



School Location and Students' Attraction to Polytechnics in the North-Central States of Nigeria

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Abstract

A nation's ability to advance socially and economically is greatly aided by polytechnic education. Every state has at least a Polytechnics or more located at rural or urban areas for the purpose of providing citizens with more possibilities to succeed and contributes to improving the functional and analytical capacity of the country. However, this study investigated the relationship between school location and students' attraction to polytechnics in the North Central States, Nigeria. The study used an ex-post facto research approach as its methodology. A short questionnaire called School Location and Student Attraction (SLSA) was the study's instrument. A sample of size of One Thousand and Eighty-Two (1082) was drawn from a total population of Forty Thousand, Seven Hundred and Seventy-Eight (40,778) students of business, environmental, engineering, Applied Arts and Science and others using Taro Yamane formula. Findings revealed that location of polytechnics have significant positive effect on students' attraction into polytechnics in the North Central states, Nigeria because of proliferation of polytechnics and private tertiary institutions and it was concluded that holding school location constant, a unit increase in admission would lead to a 0.139 ($p=0.000$) increase in the students' attraction into Polytechnics in the North Central States. Nevertheless, the study recommends that administrators of polytechnics should ensure that when advertising diploma or certificate programmes, effort should be made to explain explicitly places near the campus because students are more inclined to study in an environment that is convenient and accessible to them.

Key Words: School, Location, Students, Attraction, Polytechnics, North-Central

I. Introduction

Nigeria established polytechnics to prepare technologists, technicians, and managers for

positions in the nation's diverse economy and industries. These institutions provide programmes leading to certificates, national diplomas, and advanced national diplomas. With this in mind, it is hoped that polytechnic training will transform the economy and stimulate industrial growth. According to Awodun and Oyeniyi (2018), polytechnic institutes are either situated in one location or another. These regions are categorised as either rural (remote), where modern amenities such as leisure, easy transportation, a diverse population, and cosmopolitan culture are absent, or urban (city), where modern amenities such as leisure, viewing centres, easy transportation, a diverse population, and cosmopolitan culture are abundant. In contrast to rural schools where the population is small and most students know one other by name, interactions are intimate. Urban residents live autonomous lives devoid of a feeling of permanence and engage with others on an ad hoc basis. According to Boniface (2018), poverty and poor per capita income are pervasive among rural populations. While the bulk of city dwellers are public servants, merchants, and artisans, approximately 70% of the rural population is still engaged in subsistence agriculture. Nature has compelled man to establish and reside in either rural or urban regions. This educational consequence argues that access to contemporary educational facilities is difficult in isolated villages or regions, hence diminishing the student attraction incentive. Numerous research (Adebule and Aborisade, 2019; Adebayo, Daniel, and Oladipupo, 2020; Okorie and Ezech, 2021) have been conducted in an effort to comprehend why students enrol in specific polytechnics in response to the reported need for preferred location for polytechnic education. The majority of these initiatives have examined why students enroll in courses at their existing polytechnics. It has been established that there is a comprehensive understanding of student motivation in relation to their chosen curriculum and some personal services. However, in this study,



school location was compared to students' desire to enroll in polytechnics in Nigeria's North Central States.

1.2 Statement of the Problem

The principal source of the information acquisition and technological skill development that equips students to successfully compete in the global business is polytechnic institutions. However, because of the increased interconnectedness of national economies, each country now needs to produce graduates who can compete in the global economic arena. Regardless of where the polytechnics are located, sufficient funding is required to achieve this goal (Adebule and Aborisade, 2019). Even though earlier studies (Maria, Giuseppe and Debora, 2011; Carlo, 2011; Rahim, Osman and Ramayah, 2013; Shahid and Imran, 2012; Yun Ma, 2012; among others) have looked at the effect of location strategies on student attraction into schools, the majority of these studies have not taken into account the connection between the accessibility of personal services and students' attraction into Polytechnics in North Central Nigeria. The current study, which intends to investigate the relationship between polytechnic location and student attraction into polytechnics in Nigeria's North Central States, is built on this knowledge vacuum. This serves as both the gap and the impetus for the investigation.

1.3 Hypotheses

The foundation on which this study is built upon has been hypothetically stated below.

H₀: Location of Polytechnics has no significant effect on students' attraction to polytechnic education in the North Central States, Nigeria.

II. Review of Literature

The literatures supporting school location and students' attraction into polytechnics have been reviewed in the following sections.

2.1.1 Conceptual Review

The following sections discuss school location and students' attraction into polytechnics in the North Central States of Nigeria.

2.1.1.1 School Location

Location affects how well educational institutions succeed in terms of attracting students and helping them reach their objectives (Owoeye & Yara, 2017). Sifuna (2014) examined the impact of competitive strategies on public institution performance. The results showed that institution

location has a significant impact on higher education enrollment and performance. It was further established that the performance of the institution was impacted by the capacity utilisation of resources, the reduction of operations time and costs, efficiency and cost management, mass production and mass distribution as components of price leadership. According to the Torupere (2016) study, a public polytechnic's strategic location expands its market reach and improves student achievement.

Owoeye and Yara (2017) investigated the geographic location of schools and academic standing of higher education institutions in Ekiti State, Nigeria. Regression analysis and survey research design were used in the study. According to the survey, urban students do better academically than their rural counterparts, and urban higher education institutions are more appealing to students. The study also found that government should close the gap between rural and urban areas by giving rural residents access to social facilities that will improve pupils' academic performance. Asibeluo (2015) investigated how inequality between university and polytechnic education affected Nigeria's overall technical progress. To determine the degree of discrimination between Nigeria Polytechnics and Universities, secondary sources were consulted, and descriptive and content method analyses were performed in the study. According to the study, the government in Nigeria severely neglected and discriminated against polytechnic education when comparing financing to universities. The obstacles for sustainable development in Nigeria were evaluated by Offorma and Obiefuna (2013) in a similar manner. The study revealed that, despite Nigeria having a large number of universities, admission remains difficult. As a result, most young people pick polytechnic institutes as a backup plan in the event that they are denied admission to a university. These empirical results are in line with Okolocha and Baba's (2016) findings that the individual-related barriers to enrollment in Polytechnic and College of Education programmes include personal interest, entry requirements, age, public perceptions of Polytechnic and College of Education, and economic status.

In upmarket restaurants, Ryu and Han (2010) investigated the impact of the physical environment and location on disconfirmation, customer satisfaction, and customer loyalty for both first-time and repeat diners. According to the study, disconfirmation was significantly impacted by facility aesthetics, location, lighting, layout, and social aspects. Additionally, disconfirmation has an



immediate impact on customer loyalty and satisfaction. They also shown that client loyalty was positively impacted by customer satisfaction. Ryu and Han (2011) investigated how a restaurant's physical environment affected their dining experience. The analysis method included primary data and structural equation modelling. It was established that the appearance of the facility, lighting, design, and service personnel had a major impact on disconfirmation. The study also showed that consumer loyalty and contentment were directly impacted by disconfirmation, and that loyalty was positively influenced by customer satisfaction.

Physical environment, business location, and innovativeness on the relationship between hosting quality and satisfaction in hotel services in Malaysia are corroborated by another study by Ariffin and Aziz (2012). The study discovered statistical evidence to support the beneficial moderating effects of the physical environment, business location, and innovativeness as well as the favourable influence of hotel hosting quality on guest satisfaction. In 2015, Fabiyi and Uzoka performed research on bank patronage in Southern Nigeria in relation to the physical layout of the buildings. The study used primary data and Spearman's Rank Correlation Coefficient. The study found a strong and favourable relationship between client patronage and building architecture. Furthermore, it was shown that physical architecture has a big impact on customer loyalty, sales volume, profit margin, and more.

To research whether institution structure has a moderating effect on the relationship between location strategy and institution performance, Pimtong, Hanqin, and Hailin (2017) independently examined the impact of location strategy and institutional performance. Location adds value to any institution, whether it is a university or a polytechnic, according to the study. Murage (2016) has provided evidence to support this study's claim that the location of an institution affects its patronage, financial performance, and student intake.

2.1.1.2 School Location and Students Attraction

When students are admitted into polytechnics in Nigeria's North Central States, the school administration is responsible for giving the students the support they need to realise the educational goals that the country has set for itself. These services typically fall under the categories of academic and non-academic at the tertiary education level. While the non-academic services make up the school's programme for student personnel services,

the academic services make up the curricula. In this context, the term "student personnel services" refers to all non-academic services provided to students inside a school setting but outside of the formal classroom setting for the purpose of promoting healthy physical, emotional, social, and moral development as part of their preparation for a responsible and fruitful adult life. These services work in conjunction with the academic programme to give students a comprehensive and well-rounded education. While curriculum delivery and examination can help students develop their knowledge and skills, they can also work on forming responsible attitudes and morals by taking advantage of the student personnel services offered by their preferred polytechnic.

In his study, Hadjikyprianou (2007) discovered that the environment has a significant impact on students' decisions regarding polytechnic attendance and choice of polytechnic, and that the environment has a positive impact on drawing students to the polytechnics in their current location. Okebukola (2008) emphasised that when choosing educational institutions, students are becoming more analytical and critical, especially when considering location. According to Ogunnaike, Borishade, Adeniyi, and Odubela (2014), the availability and accessibility of the schools to their stakeholders had the biggest impact on drawing students to polytechnics. Location of tertiary institutions was cited by Jekayinfa (2013) as an environmental factor that might affect programme enrollment.

In a study of the higher education system in Malaysia, Baharun (2002) discovered that among other things, students chose their universities and polytechnics based on how easily they could get there. Location (or distribution or place) factor, according to Baharun (2002) and Okebukola (2008), serves as an appropriate guide for university and polytechnic administrators in creating a preferred image of their respective institutions. Marwan (2011) added that students' decisions are influenced by the city in which a school (in this case, a polytechnic) is located. To successfully complete the admissions process, it is essential to have a thorough understanding of the polytechnic selection factors that influence a student's decision to select one Polytechnic from a variety of options. According to empirical data, a student's academic success is frequently correlated with their gender and geographic location (Enache, 2014).

Okorie and Ezech (2016) conducted a study on the effects of location and gender on students' proficiency with chemical bonds. Their study used a survey research approach and discovered that the



attractiveness of students was influenced by higher institution location. Owoeye and Yara (2017) looked studied academic accomplishment at higher education institutions in Ekiti State, Nigeria, in relation to this finding. Regression analysis and survey research design were used in the study. According to the survey, urban students do better academically than their rural counterparts, and urban higher education institutions are more appealing to students. The study also found that government should close the gap between rural and urban areas by giving rural residents access to social facilities that will improve pupils' academic performance.

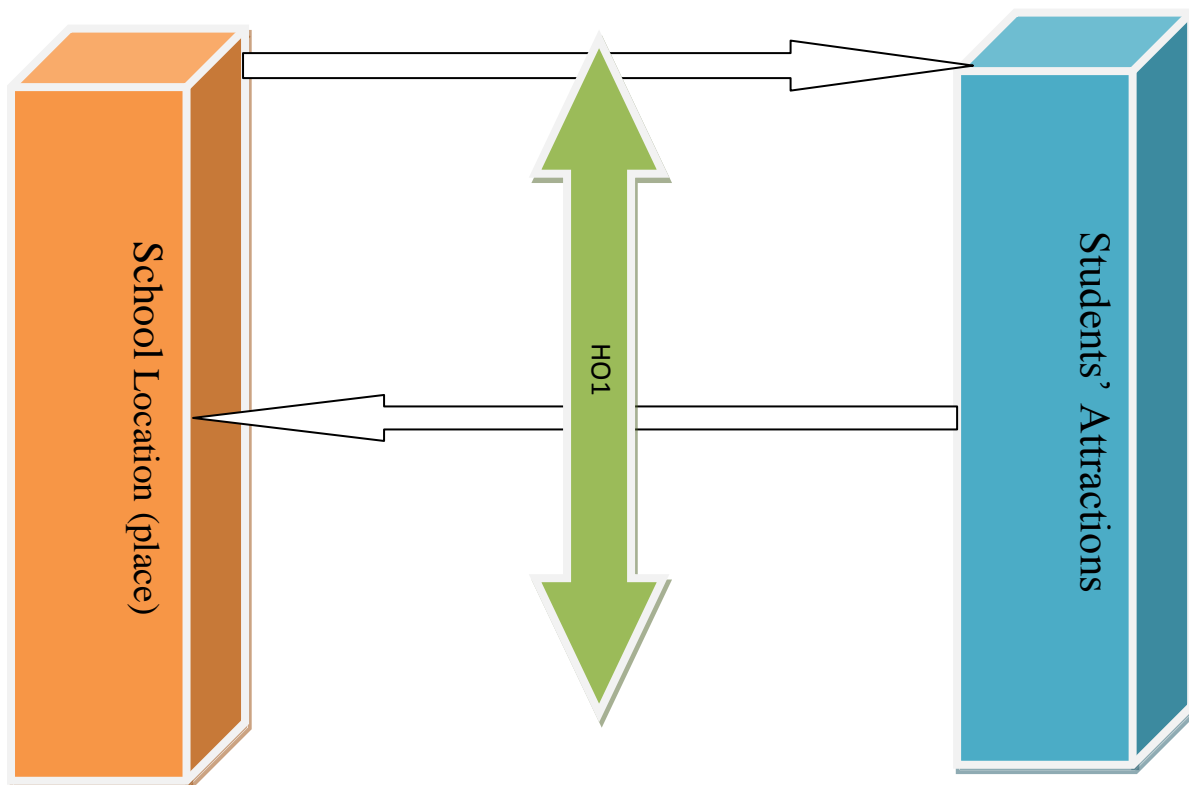
The obstacles for sustainable development in Nigeria were evaluated by Offorma and Obiefuna (2013) in a similar manner. Even though there are many universities in Nigeria, admittance remains difficult. As a result, most young people pick polytechnic institutes as a backup plan in the event that they are denied admission to a university. These empirical results are in line with Ebenehi and Bin- (2015) assertion that the individual-related barriers to enrollment in Polytechnic and College of Education programmes include personal interest, entry

requirements, age, public perceptions of Polytechnic and College of Education, and economic status.

In a related study, Ezeudu and Theresa (2013) looked at how the location of higher education institutions affected the attraction of students in Enugu State. They used the regression method of analysis and a survey research methodology for their investigation. The study showed that higher institution locations improved student attractiveness and that male students in both urban and rural schools performed noticeably better than female students in terms of academic achievement. The survey also showed that there was no appreciable difference between students' academic performance in urban and rural schools.

2.2 Coceptual Framework

The conceptual framework summarizes the study; school location and students' attraction into Polytechnics. School location as the independent variable. The dependent variable is students' attraction. The hypothesis is linked thus: School location and students' attraction into polytechnics.



Source: Researcher's Conceptualization, 2022



III. Methodology

This study used an ex-post facto research approach as its methodology. Ex post facto is Latin for "from what is done after the fact." It is a technique for determining potential causes of past events that cannot be controlled, engineered, or otherwise manipulated by the investigator. Ex-post facto research, as defined by Creswell (2018), is a systematic empirical investigation in which the scientist lacks direct control over the independent variables because those variables had already had an impact on the dependent variables prior to the research and are thus impossible to manipulate. All the polytechnic students in the North Central States, Nigeria participated in this study. According to data from the National Board for Technical Education (2016), there are twelve polytechnics in the North Central States of Nigeria with a total enrolment of forty thousand, Seven Hundred and Seventy-Eight (40,778) students out of which a sample size of One Thousand and Eighty-Two (1082) students represents the population. The sample frame is the

list of all the students in the entire polytechnics in North Central Nigeria. A short questionnaire called School Location and Student Attraction (SLSA) was the study's instrument. The researcher created the fifteen (15) items, including demographic data on SLSA questionnaire which aid in getting information about the study's variables that were descriptively and inferentially analysed in the following sections.

IV. Results and Discussions

4.1.1 Demographic Characteristics

This section consists of information that describes basic characteristics such as gender of the respondent, age of the respondent, marital status, level of education and schools in their respective polytechnics. The purpose of this was to establish the number of male and female students, their age and whether they are married, and courses studying at their polytechnics to know what attract them to the institutions.

Table 4.1: Demographic Characteristics of Respondents

Variables	Characteristics	Frequency	Percent
Gender	Male	742	57.7%
	Female	545	42.4%
Age	18-29 years	1167	90.7%
	30-39 years	96	7.5%
	40-49 years	21	1.6%
	50- years above	3	0.2%
Marital Status	Single	1156	89.8%
	Married	128	9.9%
	Separated	2	0.2%
	Widowed	1	0.1%
Course currently studying	Preliminary/Remedial	183	14.2%
	OND	545	42.3%
	HND	501	39.8%
	Post HND	58	4.5%
	Others	0	0.0%
School	Business	382	29.7%
	Environmental	204	15.9%
	Engineering	214	16.6%
	Applied Arts and Science	382	29.7%
	Others	105	8.2%

Source: Researcher's Field Results (2022)

From Table 4.1 above, it can be viewed that the majority (742 or 57.7%) of the respondents were males while 545 (42.4%) of the respondents were females. This implies that the Polytechnics in North Central Area, Nigeria is male (students') dominated. With regards to age, majority of

respondents sampled students (1167 or 90.7%) of the respondents were between the ages of 18-29 years followed by age groups of 30-39 years representing 7.5% whereas those within the ages of 40-49 years and those that are 50- years and above constitute 1.6% and 0.2% respectively. This is an



indication that majority of the students are concentrated in the 18-29 years. The result from Table 4.2 shows that the majority of students in this group are single (1156 respondents) who accounted for 89.8% of the total respondents, 128 students representing 9.9% of the total respondents are married and the rest are separated and widowed who accounted for 0.2% and 0.1% of the total respondents respectively. It was further noted that the majority (545 or 42.3%) of the respondents are on OND program, 501 (38.8%) respondents are pursuing HND in various courses, 183 (14.2%) respondents are doing primary/remedial program in various courses, while 58 (4.5%) respondents are pursuing post HND in various courses. This means that most of the surveyed students in Polytechnics in North Central Area, Nigeria are pursuing Post HND programs in various courses closely followed by those pursuing OND. As far as schools in which various programs resided was concerned, results in

Table 4.2 indicate that 382 (29.7%) respondents out of the total respondents are in Schools of Business and Applied Arts and Science each, while 204 (15.9%) and 214 (16.6%) respondents are in Schools of Environmental Science and Engineering respectively. This indicates that most schools are in Schools of Business and Applied Arts and Science each.

4.1.2 Restatement of Objective

4.1.2.1 To examine the effect of school location on students' attraction into Polytechnic education in the North Central States, Nigeria.

The objective of the study was to examine the effect of school location on students' attraction into polytechnics in the North Central States, Nigeria. The objective was assessed by the use of statements which were on the questionnaire where the respondents indicated their degree of agreement with the statements as it appeared in the table below.

Table 4.2.1: Descriptive Analysis of Student Responses on School Location

Location	EL	VL	ML	MH	VH	EH	Mean	SD
Location of the Polytechnic	122 9.5%	118 9.2%	327 25.4%	387 30.1%	194 15.1%	139 10.8%	3.64	1.390
The weather of the environment where the Polytechnic is located	81 6.3%	79 6.1%	188 14.6%	245 19.0%	251 19.5%	443 34.4%	4.43	1.533
Peaceful nature of the environment	66 5.1%	99 7.7%	176 13.7%	292 22.7%	295 22.9%	359 27.9%	4.34	1.461
Accessibility to other social amenities	164 12.7%	179 13.9%	322 25.0%	321 24.9%	195 15.2%	106 8.2%	3.41	1.443
Infrastructure and learning materials e.g. ICT	205 15.9%	196 15.2%	284 22.1%	261 20.3%	196 15.2%	145 11.3%	3.37	1.574
Average							3.84	1.480

Source: Researcher's Field Results (2022)

Note: SD = Standard Deviation, EL= Extremely Low, VL= Very Low, ML= Moderately Low, MH= Moderately High, VH= Very High, EL = Extremely High.

Interpretation

Table 4.2.1 provides detail descriptive analysis of student responses on location. By combining responses under moderately high, very high, and extremely high together, finding in Table 4.8 shows that 85.9% of the respondents indicated that Location of the Polytechnics are very good while 14.1% respondents refuted which means that on the average, the respondents affirm the statement (Mean = 3.64., Standard Deviation = 1.390). From

the results, those who indicated that the weather of the environment where the polytechnics are located are very good are 73% while 27% respondents declined which implies that on the average the respondents indicated that the weather of the environment where the polytechnics are located are moderately high (Mean = 4.43., Standard Deviation = 1.533).

Those who indicated that peaceful nature of the environment is very good are 73.5% while 26.5%



respondents declined which shows that on the average the respondents indicated that indicated that peaceful nature of the environment is very high (Mean = 4.34, Standard Deviation = 1.461). Those who indicated that accessibility to other social amenities are very high are 49.3% while 51.7% of the respondents declined which indicates that on the average the respondents indicated to the statement that accessibility to other social amenities in the polytechnics are moderately low (Mean = 3.41, Standard Deviation = 1.574).

In addition, those who indicated that infrastructure and learning materials e.g. ICT are

very high are 46.8% while 53.2% respondents decline with the statements, which shows that on the average the respondents agreed that infrastructure and learning materials e.g. ICT are moderately low (Mean = 3.37, Standard Deviation = 1.574). From Table 4.9 the aggregate mean score for location is 3.84 and standard deviation is 1.480. This implies that on average majority of the respondents agreed with the statements concerning location of the polytechnics. However, the answers were varied as shown by a standard deviation of 1.480.

Table 4.2.2: Descriptive Analysis of Responses on Students Attraction

Students Attraction	EL	VL	ML	MH	VH	EH	Mean	SD
Attraction by service delivery	180 14.0%	129 10.0%	350 27.2%	319 24.8%	195 15.2%	114 8.9%	3.44	1.457
School fees attraction	150 11.7%	172 13.4%	291 22.6%	344 26.7%	193 15.0%	137 10.6%	3.52	1.468
Polytechnics location is attractive	140 10.9%	149 11.6%	293 22.8%	355 27.6%	220 17.1%	130 10.1%	3.59	1.441
Attraction by promotional activities	128 9.9%	157 12.2%	337 26.2%	351 27.3%	213 16.6%	101 7.8%	3.52	1.376
Attraction by workers' relationship	122 9.5%	173 13.4%	302 23.5%	327 25.4%	268 20.8%	95 7.4%	3.57	1.394
Attraction by the physical evidence of the Polytechnic	114 8.9%	128 9.9%	302 23.5%	373 29.0%	250 19.4%	120 9.3%	3.68	1.377
Attraction by Polytechnics processes	103 8.0%	126 9.8%	287 22.3%	383 29.8%	273 21.2%	115 8.9%	3.73	1.354
Attraction by Polytechnics systems	121 9.4%	113 8.8%	254 19.7%	330 25.6%	282 21.9%	187 14.5%	3.85	1.475
Average							3.61	1.418

Source: Researcher's Field Results (2022)

Note: SD = Standard Deviation, EL= Extremely Low, VL= Very Low, ML= Moderately Low, MH= Moderately High, VH= Very High, EL = Extremely High.

Interpretation

Table 4.2.2 presents the descriptive analysis of responses on students' attraction. By combining responses under moderately high, very high, and extremely high together, 48.8% of the respondents agreed that attraction by service delivery is high while 51.2% disagreed. On the average the respondent agreed that attraction by service delivery in the Polytechnics is moderately low (Mean = 3.44, Standard Deviation = 1.457). A majority of 50.3% of the respondents indicated that

school fees attraction is high, while 49.7% of the respondents disagreed which implies that on the average the respondents agreed that school fees attraction is moderately high (Mean = 3.52, Standard Deviation = 1.468). Those who agreed that Polytechnics location is very highly attractive are 54.7% while 45.3% of the respondents disagreed which implies that on the average the respondents agreed that polytechnics location is moderately highly attractive (Mean = 3.59, Standard Deviation = 1.441).



Those who agreed that attraction by promotional activities are very high are 51.7% while 48.3% of the respondents disagreed, which implies that on the average the respondents agreed that attraction by promotional activities are moderately high (Mean = 3.52, Standard Deviation = 1.376). In the analysis, 53.6% of the respondents declared that attraction by workers' relationship are very high, while 46.4% of the respondents disagreed which implies that on the average the respondents agreed with the statement that attraction by workers' relationship are moderately high (Mean = 3.57, Standard Deviation = 1.394). Those who agreed that attraction by the physical evidence of the Polytechnics are very high are 57.7%, while 42.3% disagreed. On average, the respondents agreed that the respondents agreed that physical evidence of the polytechnics are moderately high (Mean = 3.68, Standard Deviation = 1.377).

Furthermore, in Table 4.4, those who agreed that attraction by polytechnics processes is very high are 59.9%, while 40.1% disagreed meaning that on average, the respondents agreed that the respondents agreed that attraction by polytechnics processes are moderately high (Mean = 3.73, Standard Deviation = 1.354). Finally, those who agreed that attraction by Polytechnics systems are very high are 56.2% which 44.8% disagreed, which implies that on average the respondents agreed that attraction by polytechnics processes are moderately high (Mean = 3.85, Standard Deviation = 1.475). The average mean of the responses was 3.61 which indicated that majority of the respondents agreed with the statement on the students' attraction to be moderately high. Additionally, the standard deviation of .944 indicated that the responses were not significantly varied.

Combining results in Table 4.1 and 4.2, location of the polytechnics has the same pattern of increase as students' attraction. The finding reveals that location of the polytechnics are moderately good. In addition, the finding reveals that weather of the environment where the polytechnics are located are very good, but peaceful nature of the environment is moderately good while accessibility to other social amenities in the polytechnics are moderately low. In addition to the finding, data findings show that service delivery, school fees, polytechnics location, promotional activities, workers' relationship, physical evidence of the polytechnic, Polytechnics processes, and polytechnics systems are moderately high and these marketing strategy elements have attracted students to the selected polytechnics. The result thus implies that location of polytechnics has an effect on students' attraction to polytechnic education in the North Central States, Nigeria.

4.1.2 Test of Hypothesis

4.1.2.1 Restatement of hypothesis

H₀₁: Location of Polytechnics has no significant positive effect on students' attraction to polytechnic education in the North Central States, Nigeria.

The hypothesis in this study was tested using linear regression analysis. The data for location of polytechnics and students' attraction were generated by adding scores of responses of all items for each of the variable. The table below present the summary of Linear Regression Results on the Effect of school location on students' attraction into Polytechnics in the North-Central, Nigeria.

Table 4.3 Summary of Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R	R square	F
		B	Std. Error	Beta					
1	(Constant)	14.939	.928		16.092	.000	.396	.156	238.240
	Location	.727	.047	.395	15.435	.000			

a. Dependent Variable: Students Attraction

Source: SPSS Output, 2022

Interpretation

Table 4.3 above illustrates the results of regression analysis on the effect of location on students' attraction into polytechnics in the North Central States, Nigeria. According to the result,

location has significant effect on students' attraction into polytechnics in North Central States of Nigeria ($\beta = 0.727$, $t = 15.435$, $p < 0.05$). The t value of 15.435 confirms that location significantly predicts students' attraction into polytechnics. The result



further shows that location and students' attraction into polytechnics are positively and significantly related ($R=0.396$, $p=0.050$). In addition, location accounts for 15.6% of the variations in students' attraction into Polytechnics ($R^2 = .156$, $p<0.05$), which is also significant while 84.4% remains unexplained by the regression model. This implies that there are other factors associated with students' attraction into polytechnics, which were not captured in the model. The established linear regression model is:

$$SAtt = 14.939 + .727Loc$$

(eq.)

Where:

SAtt = Students Attraction

Loc = Location

From the regression equation above, taking all factors constant at zero, students' attraction into polytechnics was 14.939. The regression coefficient of Location was 0.727, which indicates that for every unit change in location, there is a 0.727 change in students' attraction into polytechnics when all other factors are held constant. This implies that students' attraction into polytechnics in the North Central States, Nigeria changes significantly when location is accessible and peaceful. The level of confidence for the analysis was set at 95%. Therefore, the null hypothesis three (H_{03}) which states that location has no significant effect on students' attraction into polytechnics in North Central States of Nigeria is hereby rejected.

4.1.3 Discussion of Findings

This hypothesis examines the effect of location of polytechnic on students' attraction to polytechnic education in the North Central States, Nigeria. The regression model indicated that location has significant effect on students' attraction into polytechnics in the North Central States, Nigeria. This is also supported by majority of the respondents who agreed with most of the statements in the questionnaire. This finding agrees with that of Ebenehi and Bin-Baki (2015) who found out that location affects students' attraction. They further revealed that personal interest, entry qualification, age, public attitude toward polytechnic and college of education and economic status are the individual related challenges of enrollment in polytechnic. The study findings were in line with other researchers like Chang and Chang (2017) that institutions location can be said to be the conveying of crucial information about an organization's products and services to the end user. They further emphasized that business location significantly determined

attractiveness of customers. Lin and Wu (2016) added to this by linking customer satisfaction, attractiveness and loyalty to long-term customer retention due to the high level of awareness of business location. Al-Hersh, Aburoub and Saaty (2016) revealed that consumers get attracted through good business location. It is also said that in order to get satisfied customers, the firm must educate the consumer on their location and how to be satisfied by the product delivered by the organization. According to Mirchevska and Sekulovska (2016), the business location is a multifaceted and acts as a communication channel for advertising but can also act as a distribution and transactional channel making it easier for the consumers to access and purchase the product or service. In consonance with the foregoing, Ariffin and Aziz (2012), reported that there is a statistical support for the positive influence of polytechnics location quality on students' attraction as well as positive moderating effect of physical environment innovativeness.

The findings of this study are also in line with the descriptive statistics. In this study, 85.9% of the respondents agreed that Location of the polytechnics are moderately good. From the results, 73% of the respondents agreed the weather of the environment where the polytechnics are located are moderately good. 73.5% of the respondents agreed that peaceful nature of the environment is moderately low. Furthermore, 50.7% of the respondents indicated that accessibility to other social amenities are very low. In addition, 53.2% of the respondents infrastructure and learning materials e.g. ICT are moderately low.

The current finding is also similar to those of Mokhtar, and Wan-Ismael (2016) as they examined the importance of marketing mix in higher education institutions of polytechnics institutions combining polytechnic related institutions and few universities based on the fact that understanding factors and circumstances that create certain market environment conditions is a primary goal of any modern-oriented polytechnics institution that enables harmonizing the supply with current demands as well as defining appropriate marketing strategies. Based on the findings and its supporting literature, the study therefore rejects the null hypothesis (H_{01}) which states that location has no significant effect on students' attraction into Polytechnics in the North Central States, Nigeria.



V. Conclusion and Recommendations

From the analysis of data and subsequent testing of the research hypotheses the following findings are summarily arrived at:

5.1.1 Conclusion

This research was carried out to ascertain the effect of school location on students' attraction into polytechnics in the North Central States of Nigriann. The findings showed that marketing strategies is strong predictor of students' attraction. The findings revealed lacement of polytechnics have significant effect on students' attraction into polytechnics in the North Central states, Nigeria because of proliferation of polytechnics and private tertiary institutions. The finding showed that holdinglocation constant, a unit increase in admission would lead to a 0.139 ($p = .000$) increase in the students' attraction into Polytechnics in the North Central States.

5.1.2 Recommendations

Based on the foregoing finding which revealed that location of polytechnichas significant effect on students' attraction to polytechnic education in the North Central states, Nigeria, the authorities and administrators of polytechnics in the North Central states, Nigeria should ensure that when advertising diploma or certificate programmes to prospective students, effort should be made to explain explicitly to the students places near the campus because students are more inclined to study in an environment that is convenient and accessible to them.

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