


Chapter 11

Educational Dynamics in Urban Study: Unraveling Student Preferences and Expectations in BQS Study

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ABSTRACT

Understanding the factors influencing students' decisions in choosing a university for tertiary education is important. The factors under consideration in this study include employability, academic quality, campus environment and facilities, reputation of university, geographic location of university, family influences and peers' influences. These insights can help universities to enhance programme quality and remain competitive in the education field. The chapter's finding provides university with insight into identifying students' preferences to enroll in the bachelor of quantity surveying (BQS) degree programme. The proposed research method for this study utilized the questionnaire survey that will be distributed to the targeted respondents of this study to gather data and information. This study is expected to analyse the determinants influencing students' decision to enroll in Taylor's University BQS degree programme, an analysis of students' experiences versus expectations of Taylor's University BQS degree programme,

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and practical ways to improve students' enrolment rate.

BACKGROUND

Since 1824, Malaysia has undergone various reforms, and during British Colonialism, Malaysia's schooling system was structured. Education was generally given through a non-formal pedagogy in 1824 around religious instruction, value and morality instruction, spiritual instruction, martial arts instruction, and handicraft instruction. The Carr-Saunders Commission consolidated King Edward VII College of Medicine and Raffles College in 1947, which led to the establishment of the University of Malaya in Singapore in 1949. A second campus was later established in Kuala Lumpur. Following the separation of these two campuses in 1962, the University of Singapore in Singapore and the University of Malaya in Kuala Lumpur were established separately. (Chang, 2017).

According to Cheema (2020), the Malaysia Education Blueprint (MEB) 2013-2025 was developed to evolve the country's education system sustainably and effectively. At present, there are two types of higher educational services in Malaysia. There are public higher education institutions (PUHEs) and private higher education institutions (PHEIs). The tertiary education system in Malaysia is one of the most significant factors that contribute to the country's development. Malaysia's government invests around 5% of its GDP in education, an amount that is above the regional and world averages (Education Malaysia, n.d.). Additionally, higher education has a significant role to play in generating knowledge and raising qualified manpower for the country.

In Malaysia, tertiary education is provided by three types of institutions: public universities, private universities, and university colleges. Malaysia currently has 20 public universities, 36 polytechnics, and 105 community colleges. Aside from public Higher Education Institutions (HEIs), Malaysia has 434 private HEIs (PHEIs), which are divided into four categories: 54 universities, 39 university colleges, 331 colleges, and 10 international branch campuses (IBC) (Ministry of Higher Education Malaysia, 2022).

Nonetheless, the rise in the public demand for tertiary education has resulted in a monopolistically competitive higher education market. Consequently, competition for student enrolment exists between public and private higher education institutions (PUHEs and PHEIs). PHEIs primarily enrol students who have been denied admission to public universities, and most of these institutions compete fiercely for admission of students. Due to the highly competitive environment, student enrolments have declined by an estimated 20%, primarily at smaller private colleges that enrol 400 to 500 students (Zalina, 2003). These institutions have had to compete to draw students from both domestic and international regions because of the continued growth of private institutions of higher education, including international institutions.

Private Higher Education Institutions (PHEIs) in Malaysia face numerous challenges that impact their ability to provide quality education and maintain financial stability. One significant challenge revolves around meeting accreditation standards set by regulatory bodies like the Malaysian Qualification Agency (MQA), with some PHEIs failing to meet these standards, raising concerns about the quality of education they offer (Abdullah et al., 2021). Financial sustainability is another major issue, as PHEIs heavily rely on private funding and face intense competition, leading to struggles with high debt burdens and inadequate financial management. The reduction of government student loans has further strained their financial viability. Additionally, challenges related to inadequate infrastructure, mismanagement, and issues with course accreditation exacerbate the difficulties faced by PHEIs, sometimes resulting in closures and financial crises (Tajudeen, 2023). Overall, these challenges highlight the complex landscape

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