




ANALYSIS OF FACTORS THAT DETERMINE STUDENTS' PREFERENCES IN CHOOSING AN EDUCATIONAL INSTITUTION

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ABSTRACT

At present, the Primorye Territory is most susceptible to migration outflow, as a result of which it loses school graduates, students, postgraduates and highly qualified specialists. The emigration loss of potential highly professional personnel of a particular territory is not always compensated by their return to this territory. This situation can be regarded as a certain threat to the stability of the territory (region), the possibility of its development. In this regard, in order to develop management solutions to curb "educational migration" and identify motivators for young people, it is necessary to determine the factors that influence the choice of educational institutions. Knowing the "starting points" on the way to choosing a higher education institution among applicants, you can determine the competitive forces of higher education institutions and strengthen them, which will allow you to keep young people from migrating from the Primorye.

Keywords: Educational migration. Primorye territory. Higher education institutions.

ANÁLISE DOS FATORES QUE DETERMINAM AS PREFERÊNCIAS DOS ALUNOS NA ESCOLHA DE UMA INSTITUIÇÃO DE ENSINO

ANÁLISIS DE FACTORES QUE DETERMINAN LAS PREFERENCIAS DE LOS ESTUDIANTES A LA HORA DE ELEGIR UNA INSTITUCIÓN EDUCATIVA

RESUMO

Atualmente, o Território de Primorye é o mais suscetível ao fluxo migratório, em consequência do qual perde graduados, alunos, pós-graduados e especialistas altamente qualificados. A perda de emigração de potencial pessoal altamente profissional de um determinado território nem sempre é compensada pelo seu regresso a este território. Esta situação pode ser considerada uma certa ameaça à estabilidade do território (região), à possibilidade do seu desenvolvimento. Neste sentido, para desenvolver soluções de gestão para travar a "migração educacional" e identificar motivadores para os jovens, é necessário determinar os fatores que influenciam a escolha das instituições de ensino. Conhecendo os "pontos de partida" para a escolha de uma instituição de educação superior entre os candidatos, é possível determinar as forças competitivas das instituições de ensino superior e fortalecê-las, o que lhe permitirá evitar que os jovens migrem do Primorye.

Palavras-chave: Migração educacional. Território de Primorye. Instituições de ensino superior.

RESUMEN

En la actualidad, el Territorio de Primorye es el más susceptible a la salida de la migración, como resultado de lo cual pierde graduados, estudiantes, posgrados y especialistas altamente calificados. La pérdida por emigración de personal potencial altamente profesional de un territorio en particular no siempre se compensa con su regreso a este territorio. Esta situación puede considerarse como una cierta amenaza para la estabilidad del territorio (región), la posibilidad de su desarrollo. En este sentido, para desarrollar soluciones de gestión para frenar la "migración educativa" e identificar motivadores para los jóvenes, es necesario determinar los factores que influyen en la elección de las instituciones educativas. Conociendo los "puntos de partida" en el camino para elegir una institución de educación superior entre los solicitantes, puede determinar las fuerzas competitivas de las instituciones de educación superior y fortalecerlas, lo que le permitirá evitar que los jóvenes migren de Primorye.

Palabras-clave: Migración educativa. Territorio de Primorye. Instituciones de educación superior.

INTRODUCTION

Higher education institutions face ever-increasing difficulties in attracting students. In conjunction with the advent of newly developed nations, with tertiary-level educational choices growing, the pool of institutions seen as viable options has expanded together with increased interest of students in international education, many institutions are facing greater competition for enrollees. Institutional enrolment management needs to understand more clearly the factors that influence student preference and tailor recruiting efforts and other organizations marketing procedures in order for universities to be effective in attracting students, to increase the likelihood of students choosing their university as the school of choice. The findings also support students as they need to consider all the related variables as they make educated choices for their post-secondary career. A broad range of studies across the international spectrum of nations has revealed a great deal about variables that affect the choice of universities for students. There are common factors that span national territory, and when evaluating individual countries, specific factors arise. There have been many gaps in the understanding of decisive factors, particularly about private or independent institutions and universities focused on international education.

Studies show that while there are some commonalities here and there, factors affecting the choices made by students to study at universities differ. These considerations are classified into two categories: institutional features and techniques for communication/marketing. Institutional considerations include prestige, location, programs for studying, educational facilities, tuition fees, opportunities for jobs, and accessibility of institutional bursaries. Marketing and communication techniques are several variables that affect student decisions at the universities to study in relation to ads, campus visits, institutional members attending high school and career fairs. In the face of constant changes in the economy, technological progress, science and other areas, the existing knowledge tends to quickly become outdated, and, unfortunately, the education system of many countries often cannot respond quickly to this. In this regard, the younger generation is forced to resort to the so-called "educational (training) migration" (to receive education outside their region/country).

The decision to move and change your place of residence is influenced by more and more factors. Everybody obviously has a personal attitude to the need to leave their place of residence or to decide to move to an administrative unit within their own country or abroad. Fear about what can be brought about tomorrow, being insecure about our future and the need for a better life all contribute to youth migration. Talking about the factors behind the migration of youth, we will make a distinction between young people: students and young people who leave in the context of international academic mobility programmes; young people who study and engage in full-length study programs abroad, and non-students migrating for reasons of employment. Previously, the concept of "educational migration" was usually considered only in the framework of research in such areas as "brain drain", but today this type of migration is rapidly developing, so this concept is quite common. Emigration can, to a large degree, be considered a brain drain in Russian society. Until recently, it was primarily the near-outbound countries that were involved. The "brain drain" problem was thought to have come up unexpectedly—first for the USSR and then for Russia. Emigration, however, has a history that started long ago. Emigration facilitates the exchange of ideas, knowledge and expertise and helps to incorporate a specific country into the international community (KVARTIUK ET AL., 2020).

In the 1990s, the fall of the Soviet Union and the resulting social and economic turmoil spawned a major brain drain in which Russian scientists fled the country en masse to look for work abroad. Russia's Ministry of Education and Science reports that between 1989 and 2002, more than 20,000 scientists moved abroad for good, with another 30,000 employed in foreign countries on temporary contracts. Other figures indicate that more than 100,000 scientists may have left Russia in the aftermath of the dissolution of the Soviet Union (IVAKHNYUK, 2009). Based on the data from the Russian State Statistics Committee, the research shows that the actual scale of intellectual migration is significantly smaller than is usually predicted, although, in certain regions and specific fields of basic sciences, including mathematics, physics, biology and chemistry, and a limited number of research centres, brain drain has actually acquired a threat of magnitude. At the same time, immense inequalities are apparent in terms of the willingness of professionals from various branches of science to find sufficient employment abroad. There have been exceptionally low levels of intellectual migration and involvement in international student exchanges in many academic sub-fields, including the humanities and social sciences, and most of the Russian regions. The consequence is the functional exclusion from the international academic framework of several branches of science and the majority of Russian regions.

Therefore the aim of Russian policy should not be to restrict intellectual migration but to capitalize on its positive aspects, such as the establishment of international long-term academic contacts and the development of Russian elite diasporas abroad, actively engaged in cooperation with the academic institutions of the RF. In order to promote the economic processes, Primorsky Krai, an area located in Far East Russia, has a deficit of skilled graduates. There is a disparity between the provision of individual workers to support local university economies and the capabilities to reach them. External migration of graduates, known as brain drain, is a disincentive to economic growth. Young people under 35 are around 78% of the migration wave. Along with the asymmetry of supply and demand due to technical education, the trend to reduce the systemic disparity in the labour market leads to university graduates. The area can, therefore, only partly fulfil the needs of higher degrees of workers in the economy. For regional universities, it is thus necessary, for a five- to seven-year span at least, to establish educational programs in keeping with the future economic sphere. A key regional university's strategic objective is to eliminate labour market imbalance and provide the economy with unique know-how and skills (ANDREEV ET AL., 2019).

Statistics inexorably continue to record population outflow from the Primorsky Krai (the Primorye Territory of the Russian Federation). Experts estimate that the demographic situation in the region will deteriorate in the coming years. According to the latest Primorskstat (territorial body of the Federal State Statistics Service for the Primorsky Krai) data, only about 1 million 816 thousand people will live in Primorsky Krai by 2031 (ANIKINA & ANIKIN, 2019; MOTRICH & MOLODKOVETS, 2019). Thus, the number of arrivals to the Primorsky Krai from other regions of Russia for January-December 2017 amounted to 20.7 thousand people, and 9.5 thousand people from other countries, while 25.7 thousand people went to other regions of Russia (by 1.5% more than in 2016), and 10.2 thousand people to other countries.

Recently, the ability of school leavers to form an educational trajectory has changed significantly due to the introduction of the Uniform State Exam (USE) (MALIK, 2019; YA, 2017; YUDKEVICH, 2014). Entry and equality are formally guaranteed under the Constitution, as mentioned above. A Uniform State Examination (USE), completed by completing the general secondary school, has been implemented in order to ensure fair access. Although higher education institutions (HEIs) historically were only inscribed on the basis of entrance exams, currently they are based on the USE results. In each HEI, the Usage score will be reached by general school drop-outs who opt for registration. Further selection processes may also be implemented by universities. The Ministry of Education and Science has approved the list of programs requiring further exams along with a list of subjects for such further exams.

The Uniform State Exam allowed expanding for them the choice of higher education institutions virtually throughout the entire educational space of the country, which significantly expanded the boundaries of educational migration, both for graduates of cities and for graduates of rural areas (KASHNITSKY ET AL., 2016; KHOLODNYI & VASILENKO, 2017). Schools tend to have a specific impact on the chances of a young person attending an elite university. The findings, however, indicate that the definition of a school influence on higher education participation is not clear, as schools tend to have varying levels of efficiency based on the gender of young people and the extent of their participation in higher education. These results are taken into account in the political sense of school performance and the expansion of access to higher education.

Significant choices that lay the basis for life and career success are the factors that influence university choices. As a result of changes in student demographics and the advancement of institutional admissions and marketing activities, the option process has changed dramatically over the past half-century. A study of university choice factors studies indicates that there are common elements across nations in which mass media, parental preference, peer influence, place, cost and host country characteristics are relevant, with the key factors being the learning climate, political environment, student concern, cost of education, facilities, and descending order location (BAHARUN ET AL., 2011). Students have been shown not to make this life-changing option in isolation.

Furthermore, the literature shows that variables can be divided into determinant dimensions of preference. External stakeholders also have an effect on choice and can be identified as economic, including employers and industries; society involving families, potential students and community organizations; and education including specific academic disciplines and other providers of education. The purpose of our research is to study the peculiarities of the choice of a higher education institution of pupils of 10-11th grades by the territorial characteristics of the education institutions.

The object of the study is 10-11th grade schoolchildren of schools from Vladivostok and Primorsky Krai. The subject of the study is the main reason why young people migrate outside the Primorsky Krai. Migrants arriving in Primorsky Krai are almost non-contributing to growing the intellectual or cultural measures of regional human

resources, as most vacancies are not subject to high skills. This is why the balance of cultural, intellectual and production capacity growth in the region is broken. There is no possibility that innovative capacity will grow which is mainly expressed in the population's age structure. The youth will aspire for very understandable reasons in the sense of opportunities for applying their talents to achieve their artistic goals, where a plural proposal is made regarding the selectivity of direction for talent growth.

The method of data collection is a survey. The research instrument is a questionnaire. The method of communication with the audience is personal contact. The method of interrogation was used for the study of migration of student-age and school leaver population; it is a psychological verbal and communicative method using the specially designed list of questions as a means for collecting information from respondents.

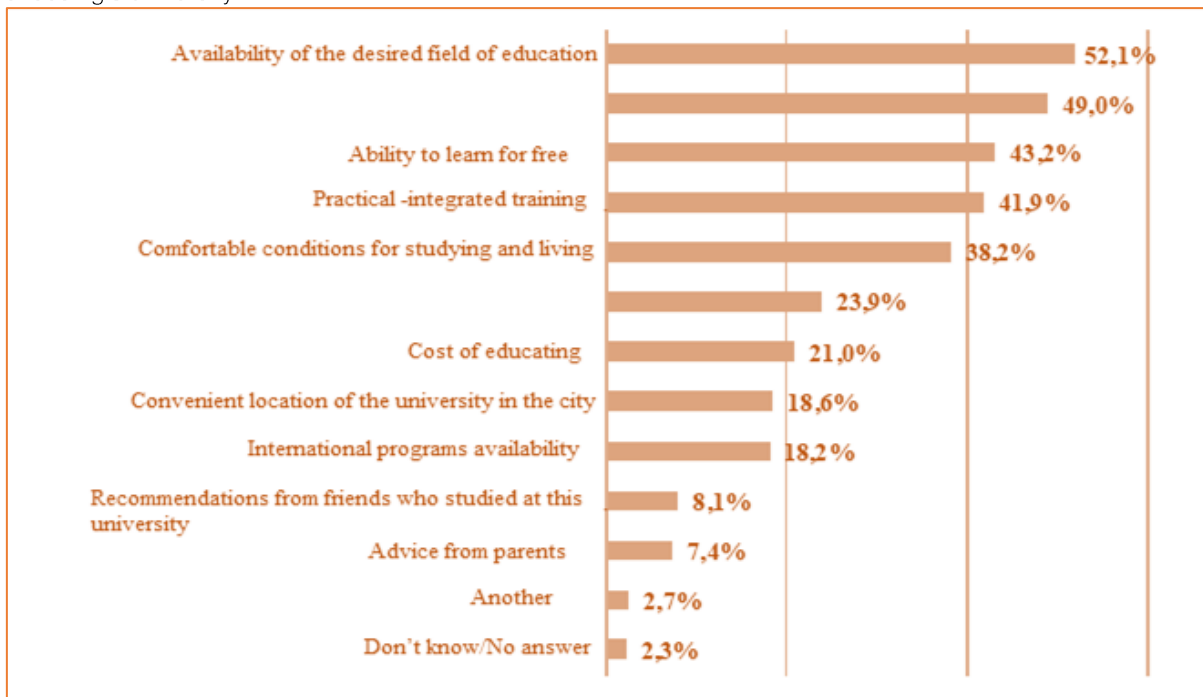
MATERIALS AND METHODS

As it is shown in the diagram in Figure 1, 52.1% of future applicants consider the availability of the desired field of education and the prestige of the educational institution (49%) as the most important factor in their choice. The third and fourth places are occupied by the following factors: the opportunity to study for free (43.2%) and practice-integrated training (41.9%).

The analysis of answers to the third question also revealed the next priority, which turned out to be quite important for 38.2% of entrants: "comfortable conditions for living and studying". Next, come: a busy student life (the opportunity to play sports, the club of humour, etc.) - is important for 23.9% of respondents; convenient location of the university in the city was noted by 18.6% of high school students, and the availability of international programs was noted by 18.2% of them (BOLOTOV ET AL., 2019; KUTUEV ET AL., 2016; PUZANKOVA ET AL., 2014; VAGANOVA ET AL., 2019).

Such an indicator as the cost of education was not in the first place and gained 21%. This value, once again convinces us that applicants are ready to pay for a prestigious education. It should be noted the influence of the territory of residence on answers of respondents when choosing the most important factors influencing the choice of a higher education institution by senior pupils (Table 1).

Figure 1. Results of respondents' answers to the question "What do you think the most important thing when choosing a university?"



Source: Search data.

As Table 1 and Figure 2 show, the responses of students from Primorsky Krai and Vladivostok differ.

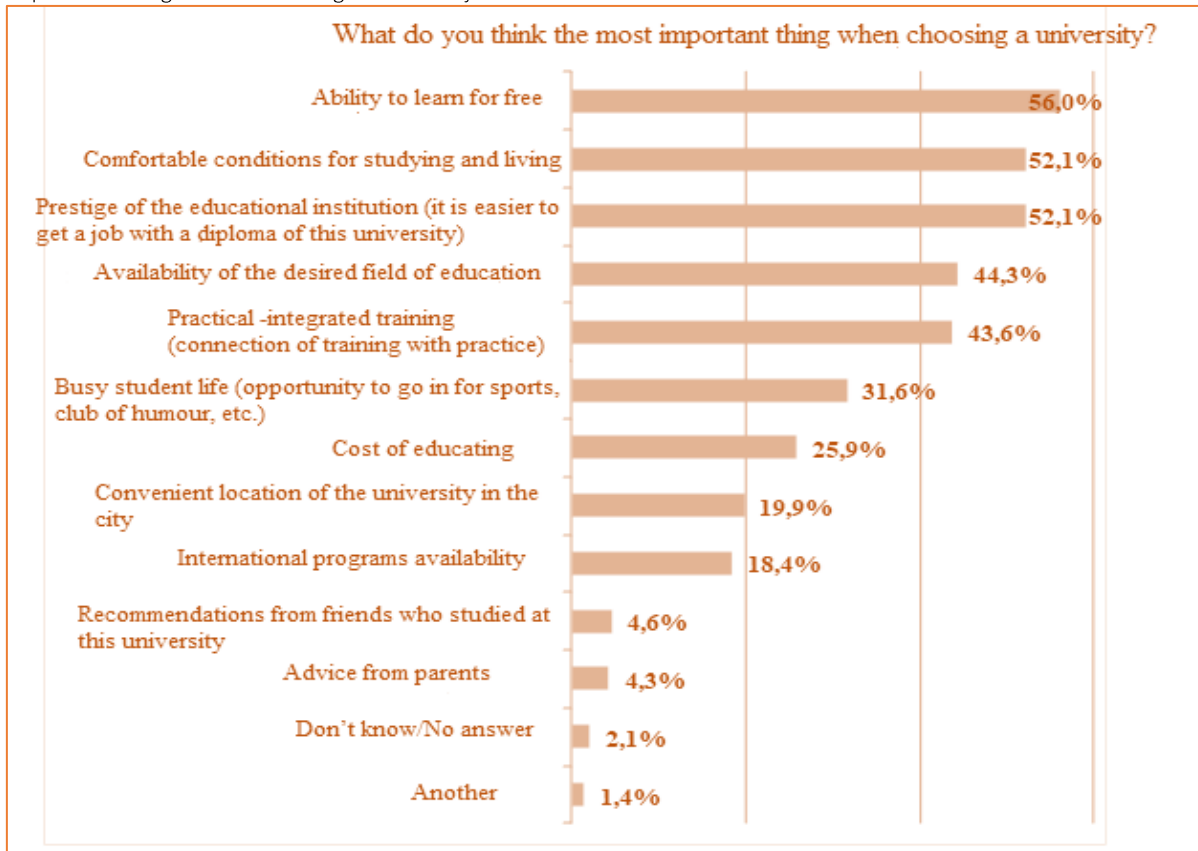
Table 1. Statistical information on respondents' answers to the third question

List of answers	Number of answers, % from the number of people		
	Vladivostok	Primorsky Krai	All respondents
Don't know/No answer	2.4	2.1	2.3
Another	2.9	1.4	2.7
Advice from parents	8.0	4,3	7.4
Recommendations from friends who studied at this university	8.7	4.6	8.1
International programs availability	18.1	18.4	18.2
The convenient location of the university in the city	18.2	19.9	18.6
Cost of educating	19.7	25.9	21.0
Busy student life (opportunity to go in for sports, the club of humour, etc.)	22.2	31.6	23.9
Comfortable conditions for studying and living	35.2	52.1	38.2
Practical-integrated training (connecting training with practice, assisting by the university in finding a job)	41.3	43.6	41.9
Ability to learn for free	40.4	56.0	43.2
The prestige of an educational institution	47.9	52.1	49.0
Availability of the desired field of education	53.6	44.3	52.1

Source: Search data.

For example, such a factor as "comfortable conditions for studying and living" is in second place for high school students from Primorsky Krai (52.1%) and it is only in fifth place (35.2%) for children from Vladivostok. For high school students from Primorsky Krai, the "opportunity to study for free" factor is in the first place (56%), and for students from Vladivostok it is in fourth place (40.4%). The "prestige of an educational institution" is in third place (52.1%) for children from Primorsky Krai, and the same factor for senior students from Vladivostok is in second place (47.9%).

Figure 2. Results of answers of respondents from Primorsky Krai to question 3 "What do you think the most important thing when choosing a university?"



Source: Search data.

A study of the influence of high school students' academic performance on their choice of a university showed that all three groups consider the following criteria to be the most important (ALI ABDI, 2014; ALÍ ABDI ET AL., 2013; MCNEAL JR, 2014):

- Prestige of the educational institution (it is easier to get a job with a diploma of this university; the presence of famous graduates, etc.);
- Availability of the desired training direction;
- Opportunity to study for free;
- Practical-integrated training (connection of training with practice, the assistance of the university in employment);
- Comfortable conditions for studying and living (ALDIERI et al., 2020; ENDOVITSKY et al., 2020).

But as the data of Table 2 show, the main factor of choice of a higher education institution by "A level students" is the prestige of the educational institution (18% of the chosen answers); for "B-" and "C-level students" the most important at the choice of a higher education institution is the "availability of the desired field of education".

Table 2. Reasons for choosing a higher education institution by high school students depending on their academic performance

List of answers	Number of answers from their total number, %		
	A level	B level	C level
The prestige of the educational institution (it is easier to get a job with a diploma from this university, the availability of famous graduates, etc.).	18.0%	14.9%	13.7%
Availability of the desired field of education	14.8%	15.8%	17.2%
Ability to learn for free	13.1%	13.3%	13.3%
Practical-integrated training (connecting training with practice, assisting by the university in finding a job)	12.5%	13.1%	12.5%
Comfortable conditions for studying and living	12.2%	11.6%	12.0%
Busy student life (opportunity to go in for sports, the club of humour, etc.)	7.7%	7.6%	6.5%
International programs availability	7.2%	6.0%	3.3%
Cost of educating	4.8%	6.6%	7.2%
The convenient location of the university in the city	4.2%	5.7%	6.7%
Recommendations from friends who studied at this university	2.3%	2.3%	3.0%
Advice from parents	2.2%	2.1%	2.8%
Another	0.8%	0.4%	1.6%
Don't know/No answer	0.2%	0.6%	0.4%

Source: Search data.

Below are the results for conjugation of answers to the question "If you plan to study at a university, then specify in which educational institution you would like to study most" and the question "What do you think the most important when choosing a university?" An analysis of the data showed the following:

- High school students, who chose FEFU for their further study, consider the availability of the desired field of education to be the determining factor in choosing a university (57% of respondents who chose FEFU);
- The prestige of the educational institution (54%) and the opportunity to study for free (a large number of state-financed openings) (47%) (DEVETYAROVA ET AL., 2020);

- Schoolchildren, who chose VSUES, give priority to the availability of the desired field of education (54%), the opportunity to study for free (49%), the prestige of the educational institution (48%) and practice-integrated training (44%) (MALAKHOVA & CHERNYAVSKAYA, 2019; SLESARCHUK & TERSKAYA, 2019; YARUSOVA ET AL., 2019);
- [REDACTED] t factor is the availability of the desired field of education (16%);
- The high school students, who chose the Vladivostok Branch of the Russian Customs Academy (VB RCA), made their main accents on the prestige of the educational institution (55%), availability of the desired field of education and possibility to study for free (49%);
- Dalrybvtuz is chosen because of the availability of the desired field of education (63%) and the opportunity to study for free (54%);
- The decisive factor in choosing DVGAI (Far Eastern State Academy of Arts) is the availability of the desired field of education (58%) (BATAEV & BATAEVA, 2018; ZEMTSOV & SUZDALEVA, 2019).

Table 3. Table of the conjugation of answers to the question "If you are planning to study at a higher educational establishment, specify in which educational establishment you would like to study the most" and the question "What do you consider the most important when choosing a higher educational establishment?"

1	institution you would like to study at the most.					
	Moscow or St. Petersburg		Outside the Primorsky Krai		Abroad	
	2	3	4	5	6	7
Prestige of an educational institution	62%	349	49%	111	56%	89
Availability of the desired field of education	52%	296	62%	140	52%	83
Practical-integrated training (connecting training with practice, assisting by the university in finding a job)	50%	285	51%	114	53%	85
Ability to learn for free	47%	267	60%	134	46%	73
Comfortable conditions for studying and living	42%	237	48%	109	49%	78
Busy student life (opportunity to go in for sports, the club of humour, etc.)	27%	150	33%	74	33%	52
International programs availability	27%	154	22%	50	49%	79
Cost of educating	22%	123	19%	43	23%	37
Convenient location of the university in the city	15%	84	16%	37	15%	24
Recommendations from friends who studied at this university	8%	45	7%	15	5%	8
Advice from parents	7%	42	8%	19	6%	10
Don't know/No answer	1%	8	1%	3	0%	0
Another	2%	13	3%	6	4%	6
The total number of answers:		2053		855		624
The university was chosen by people, in total:		565		225		160

Source: Search data.

RESULTS AND DISCUSSION

It is necessary to choose the right university for higher education. In selecting the right university to study, there are some variables that play an important role. Before selecting their colleges, students want to determine certain factors. The most frequently assessed considerations are prestige, tuition fees, placement, permanent

- Prestige of the educational institution;
- Practice-integrated training (connection of training with practice, the assistance of the university in employment);
- Availability of the desired field of education;
- Comfortable conditions for study and accommodation;
- Availability of international programs (ALDIERI et al., 2020; GABDRAKHMANTOV et al., 2019; GURBAN & SUDAKOVA, 2015B, 2015A; DMITRIY GRIGORIEVICH RODIONOV et al., 2016; DMITRY GRIGORIEVICH RODIONOV et al., 2014; SIDORENKO & GORBATOVA, 2015; STUKALOVA et al., 2015).

For those who do not want to leave the country, but want to leave the Primorsky Krai, the main factors in the choice of higher education institutions are: if their choice fell on universities in Moscow or St. Petersburg - the prestige of the educational institution (62%) and the availability of the desired field of education; in the rest of Russia - the availability of the desired field of education (62%), the opportunity to study for free (60%) and practical-integrated training (connection of training with practice, the assistance of the university in employment) (51%) (MCCARTHY et al., 2012; SHAH et al., 2013; WIESE et al., 2010).

CONCLUSION

Institutions should take notice and prioritize students, many of whom are away from home for the first time, for well-kept, attractive and safe accommodation options. In addition to this, students believe like they will have ample health insurance available to them should they require medical care. Universities should take this fundamental need into account and make plans on campus for an effective health care system. Students view a few extra-curricular activities as desirable as well. Student life managers will do well to recognize this desire of students and offer a variety of events that will meet the desires and needs of students for physical and social growth. The results of the research can be used by interested structures at the level of Primorsky Krai for making management decisions in the field of youth policy, migration and educational policy. The results of the research force the regional administration to pay attention to the problems of both the general standard of living and youth problems and to develop a number of programs to support the regional economy.

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