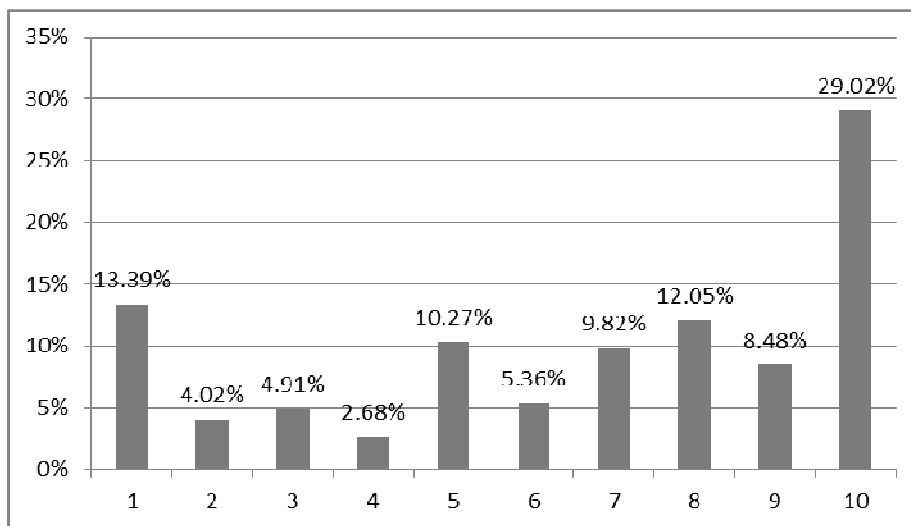


Figure 7. Speed of decision making while choosing a university

The previous figure shows that about a half of management and economics first-year students made the decision quickly (8-10 points out of 10). There is almost no relationship between lack of information and speed of decision making when choosing a university: the correlation coefficient is 0.05.

The respondents disagreed that they have chosen university where a degree was easy to be obtained. The average of responses is merely 2.2 out of 10. Figure 8 discloses an evaluation of a whole range of university selection factors.

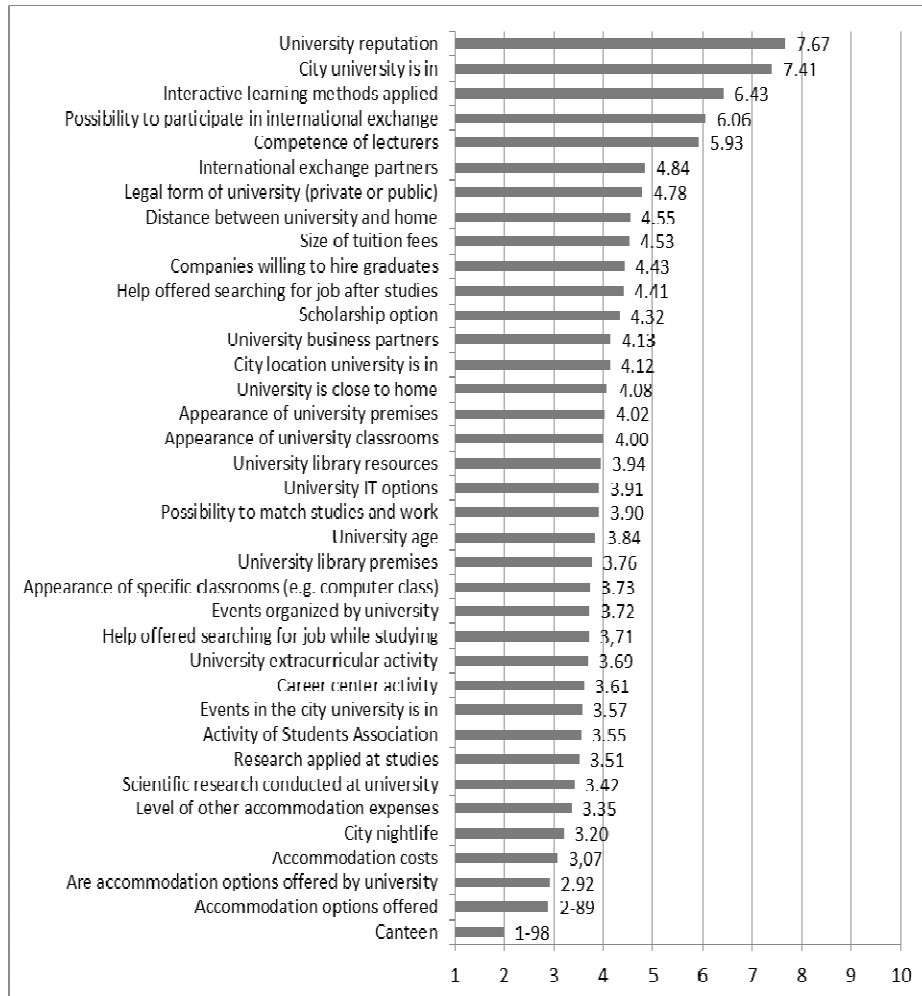


Figure 8. University selection factors

Note that the average of responses representing university selection factors is 4.2 (out of 10). Female students evaluated university selection factors higher (4.37) than male (3.8). University reputation and the city where the university is located were the most highly evaluated (7.67 and 7.41 out of 10 respectively). That fact is reinforced by information that 94.2% of respondents (first-year management and economics students) study in the two biggest Lithuanian cities – Vilnius and Kaunas. It is interesting to note that university selection of female respondents was influenced by university reputation more (5.7) than the male

ones (4.86). The respondents also stressed the importance of interactive teaching/ learning methods applied at the university (6.43) and the competence of the lecturers (5.93). However, research conducted and applied in the university was not highly evaluated (3.42 and 3.51 respectively).

International opportunities were also ranked as important: possibility to participate in international exchange programs (6.06) and a list of international exchange partners (4.84). The legal form of university (private or public) was evaluated at 4.78. The international opportunities were evaluated higher by female respondents (5.73), compared to male ones (4.85) and by students studying economics (5.79), compared to the ones studying management (4.89).

It is interesting to note that cost-related university selection factors were rated as not that important: tuition fees (4.53 out of 10), scholarship options (4.32), accommodation cost (3.07), and other accommodation expenses (3.35). Cost-related factors were more important for female (4.19) respondents than male ones (3.01) and for students of economics (4.32) than those of management (3.19).

Other university selection factors were rated around average or lower than average. The infrastructure: geographical location of the city and university, distance between university and home, university premises, classrooms, library, computer classrooms, dormitories and canteen were assessed at between 1.98 and 4.55. Finally, the infrastructure of university was once again more important for female (3.63) than male (3.11) students.

Career opportunities, including possibility to combine studies and work, assistance provided in job search were measured between 3.55 and 4.43. Not a lot of importance was attached to the social life of the university (3.69 – 3.72) and city (3.2 – 3.57).

## **5. CONCLUDING REMARKS**

Literature review revealed that students tend to behave as consumers while selecting a university and a study program. According to the literature sources analyzed, a theoretical model was created based on consumer behavior theory. The model consists of decision-making steps (information search, alternative evaluation, and decision making) together with influencing factors: individual factors, group factors, external factors and the marketing mix.



An empirical survey of first-year management and economics students studying in Lithuanian universities showed that their study selection was influenced by the following factors: student's personal characteristics, possibility to be admitted and other study-related factors, and information sources on study options. University selection is influenced by the competence of university lecturers, learning methods applied at the university, international exchange opportunities, academic research conducted and applied in the university, university's reputation, career opportunities, social life of the university and the city, infrastructure of the university and the city, tuition fees and accommodation costs as well as information sources about the university.

The empirical research revealed that when selecting a study program student's personal characteristics had the biggest influence as well as study-related factors: career possibilities, study prestige, etc. In university selection, university reputation and the city where the university is in were evaluated the highest. University and city infrastructure and social life received the lowest evaluations. Regarding stakeholders having impact on the decision, parents and current students were ranked highest. However, the influence in general was rated rather low implying that respondents mostly relied on their own opinion.

The empirical research also demonstrated that some university and study program selection factors (e.g. university reputation, international opportunities, cost-related factors, infrastructure) were evaluated higher by female respondents compared to male ones and by students studying economics compared to the ones studying management.

Several limitations of the study must be mentioned in terms of the sample composition. A higher questionnaire response rate would be preferred. The authors were not able to contact directly all potential respondents. Students Associations were therefore, recruited to forward the survey invitation to students. However, there is a chance that not all possible respondents received the invitation. Besides, quite a big number of respondents were from one private University which might have an impact on the final results. Therefore, future surveys could complement the results by having a proportional distribution of respondents from all the universities. In light of the above limitations, the results of the study should be viewed as providing insights into factors that determine the choice of Lithuanian students when they select a university and a study program in economics and management, and not as leading to definitive conclusions.

Despite these limitations, there are practical implications of our study for universities aiming to attract students to management and economics programs. Based on the survey findings, the following policy recommendations are made:

- To proactively provide information on career opportunities, study program structure, and study prestige;
- To regularly update university's website and monitor other online information on the university, and in addition to continue using printed materials, such as prospectus, information and advertisements in specialized magazines;
- To focus on university's reputation and to communicate it. To actively provide information on the learning process (e.g. innovative teaching methods, faculty competence, study exchange partners) and career opportunities (career services, business partners, companies that recruit university's alumni).
- Even though most students, according to the results, made the decision themselves, it is recommended to involve current students of the university who can influence the decisions of prospective students as thought leaders.

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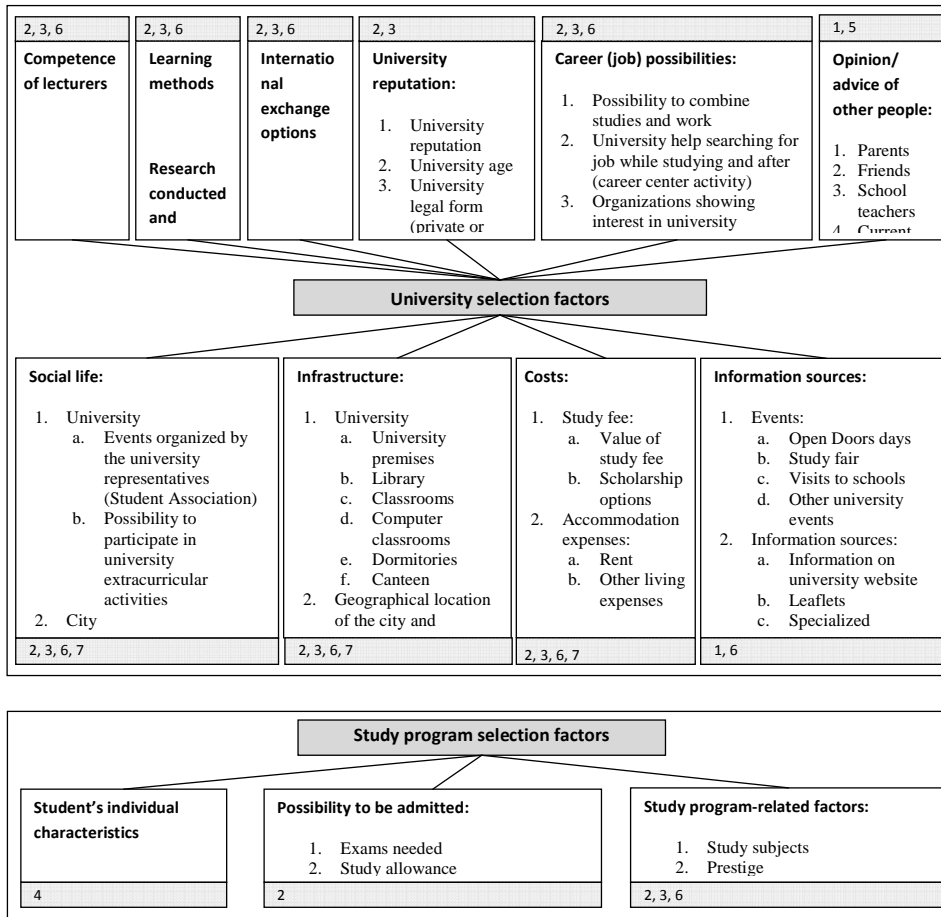
## **ANALIZA STUDENTSKOG IZBORA SVEUČILIŠTA I STUDIJSKOG PROGRAMA IZ PODRUČJA MENADŽMENTA I EKONOMIJE**

### **Sažetak**

Ovaj se rad koncentrira na utvrđivanje čimbenika, koji djeluju na izbor sveučilišta i studijskog programa iz područja menadžmenta i ekonomije, za studente prve godine javnih i privatnih sveučilišta u Litvi. Pritom je korištena kvantitativna istraživačka metoda – internetska anketa, da bi se prikupili podaci o studentima menadžmenta i ekonomije na litvanskim sveučilištima. Anketni se upitnik sastoji od pitanja koja se odnose na čimbenike izbora studijskog programa, sveučilišta te opća obilježja, odnosno demografska obilježja ispitanika/ispitanice. Ukupno je prikupljeno 224 ispravno ispunjena upitnika, a koji čine reprezentativan uzorak, s greškom uzorkovanja od 6,5% i 95%-tnom razinom poduzdanosti. Pregled znanstvene literature je pokazao da se studenti, prilikom izbora sveučilišta i studijskog programa, ponašaju kao potrošači. Empirijsko, pak, istraživanje pokazuje da, prilikom izbora studijskog programa, do najvećeg izražaja dolaze osobni čimbenici, kao i čimbenici povezani sa studijem (mogućnosti razvoja karijere, prestiž studija, itd.). Najviše rangirane čimbenike su predstavljali su reputacija sveučilišta i grad u kome je ono smješteno, dok su najniže rangirani bili infrastruktura grada i sveučilišta, kao i društveni (studentski) život. Dionici koji imaju najveći utjecaj na izbor sveučilišta su roditelji i trenutni studenti, ali je njihov utjecaj rangiran kao relativno nizak, što pokazuje da se ispitanici uglavnom oslanjaju na vlastitu prosudbu. Postoji i nekoliko ograničenja istraživanja. Prije svega, odziv na ispunjavanje upitnika je mogao biti i veći, dok većina ispitanika pohađa jedno sveučilište, što bi moglo djelovati na konačne rezultate. Iz tih bi razloga trebalo prikupiti dodatne podatke u budućim istraživanjima, i to proporcionalnom distribucijom ispitanika po svim sveučilištima. Rezultati govore na koje bi čimbenike sveučilišni odjeli za upis i marketing trebali staviti naglasak, ukoliko žele privući studente.

APPENDIX I.

UNIVERSITY AND STUDY PROGRAM SELECTION FACTORS<sup>2</sup>



<sup>2</sup> Numbers in shaded boxes show the relationship with the parts of the theoretical model in Figure 1.

## APPENDIX II.

### ABBREVIATIONS USED

| English abbreviation | Lithuanian abbreviation | Full name in English   |
|----------------------|-------------------------|--|
| AMB                  | VVAM                    | Academy of Management & Business   |
| ASU                  | ASU                     | Aleksandras Stulginskis University<br>(Lithuanian University of Agriculture at that time)      |
| IBS VU               | VU TVM                  | International Business School at Vilnius University  |
| ISM                  | ISM                     | ISM University of Management and Economics   |
| KTU                  | KTU                     | Kaunas University of Technology  |
| KU                   | KU                      | Klaipeda University  |
| LAPE                 | LKKA                    | Lithuanian Academy of Physical Education   |
| LCC                  | LCC                     | LCC International University   |
| LUES                 | LEU                     | Lithuanian University of Educational Sciences<br>(Vilnius Pedagogical University at that time) |
| MRU                  | MRU                     | Mykolas Romeris University   |
| SU                   | SU                      | Siauliai University  |
| VG TU                | VG TU                   | Vilnius Gediminas Technical University   |
| VMU                  | VDU                     | Vytautas Magnus University   |
| VU                   | VU                      | Vilnius University   |