

FOREIGN STUDENTS' ENROLMENT IN  
MALAYSIAN HIGHER EDUCATION INSTITUTION

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## DECLARATION

We hereby declare that:

- (1) This undergraduate research project is the end result of our own work and that due acknowledgement has been given in the references to ALL sources of information be they printed, electronic, or personal.
  
- (2) No portion of this research project has been submitted in support of any application for any other degree or qualification of this or any other university, or other institutes of learning.
  
- (3) Equal contribution has been made by each group member in completing the research project.
  
- (4) The word count of this research report is 10270 words

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DEDICATION

This research project is especially dedicated to our beloved:

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Ms Padmashantini a/p Padmanathan,

And

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LIST OF ABBREVIATION

HEI	Higher Education Institution
PuHEI	Public Higher Education Institution
PHEI	Private Higher Education Institution
SB	Student Belief
SI	Social Influence
BE	Brand Equity
SPSS	Statistical Package for the Social Sciences
SAS	Statistical Analysis System
et al	and others
DV	Dependent Variable
IV	Independent Variable

## **PREFACE**

In this 21<sup>st</sup> century, education sector plays a vital role to contribute to the economic development. Malaysia is moving from a commodity-based towards a knowledge-based economy which is driven by knowledge creation, innovation and commercialization. Higher education is one of the knowledge-based industries that sell knowledge by providing educational services to both local and foreign consumers/students. As the educational sectors in Malaysia had increased impressively with huge growth in demand, people in Malaysia attempts to seek for colleges and universities after completion of their secondary school life. International students are getting familiar with some of the private universities in Malaysia such as Lim Kok Wing University, Help University, Monash University, Sunway University, Taylor University and many more. Customer perceptions, preference, intention and decision towards higher education institution became the crucial elements that marketers have to emphasize in marketing planning. Meanwhile, foreign students are one of the new groups enrolling the higher education institution outside their home-country. Hence, this study provides general insight on the determinants of foreign students' enrolment in Malaysia Higher Education Institution (HEI). Throughout this research, the findings are beneficial to the future researchers and marketers in exploring their factors in deciding their HEI choice.

## ABSTRACT

In recent years, Malaysia has witnessed an influx of foreign students in education sector which aggressively indicates that Malaysian government is aspiring to become education hub by recruiting two hundred thousand foreign student by year 2020. Hence, in order to achieve their target by 2020 most of Malaysian universities focused on recruitment of foreign student. This study is aimed to study the determinant of foreign student enrolment in Malaysian Higher Education Institution. A questionnaire survey was conducted in Lim Kok Wing, Malaysian private university that located at Cyberjaya, Kuala Lumpur. Sample size of 200 is collected for further analysis. Other than that, SAS Enterprise Guide 5.1 software was employed to facilitate the task of data analysis and interpretation on 3 independent variables. Independent variables being examined are student belief, social influence, brand equity with all the variables indicating positive relationship towards foreign student enrolment. Furthermore, the data were analyzed by using SPSS. The finding of this research substantially contributes to theoretical and managerial understanding of the determinants that affect foreign student enrolment in Malaysian Higher Education Institution.

*Keywords: Malaysian, higher education institutions, foreign student, enrolment, students' belief, social influences, brand equity*



## **CHAPTER 1: RESEARCH OVERVIEW**

### **1.0 Introduction**

Nowadays, the rapidly changing challenges of environment and highly intense competition within the society have led to an increasing demand of expertise and qualified manpower. Education sector plays a very critical role to cultivate future generation to be qualified manpower to be trained through continuous improvement. Hence, Higher Education Institution has no longer a want but a need for all people to acquire more knowledge in order to be competitive in 21st century. These days, many companies have the intention to seek for excellent workers yet those people with higher qualification might have better opportunities compare to these without. Therefore, it is important that the level of education is viewed as a value perceived in the marketplace.

## 1.1 Research Background

According to Millican and Bourner (2011), the role of higher education not only provided specific skills for the present and future world, but also contributes to the education of ethical citizens which engaged to the construction of the peace, defence for human rights, as well as the values of democracy. Moreover, the role of Higher Education Institution (HEI) is to assist students in creating necessary awareness of the world, skills to undertake works effectively and also have an overall understanding about the relationship between complicated economic, social and environmental processes that are related to each other (Duke, 2005). Nevertheless, it also helps to familiarise with the outlooks of other societies and cultures on these concerns (Khelghat-Doost, Sanusi, Fariddudin & Jegatesen, 2011). In the era of globalisation, the role of higher education is related to the emergence of a post-industrial economy in certain degree in which the productivity highly rely on science, management and technology (Lee, 2005). The contribution of higher education to development helps in the rapid industrialization of economy as well as provides manpower that well equip with professional, technical and managerial skill (Ozsoy, 2008).

According to Koe and Saring (2012), there are 117 Public Higher Education Institutions (PuHEI) and 476 Private Higher Education Institutions (PHEI) in Malaysia. According to Teh (2014), the most critical issue which different between the public university and private university in Malaysia is the direct subsidies and funding from the government. Education Minister II Idris Jusoh said that they would like to remain the same budget to private universities as their research universities are getting better and they are more competent nowadays. This situation results in the tuition fees of private universities which cost three to five times higher than public universities and ultimately impact on the foreign student enrolment in HEI.

Malaysia is aspiring to become the hub of higher education in the region (Suryandari, Jaafar & Hamzah, 2014). Accordingly, the Ministry of Higher

Education Malaysia has an ambition to achieve 200,000 foreign students by year 2020 (Chong & Mokhtar, 2013). On top of that, Malaysia had an overall ranking of 10<sup>th</sup> most competitive education countries in the world that have listed in 2010 World Competitive Yearbook (Zeeshan, Sabbar, Bashir & Hussain, 2013). Furthermore, China, India, Malaysia, Hong Kong, Singapore was known as top five countries in Asia to attracted foreign students to study abroad (Prem & Massimiliano, 2009 as cited in Zeeshan et al., 2013). Despite Malaysia is still not reaching the same level as other higher education leader such as Singapore, Hong Kong or Japan in Asia but Malaysia is flourishing as one of the education destinations by foreign student owing to substantial investment from the government. According to Webway (2006) as cited in Akiba (2008), Malaysia has been well-known as one of the pioneers in development of transnational education program. Apart from that, Malaysia is actively involved in investing educational sector, promoting educational overseas and attracting foreign students (Akiba, 2008).

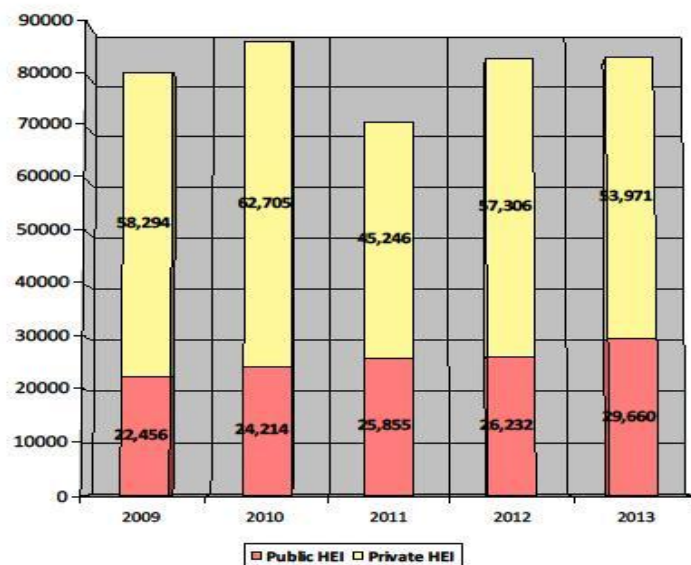
According to Zeeshan et al. (2013), there are 3 million foreign students' approaches to higher education worldwide from different countries. The majority of foreign students have come from the nearby Asian countries of Indonesia, Thailand, Bangladesh, Maldives, Singapore and China (Sirat, 2008). In the first quarter of 2014, Education Malaysia Global Services (EMGS) had received 12,850 applications from foreign student in which 11,336 were approved and intended to pursue HEI in Malaysia (The Star, 2014).

## 1.2 Problem Definition

In year 2010, total student enrolment for PuHEI is 62705 while for total student enrolment for PHEI is 24214. Based on the statistics, foreign students have more enrolment in PHEI amounts to 53971 compared against PuHEI amounts to only 29662 in year 2013 (<http://www.mohe.gov.my>).

**TOTAL ENROLMENT OF INTERNATIONAL STUDENTS IN PUBLIC AND PRIVATE HIGHER EDUCATION INSTITUTIONS  
YEAR 2009 – YEAR 2013**

HEI / YEAR	2009	2010	2011	2012	2013
Public HEI	22,456	24,214	25,855	26,232	29,662
Private HEI	58,294	62,705	45,246	57,306	53,971
<b>Total</b>	<b>80,750</b>	<b>86,919</b>	<b>71,101</b>	<b>83,538</b>	<b>83,633</b>



Source: Ministry of Higher Education Malaysia (2015)

Diagram 1.0: Total Enrolment of foreign student enrolment in Malaysian  
HEI

The enrolment of foreign students in PuHEI is fewer than PHEI because PuHEI have boundaries to set up their own admissions and tuition policies (Cheslock, 2005). However, PHEI enjoys a much greater autonomy mainly because they do not receive government funding (Mok, 2009). In addition, PuHEI only offers 5% of total enrolment in undergraduate programmes for foreign students in order to protect the needs and demand of local students (Chong et al., 2013). As a result, by offering 5% for the foreign students, it can create profit for PHEI yet they can recruit more newcomers. Subsequently, Education Minister II Idris Jusoh highlighted that the new foreign student intake for PHEI has increased approximately 20% from the past three years (The Star, 2014).

According to Zeeshan et al. (2013), foreign student mobility has become a significant element of world higher education. The foreign student market plays a vital role for higher educational institutions (HEIs) in generating revenue for the higher education sector (Arambewela, Hall, & Zuhair, 2005 as cited in Padlee & Yaakop, 2013). Besides, researchers have found that the foreign students are important in gaining international understanding between each other (Urias, 2003). According to Skinner (2007), foreign students provide a great contribution to the HEI in which they could bring back their skills to their home country such as learn local languages. Thus, foreign students will be able to promote Malaysian culture to their people. In this case, local students are capable of learning different insights and knowledge from foreign student which will benefit in their general world knowledge. For instances, foreign students will frequently share their unique characteristics and circumstances to domestic college students (Popp, Pierce & Hums, 2011). This situation will benefit local students in adjusting their insights to undertake works effectively.

Apart from that, foreign students play a very critical role in promoting the economic contribution in the local city. Based on the economic study from Sheffield University and Offord stated that Sheffield's foreign student boosts up about £120 million on the city economic per year (Ratcliffe, 2013). In Australia, the foreign students spending rise up to \$15,127 million, result from the 6.1%

increase in foreign student and 4.7% reduction in expenditure per student (Deloitte Access Economics, 2012).

According to Andrade (2006), foreign students have contributed to intercultural learning also and increased the understanding of diversity and global issues to the local countries. Hence, Malaysian students get more exposure on foreigner's culture as well as build understanding between each other. Furthermore, foreign students also create international business opportunities and world trade connections, become diplomatic allies as well as promote foreign policy interests (Schneider, 2000 as cited in Andrade, 2006). In some cases, foreign students may consider staying in the country after graduation to fill up positions for which few nationals are qualified (Gray, 2003 as cited in Andrade, 2006).

However, Malaysia has experienced a decline in the number of foreign students enrolling in Malaysian HEI such as Iran, Saudi Arabia, Maldives, Cambodia and so on (Perangkaan Pendidikan Malaysia, 2013) refer to Appendix 1.2. Furthermore, there are neighbouring countries such as Thailand and Singapore are aggressively promoting their own HEI (Migin, Falahat, Yajid & Khatibi, 2015). Other than that, based on the diagram above indicates the flow of foreign enrolment in Malaysian HEI is fluctuate over the past five years and it might become one of main obstacles for Malaysian HEI to accomplish the mission of achieve 200,000 foreign students in year 2020.

There are many scholars revealed either on general student's enrolment and examines more on other countries foreign student's enrolment. For instance, they showed that their key finding is comparative analysis toward Private versus Public Higher Education Institution for general students (Wilkinson & Yussof, 2005). This study aims to provide a valuable insight in the aspect of general students' enrolment in HEI. Whereas another study "Internationalization of Tertiary Education Services in Singapore" by Toh (2012) which study the foreign student enrol in Singapore; "The Geography of Foreign Students in U.S. Higher Education: Origins and Destinations" establish by Ruiz (2014) that study about the foreign student enrol in United Kingdom; Understanding India: "The future of

higher education and opportunities for international cooperation” by Everitt (2014) that regards to foreign student in India; Immigration Facts on Foreign Students by Ruiz (2010) study of foreign students in several countries such as Australia, United Kingdom, United State, Italy and etc. The purpose of these studies was to investigate the characteristics of foreign students to pursue their studies in private universities or public universities in overseas. According to Lau (2009), he proposed that the factors that influencing Malaysian students' intention to study in HEI. The study examines factors influencing Malaysian students' intention to study at a higher educational institution (Wagner & Fard, 2009). However, the uniqueness of this study is focus on the foreign students' enrolment in Malaysian HEI.

### **1.3 Research Objectives**

- To investigate the factors affecting foreign students' enrolment in higher education institutions.
  
- To distinguish the factors influencing foreign students' enrolment based on the brand equity of PuHEI and PHEI.



## 1.4 Research Significant

By referring to the finding of this study, they can assist the HEI to identify the factors that affect students' intention in higher education sector. On top of that, they can make improvement towards the services they provided as well as to change the marketing strategies in order to enhance the institution's reputation which will lead to the increase students' enrolment. Besides, for those entrepreneurs who are interested to set up universities or colleges in Malaysia, they can refer to the finding of this study as a reference to understand the students and try to improve themselves so that to reduce their chances of business failure.

On the other hand, the HEI people who are having hardship will need to refer to this study to identify their own weaknesses and take the leaders of education sector as their role models besides adding what the sector leaders do not offer to stand out and survive in the education sector in Malaysia. Next, the finding of this study can provide information to those researchers and students who are involving or interested in this education sector in order to have better insight on the factors influencing students' enrolment towards HEI. Furthermore, the finding of this study can be used as a reference for those students who are doing assignment related to the customers' enrolment and higher education sector. Correspondingly, it helps to save their time instead of do plenty of researches and also help them to have a basic idea about the related area cover in their assignment.

Last but not least, the finding of this study can be used as a guideline for those students looking for further studies upon completion their secondary school education. They can refer to this study on this research in order to undergo which type of HEI is more suitable for them.

## **1.5 Conclusion**

As a conclusion, this chapter provides insight where this research is capable of benefiting readers such as HEI as they can be aware of the factors influencing foreign students' intention to pursue their studies in their HEI. Besides, entrepreneurs who are able to understand the opportunity to undertake related to the student intention to pursue in HEI and guiding students who are interested to pursue their studies in appropriate HEI.

## **CHAPTER 2 : LITERATURE REVIEW**

### **2.0 Introduction**

This chapter explores the drivers that lead to foreign students' enrolment. This study initially describes the theory of planned behaviour which has been used to develop the constructs related to the determinants of the foreign students' enrolment.

## 2.1 Theory of Planned Behavior

Theory of planned behaviour (TPB) has been applied in various studies which essentially study about consumer behaviour especially in the field of marketing (Mishra, 2014). Besides, TPB advocates that consumer behaviour is predominantly predicted by intention (Ajzen, 1991; Armitage & Conner, 2001 as cited in Ooi, 2009). Generally, TPB is known as a cognitive model of human behavior which concentrates in predicting and understanding the clearly defined behaviors (Hsu, 2012). TPB model inherently comprises of attitude toward the behavior, subjective norm and perceived behavioral control (Fishbein & Ajzen, 1975 as cited in Astuti & Martdianty, 2012).

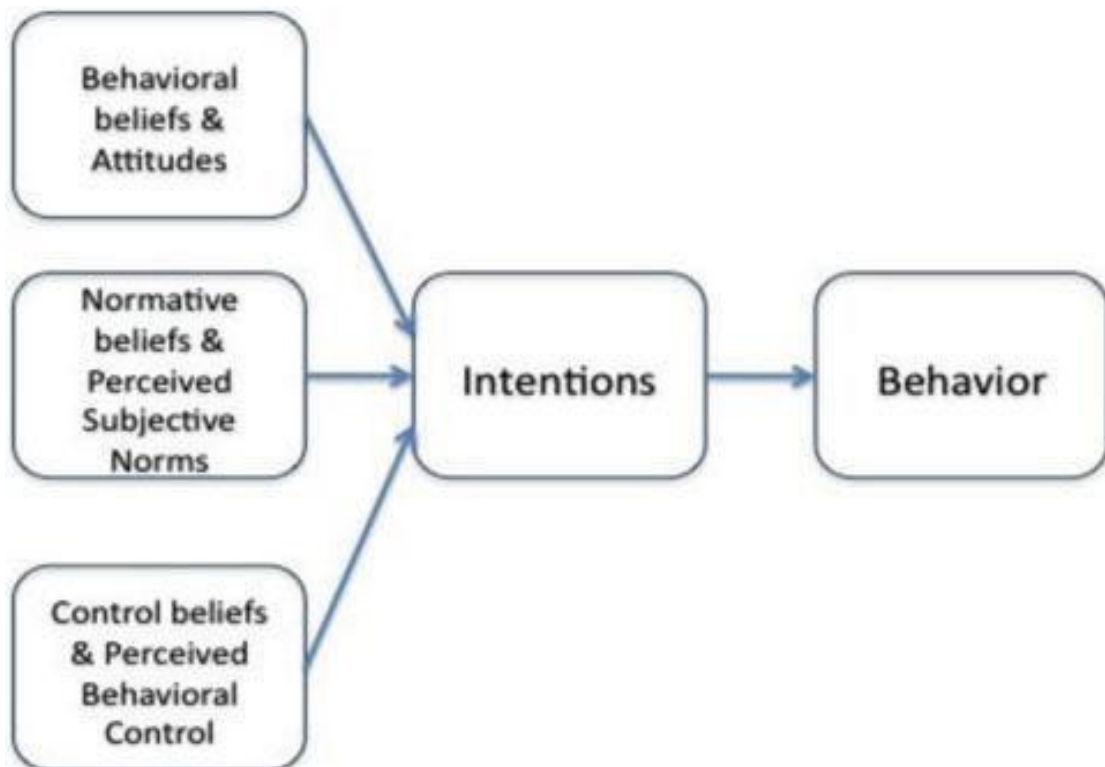


Figure 1.1: Theory of Planned Behavior

Source: adapted from Ajzen, 1985,1991 ; Schnusenberg & Jong,2012

The first antecedent of intention is attitude toward the behavior. It is related to the extent of an individual has a positive or negative evaluation of the behavior (Hsu, 2012). Next, the second antecedent of intention is subjective norm. It is a social element which referring to perceived social pressures whether to perform or not to perform the behavior (Astuti & Martdianty, 2012). Whereas for normative belief are focused with the likelihood that significant referent individuals or groups accept or reject of performing a given behaviour (Ajzen, 1991). While the last antecedent is the degree of perceived behavioral control which refers to the perception regarding whether the performances of the behavior is easy or difficult (Hsu, 2012). According to Dumitrescu, Wagle, Dogaru and Manolescu (2011) revealed that intention is the strongest determinant of behavior. In addition, intention is often influenced by attitude, subjective norm and perceive behavioral control toward the behavior (Dumitrescu et al., 2011). According to Downs and Hausenblas (2005), stronger intention behavior association should occur in shorter time periods instead of longer time periods because it will lead to inconsistency of measurement.

### **2.1.1 Relevance of TPB to this study**

This study combines perceive behavioural control and attitude toward behaviour and refer this combination as the student belief. Beliefs and the corresponding attitudes expected to affect intentions that lead to the actual behaviour (Schnusenberg et al., 2012). On top of that, subjective norm is referred as social influence. In this study, social influence can be described as influence by parents, friend and teacher in affecting the perception of foreign students to enrol in Malaysia's HEI.

On the other hand, based on the past studies highlighted that student enrolment decision making is constructed by a combination of pull-push factors (Maringe & Carter, 2007 as cited in Padlee et al., 2010). The push factors refer to the condition that operate in origin country and initiate students' decision to undertake international study (Phang, 2013). While pull factors is associated to the attraction or benefit of study destination will gain by the foreign student when study in host countries (Wilkins & Huisman, 2011).

Another study indicates that TPB can be applied to explain about the push and pull factors are able to influence individual's career decision (Baruch et.al as cited in Cieri, Sheehan, Costa, Fenwick & Cooper, 2007). In addition, this theory predicts that the actual response of the students (to stay or to return to their homeland) will be positively related to their tendency to do so. Consequently, it will be affected by their attitudes (Baruch, Budhwar & Khatri, 2007).

Moreover, in this study social influence is considers as one of the push factor that affects the foreign students' enrolment whereas brand equity has high impact as attraction for foreign students' enrolment in HEI.

## **2.2 Review of Literature**

### **2.2.1 Foreign Students' Enrolment**

According to Padlee, Kamaruddin and Baharun (2010), foreign students are considered as a new group of students enrolling the HEI outside their own country. Furthermore, this huge new segment of foreign students is expecting different kind of education services compared to the local students (Padlee, Kamaruddin & Baharun, 2010). In this new environment, especially private higher education institution (PHEI) must identify foreign students and determine their needs and wants in order to be able to adapt, serve and satisfy them. Moreover, it is important that for the PHEI to survive towards achieving high level of satisfaction and loyalty of the foreign students in order to generate an enormous amount of income as their financial support by recruiting foreign student.

According to Smith and Khawaja (2011), foreign students have a vast field of knowledge and skills over many disciplines, thereby contributing to the intellectual capital of their host country and also can bring increasing to the manpower. In addition, foreign student appear to possess the special skills and multi-cultural abilities to handle their everyday interactions with other people whether they are from different cultures or not. Besides, foreign students are not only a valuable financial asset to universities in developed countries and they are also individuals who also enrich these countries with their diverse heritage and perspectives. Thus, they serve to increase cultural awareness and appreciation (Smith et al., 2011).

Besides, the potential students' personal aspirations have a significant impact on the decision to choose HEI (Joseph, 2010). Yet, aspirations and

career plans of potential students are key indicators of choosing HEL. Another study also reinforced that the decision of selecting university entails students' own aspirations, aptitude and abilities serve as indicator which determines students' direction to move on and be with the institute or not (Manski et al. 1983; Hossler 1984; Hossler et al. 1987; Borus 1993 as cited in Mehboob, Shah & Bhutto, 2012). On the other hand, foreign students' preferences may arise from their international mobility such as the desire to travel and foreign language ability (Lam & Selmer, 2004).

### **2.2.2 Students' Belief**

According to Krishnan and Vrcelj (2009) mentioned that foreign students were given several latent explanations which could be a factor for choosing their program of study and enquire to rank their relative importance. Personal interest, relevance of program to career or job, the good reputation of the faculty, fascinating program description and having fulfil the qualifications required for the program are the top three motivators for choosing a particular program of study. Furthermore, foreign students allocate proportionately more weight on whether they fulfil the requirements for the course (this could include language requirements), recommendations of peers, the reputation of the faculty and program descriptions when selecting their program of study (Krishnan et al., 2009).

According to East (2001) figure out some expectations from foreign students who are quality of teaching, respond or feedback of the University towards their education needs. In addition, Hellsten (2002) as cited in Sherry, Bhat, Beaver & Ling (2004) revealed that the expectation of being "taken care of" by the local community and institution was prevalent among the foreign students as they might face some problem when adapting a new culture and learning environment. Thus, it is very critical



for educational institutions to be alert of foreign student needs and expectations, and take action to detect, measure, match and surpass those expectations which are under their control.

Apart from that, foreign students were request to rank in what conditions they were most motivated to learn. According to Krishnan et al (2009), a friendly class atmosphere is the main factor follow by the provision of attractive lecture notes and entertaining classes. There are a little different to local students who were put much greater emphasis on entertaining classes rather than emphasis on being encouraged to ask questions in class. However, foreign students would put greater emphasis on good lecture notes and a pleasant class atmosphere (Krishnan et al, 2009).

According to Krishnan et al (2009) stated that the use of technology, teamwork and understanding oneself is the main consideration to be gained of having a university education by the foreign students. They expect to obtain teamwork skills from university whereby local students trust that they sought to gain more from independent learning (Krishnan et al, 2009).

Besides, foreign students have greater expectation towards the use of English languages in teaching and learning aspect (Rajab, 2012). In addition, foreign students' expectations are 'English should be used widely in teaching'. On top of that, there would be a greater difference between foreign students' expectations and experience in university it is because foreign students have less culture and social support compared to local students since being in foreign countries (Khawaja & Dempsey, 2008 as cited in Rajab, 2012).

On top of that, environmental quality is one of significant element as the students need to feel secure emotionally and physically and supported in their quest for knowledge (Dora, Ibrahim, Ramachandran, Kasim & Saad, 2009). According to Seng and Lattimore (2012) indicates the perception of the foreign student towards the atmosphere of the campus is the library's spacious with plenty useful reference books. Furthermore, foreign student also believes that they have a high need of their social life (Seng et al, 2012). Foreign students expected to have greater level of interaction and association as well as more engagement and psychological support by the academic staff (Chong et al, 2013). Yet, they will feel more secure and comfortable when their close friend is surrounding of them.

### **2.2.3 Social Influences**

According to Kwai and Morrish (2012), family members, relatives and friends play an important role in student decision making in which HEI they intend to enter.

Even though students had decided to study in a particular higher education but their decision will actively be influenced by their family members when give suggestion and information. On top of that, parents will act as information providers who give students a lot of advices about which HEI to be selected and how these institutions affect their future career (Kwai et al, 2012). According to Bányai and Dudás (2013), students' decision on the selected HEI will be based on their family backgrounds. Furthermore, students who have good family background, good ability and achievements will go for further higher education studies. In contrast, students from poor family backgrounds will have difficulty of make a right decision. According to Dauber(2013), parents become the consumers to choose HEI nowadays; they depend on their social status with regard to

large-scale education goals and also educational needs of their families. Mazzarol and Soutar (2002) as cited in Phang (2013) stressed that there is a strong parental influence on the undergraduate students when deciding on a study destination, especially among Indonesian and Taiwanese students.

In addition, peers and education agents who acts as an advisor can influence the students to choose the HEI in terms of informative and persuasion (Pimpa,2003). According to Pimpa (2003) some of students always seek answers and information from peers regarding their education. Besides, peer also can persuade students to study overseas rather than in their home country. On top of that, family members will be also convinced by the information by friends, such as direct experience. Interesting comments that offered by education agents will strongly influencing foreign students' choices. In addition, personal recommendations or word-of-mouth referrals of former alumni are also primary forces of foreign student enrolment (Mazzarol & Soutar, 2002 as cited in Phang, 2013).

According to Phang (2013),digital channels includes social network such as Facebook or Twitter always ranked highly among students as a source to seek for the information because it can influence the students towards their decisions to choose a study destination. In other words, HEI require designing effective messages that convey the right information to the audiences (Phang, 2013). Besides, most of the university admission offices are using more on social media tool, such as social media sites and blogs. Furthermore, a study revealed that the spread of new technology, the spread of information and communication technology, the growth of the internet as a tool to persuade foreign student to study abroad (Jolly, 1997; Llewellyn-Smith &McCabe, 2008; OECD, 2007; Shoham, Schrage, & Eeden, 2004 as cited in Jianvittayakit, 2012). However, there were roughly about 85% of colleges recruiting newcomers by using social media in 2008

as compared to 2007 only have 51% (Mattson & Barnes, 2009 as cited in Johnston,2010).

#### **2.2.4 Brand Equity**

A study describes that HEI is associated with customer-based brand equity (Gringarten, 2013). According to Urias (2003), the brand image impact on the students' interest either is local or foreign student. Moreover, a study discovered that that brand equity deviate student decision in choosing HEI in a highly competitive marketplace (Victoria, 2007).

According to Raggio (2006), it is necessary to develop powerful brand equity to compete and gain advantages in a highly competitive marketplace since the brand is representing the prize asset of the HEI. Developing brand equity and brand identity for educational institution is capable of the introduction for the distinctive competitive advantage and increase the importance of the enterprise name (Mazzarol & Soutar, 1999).

According to Nguyen & LeBlanc (2011), brand equity refers to the overall brand identity and impression made in public to the HEI in which high brand equity could build up an initiative and persuasive concept to the customer. Building brand equity is exactly as offering student something that is vivid, alive, and more complete to deliver yet it is capable to gain preference, trust and loyalty in educational institution (Beneke, 2011). University branding program does bring more opportunities, create stronger perception and increase ranking among universities while higher educational institution are getting to exercise and emphasize on promotion and brand identity elements (Beneke, 2011).On top of that, the most influential aspects that identify the foreign student choice to select an

institution is reputation and rankings, particularly among postgraduate foreign students (Wilkins & Huisman, 2011). Other than that, foreign students have become more concern about the brand awareness and it may cause many lower rated universities have the difficulty to reach their recruitment targets in the future (Pilsbury, 2007 as cited in Wilkins et al, 2011).

Brand equity plays important role as moderator in influencing social influence and student belief to the HEI. Students' view of HEI can be formed by the professors or customer report but the expectation of people about their actual attribute can be easily shaped and promoted via brand equity (Lu, 2005). According to Lu (2005), customer view brand equity as brand value and brand intangible value in developing their belief toward the HEI. A study revealed that university branding program does really bring more opportunities, create stronger perception and increase ranking among universities while HEI are getting to exercise and emphasize on promotion and brand identity elements (Wilkins et al, 2011).

Furthermore, social media is an existing practical implication for brand manager to boost up investor purchase decision (Watkins, 2013). Social media is an interaction media creating two way communications among the students' social network. Social media is a hidden driver of brand equity to spread good word of mouth or good impression about HEI in achieving social approval that will influence investor decision (Baalbaki, 2012). Baalbaki (2012) highlighted that brand equity focuses on parent network, characteristic and habit as the determinant of intergenerational influences. According to Chang (2005), brand equity which access to the interaction with parent achieves greater satisfaction of the quality perceived.

### 2.3 Proposal Theoretical / Conceptual Framework

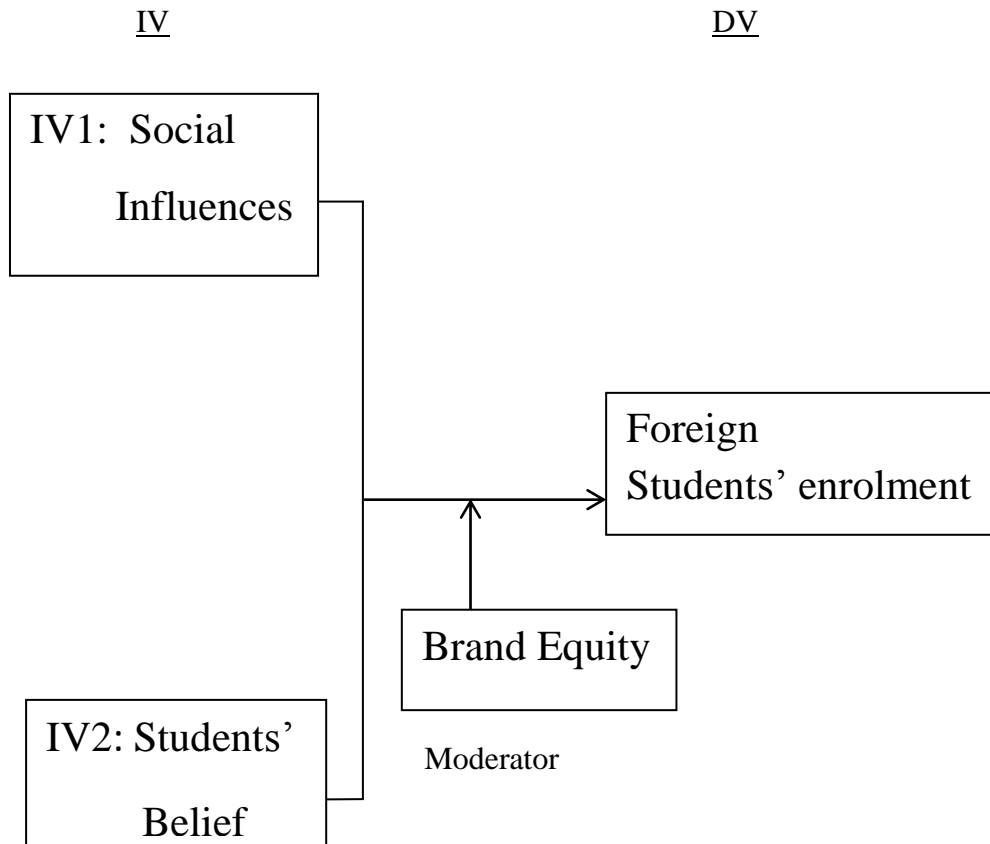


Figure 2.1: Research Framework Conceptual Model

The diagram above shows the determinants that affect the foreign student enrolment. Figure 2.1 indicates the relationship between determinants toward the foreign student enrolment. This study attempts to examine the determinants of the foreign student enrolment which are social influence and student belief. This study describes social influence as the family and peer influence on the student decision making whereas student belief is student's own perception and evaluation regarding to the their education system and also environment. In addition, in this study aims to investigation the moderation impact of brand equity towards the foreign students' enrolment. Brand equity can be described as brand reputation and value which able influence organization images.

## 2.4 Research Hypothesis

**H<sub>1</sub>: There is a significant relationship between student belief and foreign student enrolment in HEI.**

The most significant factor that students will evaluate in selecting their choice of institution was reputation of the institution (Keling, 2007 as cited in Joseph, 2010). According to Li & Olson & Frieze (2013), the strongest influences on foreign students' interest in studying abroad were the desires to experience living in another culture, to travel and have adventures, personal growth and learning more about the country. On the other hand, foreign students indicate that a stronger preference for making friends from the same country or students from other nations over students from the host county (Bochner, et al., 1977; Furnham & Alibhai, 1985 as cited in Zhao, Kuh & Carini, 2005). A study further revealed that college attributes do have strong impact on foreign students' satisfaction in their choice of college (Oliver, 1997; Athiyaman, 1997 as cited in Nurlida, Faridahi, Nooraini & Norzaidi, 2010). Other than that, student aspirations are positively related with choosing the HEI (Carpenter and Fleishman 1987; Ariffin et al 2008 as cited in Mehboob, Shah & Bhutto, 2012).

**H<sub>2</sub>: There is significant relationship between social influence and foreign student enrolment in HEI.**

According to Lee and Morrish (2010), individual members of a family exercise influence over each other's behavior and over the activities which form part of the students' enrolment in a HEI. According to Sovet and Metz (2014), parents may affect the students' decision-making skills as they will provide emotional support and grant autonomy appropriately may facilitate exploration and independent decision. Research found that Turkish students were highly

influenced by their parents as well as family (Yamamoto, 2006 as cited as Koe & Saring, 2012). According to Pimpa (2003), education agents will positively influence students' decision because they provide a high level of reliable and accurate information when students choosing the HEI.

**H<sub>3</sub>: Brand equity is significant affects the relationship between foreign student enrolment and its drivers.**

According to Lee (2006), brand equity has shown its impact on price premium, customer (student) purchase intention, firm performance and market share. The brand could develop strong brand equity as consumer shows great respond on the name as the fundamental brand of the educational institution (Priporas, 2011). Brand equity reviews that customer commitment is the business school's central concept in which distinguish the service provider from the competitors (Brunson, 2010). According to Qandile (2014), higher educational institution emphasize on the customer perspective brand equity on student, employees, stakeholders and legislator while a high brand equity arise with brand loyalty, brand awareness, perceived quality, brand association and trademark.

According to Stoecklin-Serino (2005) argues that symbols secured with brand equity access to optimistic and long lasting effect on brand belief. Trusting beliefs has a causal relationship with the three control variables in which the increase in institutional structures, personalization and brand equity from the model will increase the brand beliefs (Stoecklin-Serino, 2005). According to Eugenia and Lozano (2005), a young adult will recall and remind of familiar brand and may look for brand associated with brand equity, accepting the socialization influence, when she experience a product needs. The research suggested that society respecting towards parents and life-long strong family is due to socialization influences by brand equity (Eugenia & Lozano, 2005).



## **2.5 Conclusion**

In this chapter, literature review of past studies has been conducted to describe on the relationship between different factor and foreign student enrolment. Consecutively, proposed conceptual framework was developed to analyze the factors (independent variables) that influence foreign student enrolment (dependent variables) in Malaysian Higher HEI. However, this chapter provides comprehension for this research titles that are valuable to proceed to the following chapter.

## **CHAPTER 3 : METHODOLOGY**

### **3.0 Introduction**

This chapter will move on to the research methodology by determines how the research being carried out such as the way to collect the data and also to identify the method in order to distribute the questionnaires. Research design, sampling design, data collection procedures, proposed data analysis tool will be discussed in this chapter.

### **3.1 Research Design**

In this study, the research approach was employed by using quantitative approach design. Furthermore, the research design that was used in this study is descriptive research design. Descriptive research is where the researcher reach out with the respondent, it may include surveys or interviews to collect the necessary data from the respondents that were used to counter the research problems (Malhotra, 2010). On top of that, descriptive research is an element of the quantitative approach. Using descriptive research, it is able to gain further understanding on foreign student enrolment in Malaysia HEI.

On the other hand, cross sectional design has been used in this study. It is known as a part of the descriptive design. Moreover, the key benefit of this design is to permit the researchers to make comparison for many variables concurrently. For instance, age, gender, and educational level associated with foreign student enrolment require a little or no additional cost to do the research. On top of that, cross-sectional design can become a pilot for future studies as well as able to measure the current trend of the market.

### **3.2 Sampling design**

#### **3.2.1 Target population and sample frame**

The target population of this study will be foreign students from Faculty of Fashion and Lifestyle Creativity from Lim Kok Wing University. The faculty was selected based on the telephone interview and all information was collected from Lim Kok Wing University office. Hence, we had obtained a list of foreign students' information from the Faculty of Fashion

and Lifestyle Creativity, Lim Kok Wing University. In addition, target population would be foreign students whose aged between 18 to 24 years old and they also were studying Lim Kok Wing University located at Cyberjaya.

Apart from that, Lim Kok Wing University of Creative Technology was selected because of it was widely recognized as one of the Highest Enrolment of Foreign Students as well as Special Award for Globalising Malaysian Education which was canonized by Malaysian Ministry of Education ([www.limkokwing.net/malaysia/about/campus](http://www.limkokwing.net/malaysia/about/campus)). Yet, Lim Kok Wing have relatively high portion of foreign student enrolment as compare to other Malaysian private universities (refer to appendix 3.2). Besides, there were approximately 9500 foreign students who came from 145 differences countries that studying in Lim Kok Wing University of Creative Technology.

### **3.2.2 Sampling technique**

Non-probability technique will be employed in this finding. Moreover, we had distributed questionnaires based on judgmental technique. This technique is used based on personal judgement toward the characteristic of respondent such as the region in this study. Judgmental sampling is the only viable sampling technique in obtaining information from the appropriate respondent. This action will reduce the case of error feedback of inappropriate respondent. Hence, it is more appropriate to use this technique to imply in this finding.

### **3.2.3 Sampling size**

Based on the rules of thumb, Comrey and Lee suggest that sample sizes 100 as poor, 200 as fair, 300 as good, 500 as very good, and 1000 or more as excellent (Williams, Brown & Onsman,2010). According to Guilford's (1954) as cited in Rrindell and Ende (1985) recommend that a sample of 200 is the minimum for ensuring statically reliable results. Thus the sample size of this study is 200.

### **3.3 Data collection procedures**

#### **3.3.1 Data collection method**

Data collection method that used in this research is drop-off survey. Drop-off survey is a self-administered survey that questionnaires are distribute to the participants to complete themselves, after that researcher may return at a later time to collect it. Besides, cost of interviewer will be eliminated by using drop-off survey. For instance, interviewers distribute questionnaire to the respondents during students' leisure time when they are chit-chatting with each other in the cafeteria so they are more willing to complete the questionnaire in the relaxing form. On top of that, this data collection takes around 2 hours to collect back the questionnaire from respondents.

### **3.3.2 Research instrument**

#### **3.3.2.1 Questionnaire design**

The questionnaire comprises of two sections. For the section A of questionnaire indicates about the demographic of the respondents. It consists of four types of question such as gender, age, region and educational level. Besides, this study is using the nominal scale for the respondent's demographic profile such as gender, age and region. Additionally, educational level is categories as ordinal scale. On top of that, in this section those questions already designed by researchers which the respondents are given some options to answering the questions.

Furthermore, section B of the questionnaire is generated based on the independent variable foreign student enrolment and its determinant. In addition, the determinants that influence the foreign student enrolment in Malaysian universities are student belief and social influences. On the other hand, the non-comparative scale is use to gauge the intention of foreign student enrolment. Non-comparative scale such as itemized rating scales with a scale that has a number or brief description associated with each category (Malhotra, 2010). Likert scale is known as one of the itemized rating scales which aim to evaluate the use of five point scale to assess the degree of foreign student enrolment. Those five point scale ranging from Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The purpose of using likert scale technique is because it tends to be easier to understand by the respondents. On top of that, interviewers will able to easy to construct and administer the questionnaires.

### **3.3.3 Pilot study**

A pilot test was conducted among 30 respondents who are foreign students from Lim Kok Wing University over 18 years old were invited to answer the questionnaires besides giving opinions about the questionnaires. The method that was used in pilot test is person-administered survey. By using this method, interviewer would get instant response and gained further information about the respondents who took part in this study. This exercise was carried out to test the reliability and validity of the questionnaires yet able to find out the weaknesses and potential errors of the questionnaires. Hence, based on the information given by respondent, these amendments can be made to ensure the questionnaires will be easily understandable for respondents in the future. Additionally, the overall reliability of scale with the value of 0.8769 and it indicates reliable result of this study.



## **3.4 Proposed data analysis tool**

### **3.4.1 Measurement of accuracy**

#### **3.4.1.1 Reliability**

The Cronbach's Alpha which is also known as coefficient alpha is the mean of all probable split-half coefficients resulting from diverse methods of dividing the scale items. This coefficient differs from 0 to 1 while satisfactory internal consistency reliability can be represented by 0.6 and above (Malhotra, 2010). Besides that, according to Cronbach, to the question "what is a good validity coefficient?" the only sensible answer is "the best you can get", and it is unusual for a validity coefficient to rise above 0.60, though that is far from perfect prediction.

#### **3.4.1.2 Validity**

When want to know or examine whether the full content of the construct or behavior area is showed in the test by compare the result of the test task with the content of the behavior. This is a not an empirical method but logical one. In additional, content validity is a personal and systematic assessment of how well the substance of a scale signifies the measurement task recently. Nevertheless, content validity assess how efficient a measure demonstrate the construct of interest (Sarkisian, Hays, Berry & Mangione, 2002). To ensure the validity of this study, we have enquired English lecture to check the clarity of the language used in the question. Besides, there are two lecturers from Department of Marketing to investigate the validity of this study since they have the expertise and have experience in the arena of doing research In addition; they help to check the relevance of the questionnaire in this study.

### **3.4.2 Analysis by research objective**

#### **3.4.2.1 Hierarchical Regression**

According to Berry (2013), it stated that hierarchical multiple regression is used to assess the effects of a moderating variable. To test moderation, it is necessary to review on the interaction effect between moderating variable and independent variables and whether or not such an effect is significant in predicting dependent variable. Since the research model consists of moderating variable (brand equity) between independent variable (social influence and student belief) and dependent variable (foreign students' enrolment), therefore it is better to conduct hierarchical multiple regression to evaluate whether the effect of the moderating variable is significant towards the dependent variable.

To make sure moderating variable creating a moderation effect on the relationship between the independent variables and dependent variable, ensure that the nature of this relationship changes as the values of the moderating variable M change must be shown.

Fit a regression model forecasting the dependent variable from both the predictor independent variables and the moderator variable. Both effects as well as the model in general (R<sup>2</sup>) must be significant. Next, put the interaction effect to the prior model (block 2) and check for a significant effect by the new interaction term as well as significant R<sup>2</sup> change. Yet, moderation is occurring if both are significant.

### **3.5 Conclusion**

In a nutshell, this chapter links on the research design for the framework, sampling design, data collection procedures, questionnaire design and the scales of measurement of accuracy that use in the questionnaire. Next chapter will indicate about data processing after collected from respondents. Chapter 4 will show on the presentation and analysis of result relevant to the research question and statistical analysis will be done for data interpretation based on the collected data.

## **CHAPTER 4 : DATA ANALYSIS**

### **4.0 Introduction**

In this chapter present the analysis and interpretation of the result which the data that had been collected through survey questionnaires. This chapter consists of three categories which are descriptive analysis, scale measurement and hierarchical analysis. The statistic results of respondents were composed by using SAS Enterprise Guide 5.1 statistical software. Information about demographic profile of respondents will illustrated through table and pie charts. Cronbach' s alpha coefficient is to tests the reliability to ensure the results are reliable for further analysis.

## **4.1 Measurement of Accuracy**

### **4.1.1 Reliability test**

SAS Enterprise Guide 5.1 is used to conduct a reliability test with the purpose of examining the consistency of this study. The Cronbach's alpha varies from 0 to 1 and a value of 0.6 or more indicates satisfactory whereas alpha coefficient below than 0.6 are considered as weak in reliability (Malhotra, 2004 as cited in Choy, Ng & Khoon, 2011). Yet, high alpha values indicate good internal consistency among the items (Kumar & Chuao, 2014).

### **4.1.2 Validity**

According to Bollen (1989) as cited in Drost (2011), content validity is a qualitative type of validity where the domain of the concept is made clearly and the analyst judges whether the measures fully represent the domain. Thus this research is valid to further analysis for future research. In addition, face validity means the validity at face value. The survey items were sent to teachers to obtain suggestion for modification.

## **4.2 Respondent Rate**

During the process of distribute the questionnaire, 200 of questionnaire were distributed in Lim Kok Wing University. However there are several obstacles occur when distribute the questionnaire such as unable to collect back some of the survey questionnaires, some of respondent reluctant to answering the survey questionnaires as well as incomplete of answering. Hence, the sample size had been reduced from 200 respondents to 191 respondents.

### 4.3 Respondent Demographic Profile

Table 4.1: Demographic profile of respondents

Demographic variable	Frequency	Percentages
Gender		
Male	95	49.74%
Female	96	50.26%
Age		
12-18	15	7.85
19-25	174	91.10
26 and above	2	1.05
Region		
South East Asia	22	11.52
Western Pacific	2	1.05
Europe	16	8.38
America	3	1.57
Africa	18	9.42
Asian	129	67.54
Others	1	0.52
Level of education		
Foundation	73	38.22
Diploma	26	13.61
Degree	85	44.50
Master	-	-
Professional	-	-
Doctorate	-	-
Others	7	3.66
Missing	3	
Reject	2	
Incomplete	4	

Source: Developed for the research

The table showed the respondent's demographic profile. Demographic profile of respondent was asked in Section A of the questionnaire. The Section A comprises of four question such as gender, age, region and level of education.

As shown in Table 4.1 are illustrates that both genders of respondent contain slightly similar amount in this research. 50.26% of total respondents are female respondent which consist of 96 respondents whereas 49.74% of total respondents are male respondent which consist of 95 respondents. Based on Table 4.1 majority of respondents are from the age group between 19 to 25 years old, which consist of 174 respondents that represent 91.10% of total respondents. Then, 15 respondents or 7.85% of total respondents were falls into age group between 12 to 18 years old and the age group between 26 years old and above consist of 2 respondents or 1.4% of total respondents.

Most of the respondents are Asia which consists of 129 respondents or 67.54% of total respondents. Next, South East Asia consist of 22 respondents which representing 11.25% of total respondents. Africa consists of 18 respondents which are 9.42% and respondents of Europe consist of 16 respondents which are 8.38%. There are only 1.57% of total respondent (3 respondents) for American, 1.05% of total respondent for Western Pacific and 0.52% of total respondent (1 respondent) for other regions. The majority of respondents are degree holders that consist of 85 respondents or 44.5% of total respondents follow by foundation holders consist of 73 respondents which representing 38.22% of total respondents. Next, diploma holder consists of 26 respondents which are 13.61% and 3.66% of total respondent (7 respondents) is for other education level.



## 4.4 Central Tendencies Measurement of Research Variable

Table 4.2: Mean Computation

Variables	Mean	Standard Deviation
Dependable variables :		
Foreign Student Enrolment	3.90262	0.54632
Independent variables :		
Student Belief	3.93298	0.54417
Social Influence	3.65597	0.59227
Brand Equity	3.88901	0.57659

Source: Developed for the research

Based on Table 4.2 indicates that overall of the mean are closely to 4 which embodies that majority of the respondents are agree with the statement. Additionally, the entire of standard deviation is nearly to 0.5 which represent the statement is true.

Table 4.3: Reliability Statistic of Dependent and Independent variables

Variable	Number of Items	Cronbach Alpha
Foreign Student Enrolment	5	0.698180
Student Belief	5	0.877938
Social Influence	5	0.812040
Brand Equity	5	0.839117
Overall	20	0.914974

Source: Developed for the research

Cronbach's alpha is useful tool to estimate reliability for item-specific variance in a unidimensional test (Cortina, 1993 as cited in Drost, 2011). According to the Table 4.3, the overall Cronbach's alpha is 0.915. The foreign student enrolment, student belief, social influence and brand equity have Cronbach's alpha coefficient Alpha of 0.6981, 0.8779, 0.8120 and 0.8391 respectively and this is consider as a reliable.

## 4.5 Moderator impact of BE on the influence of SB & SI towards foreign students' enrolment

Table 4.4: Variables Entered or Removed

Model	Variables Entered	Variables Removed	Method
1	social_influence, student_belief <sup>a</sup>	.	Enter
2	brand_equity <sup>a</sup>	.	Enter

Source: Develop from research

- a. All requested variables entered.
- b. Dependent Variable: foreign students' enrolment

Hierarchical regression is being used to analyze the relationship between independent variables and moderator toward the foreign students' enrolment. First model evaluates the relationship of independent variables (social influence, student belief) toward foreign students' enrolment while second model evaluates the relationship of independent variables (social influence, students' belief) toward foreign students' enrolment with the inclusion of moderator (brand equity)

Table 4.5: Hierarchical Regression Analysis

Model	ANOVA		R	R Square	Adj. R Square	Std. Error Estimate
	F	Sign.				
1	397.750	.000 <sup>a</sup>	.899 <sup>a</sup>	.809	.807	.24013
2	311.165	.000 <sup>b</sup>	.913 <sup>b</sup>	.833	.830	.22497

<u>Change Statistics</u>					
<u>R Square</u>	<u>F</u>			<u>Sig.</u>	<u>F</u>
<u>Change</u>	<u>Change</u>	<u>df1</u>	<u>df2</u>	<u>Change</u>	
.809	397.750	2	188	.000	
.024	27.187	1	187	.000	

- a. Predictors: (Constant), social influence, student belief
- b. Predictors: (Constant), social influence, student belief, brand equity

The Table 4.5 has shown the percentage of variability in the foreign students' enrolment can be accounted by all independent variables (social influence, students' belief and brand equity). The R-square of first model explains 80.90% of the total variance fits to the data while the R-square of second model explains 83.30% of total variance fits to the data. The change in R-square measures how much predictive power was added to the model by the addition of moderator. In this case, the percentage of variability accounted for has risen from 80.90% to 83.30%. An increase in R-square can reduce the error standard deviation by 2.40%. Adjusted R-square in first model and second model is 80.70% and 83.00%. Shrinking of adjusted R-square from R-square in second model (83.30% - 83.00% = 0.30%) explains that it would account to 0.8% less variance in the outcome as the model derived from population instead of sample. An increase of only 2.40%

changes in R-square has been perceived, the brand equity is significant but not bring much impact beyond the effect of social influence, students' belief.

### **4.5.1 Hypothesis Testing**

#### **Hypothesis 1**

H<sub>0</sub>: There is no significant relationship between students' belief toward foreign students' enrolment.

H<sub>1</sub>: There is significant relationship between students' belief toward foreign students' enrolment.

First of all, the p-value of students' belief is 0.000. There is significant relationship between students' belief toward foreign students' enrolment. Null hypothesis is rejected because the significant value of students' belief is lesser than the level of significant, 0.05.

#### **Hypothesis 2**

H<sub>0</sub>: There is no significant relationship between social influences toward foreign students' enrolment.

H<sub>1</sub>: There is significant relationship between social influences toward foreign students' enrolment.

Next, there is significant relationship between social influences toward foreign students' enrolment. The p-value of brand equity is 0.000. Null hypothesis is rejected because the significant value of brand equity is lesser than the level of significant, 0.05.

### **Hypothesis 3**

H<sub>0</sub>: There is no significant relationship between social influence, students' belief and brand equity toward foreign students' enrolment.

H<sub>1</sub>: There is significant relationship between social influence, students' belief and brand equity toward foreign students' enrolment.

There is a significant relationship between social influence, students' belief and brand equity toward foreign students' enrolment. Owing to the p-value of first model is less than 0.000 which is lesser than the level of significant 0.05. Therefore, null hypothesis is rejected.

The first model has a strong significant relationship toward foreign students' enrolment while the second model also has a very strong relationship toward foreign students' enrolment. As the p-value of second model does not lesser than p-value of first model, brand equity impacts the effect of the social influence and students' belief. However, the impact of the brand equity is very low to the social influence and students' belief.

Table 4.6: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Correlations		
	B	Std. Error	Beta			Zero-order	Partial	Part
1 (Constant)	.200	.132		1.506	.134			
student_belief	.734	.049	.709	14.856	.000	.885	.735	.474
social_influence	.211	.042	.237	4.969	.000	.764	.341	.158
2 (Constant)	.038	.128		.296	.767			
Student_belief	.597	.053	.576	11.209	.000	.885	.634	.335
social_influence	.109	.044	.123	2.460	.015	.764	.177	.074
brand_equity	.282	.054	.278	5.214	.000	.823	.356	.156

Source: Develop from research

a. Dependent Variable : foreign\_student\_enrolment

Beta value is to show the level of influence power within the independent variables to the dependent value. The higher the beta value of the independent variable means it generates a higher impact to the dependent variable. Therefore, we can conclude that the social influence having the lesser impact to the foreign student enrolment in Malaysia's HEI as it has the lowest beta value as compare to the other two variables however student belief is the most influential variable as it beta value is the highest which recorded 0.597.

## **4.6 Conclusion**

In this chapter, SAS Enterprise Guide 5.1 software and SPSS Statistics software showed the relationship between all the variables is proven and interpreted by referring to the output generated. The following chapter contains the discussion of major findings, implications, limitations, recommendation of the study as well as the conclusion.



## **CHAPTER 5 : DISCUSSION, CONCLUSION AND IMPLICATION**

### **5.0 Introduction**

Last but not least, this chapter will identify the outcome of the research conducted. A completion of the statistical analysis and research finding will be discussed. The researcher will further discussed on the implications on managerial and theoretical aspect, limitation of this study and recommendations for future research. Besides, an overall conclusion has been made at the end of the chapter.

## **5.1 Summary Discussion of key findings**

### **5.1.1 Descriptive Analysis**

Based on the research, there are total of 191 respondents participate in this research with 95 and 96 of male and female respectively. Moreover, the majority of respondents are fall into the age group of 19-25 (91.10 %) and more than 67 % of them are come from Asia. According to analysis, the overall Cronbach's alpha is 0.915 and this is consider as a reliable because the alpha value are greater than 0.6. The research is valid and trustable because the survey items are assists and review by two knowledgeable marketing lecturers and an experienced English lecturer to amend the English grammar of the entire research.

### **5.1.2 Inferential Analysis**

#### **5.1.2.1 Hierarchical Regression Analysis**

Based on the results generated, R square value of 0.54 indicates that there is a 50.4% of variance in the dependent variable. The change in R-square measures how much predictive power was added to the model by the addition of moderator. Therefore, after a comparison between Model 1 which do not consist of moderator (brand equity), it show there is only a minor changes which is only increase 0.5% changes in R-square. It means that brand equity does not convey any large influence beyond the effect of independent variables (social influence, students' belief).

## 5.2 Discussion of Major Findings

### 5.2.1 Discussion of data analysis

Table 5.1: Summary of the data analysis from hierarchical regression

Hypothesis	Significant value	Result
H <sub>1</sub> : There is a significant relationship between students' belief toward foreign students' enrolment.	0.000	Accepted
H <sub>2</sub> : There is a significant relationship between social influence toward foreign students' enrolment.	0.200	Accepted
H <sub>3</sub> : There is a significant relationship between brand equity toward foreign students' enrolment.	0.000	Accepted

### **5.2.2 Discussion of hypothesis testing**

H<sub>1</sub>: There is a significant relationship between students' belief toward foreign students' enrolment.

Based on the table of hierarchical regression analysis indicates that the p-value of students' belief is less than 0.000 which is lesser than 0.05, the level of significant. The result suggested that there is a significant relationship between students' belief toward foreign students' enrolment. According to Wang (2009), the allocation of resources, marketing and student recruitment strategies are more emphasized on the foreign students' expectation.

H<sub>2</sub>: There is a significant relationship between social influences toward foreign students' enrolment.

The Table 5.1 has indicated that there is a significant relationship between social influences toward foreign students' enrolment. Owing to the p-value of social influence is 0.200 which is lesser than the significant level of 0.05. According to Washburn (2014), a study supports that foreign student require psycho-social support satisfaction to improve their campus experience.

H<sub>3</sub>: There is a significant relationship between brand equity toward foreign students' enrolment.

The table of hierarchical regression analysis has shown that the p-value of brand equity is 0.000 which is far lesser beyond the significant level, 0.005. Therefore, there is a significant relationship between brand equity toward

foreign students' enrolment. According to Wilkins & Huisman (2011), the study indicates that foreign student will choose institution mostly based on its reputation and ranking among other institution.

## **5.3 Implications of study**

### **5.3.1 Managerial Implications**

The findings of this research recommend a number of important managerial implications for the educational industry, it is particularly benefits the private and public HEI. The information collected from this research that indicating social influence and student belief affect the foreign students' enrolment in Malaysia HEI.

Based on the result, student belief has significant relationship with foreign students' enrolment. Foreign students have very high expectation towards HEI in Malaysia. As the students is playing their role of customers, so they expect the performances are able to meet their expectation or even the performance more than their expectation. As a result, it is very important for marketers to refer these studies to construct and ensure the facilities of HEI are well-equipped. Furthermore, quality of teaching is a main concern that foreign students to enrol in a HEI. Consequently, entrepreneur or marketers have to hire a highly qualified academic staffs to convey appropriate and high quality knowledge to the students.

The brand equity of foreign students was one of the significant factors that impact their enrolment in HEI. This is because brand equity is known as the value of the brand in the marketplace which means high brand equity has greater value in the marketplace (Pullig, 2008). Besides, students are more likely to choose the good reputation and higher service quality of HEI. Marketers should focus on emphasize the brand of the HEI in order to build a high reputation and positive experiences in the customers' mind.

Moreover, real power of a brand exists in the mind of consumers that it is fundamental for marketers to constantly obtain and analyze customer feedback.

Lastly, social influence has less significant relationship with the foreign students' enrolment of HEI in this research so for entrepreneurs who want to establish a HEI that have to enhance the other factors instead of social influence. Marketers can emphasize the facilities of the HEI availability, atmosphere of the HEI and etc. which influence the student belief.

### **5.3.2 Theoretical Implications**

This research have also contributes to the theoretical implications. Notably, this study improves the current written literature on influential factors towards intention of student enrolment in HEI. The factors being examined are student belief, social influence and brand equity. According to Shaw (2005) stated that previous studies have offer some examples, recommendations and considerations for institutions savour in structuring and carrying out their own research studies on the educational benefits of diversity. Therefore, it can help researchers to have a clear insight and greater understanding of foreign students' enrolment of HEI in Malaysia in future by referring this research study. Next, the findings of this study provide reference for students, academician or researchers who plan to study and research in this field as there is less established research done towards foreign students' enrolment of HEI in Malaysia. Last but not least, Universities build a recognizable brand by creating a memorable logo. It should represent the universities have positively image and able to convey a message to people, and it should be easy for people to make a connection between the brand and the education that attempts to be offer. Besides, it

can be used as a guideline for those students looking for further study after finished the secondary school life.



## **5.4 Limitation of the Study**

Firstly, foreign students were the only specific age of group (majority in the age group of 19-25) that centralized in this study. Hence, the result of this research will not be accurate if the target respondent is altered to other age groups like the age from 17 to 18. Besides, the target respondents of this study are mostly from Asia, which consists of 67.54% of the total respondents who are the foreign student study in Malaysia HEI. Thus, future researchers are advisable to ensure target respondents of questionnaire survey are distributed fairly based on the region and age group ratio to produce a result with higher generalizability and representative for all foreign students.

Although the questionnaire for this study has been enhance and corrected after the conduct of pilot study, but there are chances that some respondent might answer the questionnaire without proper consideration because of time constraints. Some of respondents might also giving imprecise respond during the survey as they think and believe that some of the information acquired maybe disrupts their privacy or language barrier among the respondent. These circumstances will influence the researchers from receiving actual and accurate information related to this research.

## **5.5 Recommendation of Future Research**

There are some ways to overcome the limitation mentioned previously.

Researchers are recommended to expand the study to a wider geographical area or different age groups for better generalization in the forthcoming research. Instead of just University Lim Kok Wing, future research can be done by including others universities in Malaysia as there are different regions and age group foreign students so they might have different thoughts towards enrolment of HEI in Malaysia. Besides that, researchers are also recommended to ensure that target respondents for questionnaire survey are distributed fairly based on the region and age group ratio to acquire result with greater generalizability and representative for all foreign students.

Nevertheless, there are some recommendations to overcome the problem of accuracy and trustable of the data obtain through the questionnaire that leads by the inappropriate answer provided by the respondents due to their language barrier or other factors. Firstly, before distribute the questionnaire to the respondents, the researcher have to give a precise description about the purpose of conducting this questionnaire to let the respondent to felt this questionnaire is safe and the privacy is protected when they are answering the questionnaire. Moreover, the researchers can assist the respondents to answer the questionnaire if they meet any problem when the times they submit their questionnaire back to the researcher.

## **5.6 Conclusion**

In a conclusion, this study had achieved the research objective in determining the determinants of foreign student enrolment in Malaysia HEI. Scale measurement with internal scale and inferential analysis has conducted to examine the relationship between independent variables and dependent variables. Last but not least, this finding indicates that all the independent variables have a significant relationship towards foreign student enrolment. However the social influence does not bring a huge effect towards the foreign student enrolments in Malaysia because the beta value is the lowest as compared to the other 2 independent variables.

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**Appendix 1.1: Total number of foreign student enrolment based on 35**

**Countries of Origin in Malaysian HEI**

Bil. No.	Negeri Kelahiran <i>Birth State</i>	Tahun Year	Enrolmen / Enrolment		
			L / M	P / F	J / T
1	IRAN (ISLAMIC REPUBLIC OF)	2013	2,866	2,143	5,009
		2012	3,484	2,497	5,981
2	INDONESIA	2013	2,473	1,469	3,942
		2012	2,281	1,355	3,636
3	CHINA	2013	1,169	1,213	2,382
		2012	1,039	870	1,909
4	IRAQ	2013	1,412	442	1,854
		2012	1,166	343	1,509
5	YEMEN	2013	1,403	323	1,726
		2012	1,343	308	1,651
6	NIGERIA	2013	1,440	252	1,692
		2012	1,071	169	1,240
7	LIBYAN ARAB JAMAHIRIYA	2013	940	286	1,226
		2012	740	219	959
8	BANGLADESH	2013	845	215	1,060
		2012	648	167	815
9	PAKISTAN	2013	692	175	867
		2012	551	125	676
10	THAILAND	2013	326	473	799
		2012	306	402	708
11	JORDAN	2013	502	156	658
		2012	471	163	634
12	SUDAN	2013	571	71	642
		2012	461	50	511
13	SOMALIA	2013	529	103	632
		2012	539	105	644
14	SINGAPORE	2013	179	427	606
		2012	184	395	579
15	SAUDI ARABIA	2013	426	172	598
		2012	443	189	632
16	INDIA	2013	324	161	485
		2012	298	134	432
17	PALESTINIAN TERRITORY, Occupied	2013	396	60	456
		2012	377	58	435
18	AFGHANISTAN	2013	230	39	269
		2012	81	17	98
19	BRUNEI DARUSSALAM	2013	95	137	232
		2012	71	94	165
20	SYRIAN ARAB REPUBLIC	2013	198	33	231
		2012	141	19	160
21	ALGERIA	2013	189	40	229
		2012	148	37	185

Foreign Students' Enrolment in Malaysian  
Higher Education Institution

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Bil. No.	Negeri Kelahiran <i>Birth State</i>	Tahun <i>Year</i>	Enrolmen / <i>Enrolment</i>		
			L / M	P / F	J / T
22	OMAN	2013	170	45	215
		2012	145	23	168
23	EGYPT	2013	116	27	143
		2012	88	21	109
24	MYANMAR	2013	56	69	125
		2012	51	63	114
25	TURKEY	2013	71	48	119
		2012	56	48	104
26	SRI LANKA	2013	77	39	116
		2012	67	37	104
27	MALDIVES	2013	52	62	114
		2012	60	57	117
28	SOUTH KOREA	2013	56	54	110
		2012	16	6	22
29	UZBEKISTAN	2013	79	19	98
		2012	71	19	90
30	PHILIPPINES	2013	43	49	92
		2012	35	39	74
31	TANZANIA, UNITED REPUBLIC OF	2013	58	30	88
		2012	56	36	92
32	KUWAIT	2013	76	8	84
		2012	63	3	66
33	CAMBODIA	2013	50	26	76
		2012	50	27	77
34	GUINEA	2013	52	17	69
		2012	54	18	72
35	UNITED STATES OF AMERICA	2013	40	26	66
		2012	30	22	52
36	LAIN-LAIN NEGARA <i>Other Countries</i>	2013	1,096	620	1,716
		2012	917	495	1,412
<b>JUMLAH TOTAL</b>		2013	19,297	9,529	28,826
		2012	17,602	8,630	26,232

**Appendix 3.1: Total number of foreign student enrol in Malaysian private**

**HEI**

1. Universiti Teknologi PETRONAS (UTP) currently has an enrolment over 6,000 undergraduates and 1,200 postgraduates from more than 50 countries around the world.

[http://www.utp.edu.my/index.php?option=com\\_content&view=article&id=94&Itemid=201](http://www.utp.edu.my/index.php?option=com_content&view=article&id=94&Itemid=201)

2. University of Nottingham Malaysia Campus have 1,441 international students are among the 2,489 undergraduates and 688 postgraduates currently studying in Malaysia.

<http://www.nottingham.edu.my/AboutUs/History/MalaysiaHistory.aspx>

3. Multimedia University has approximately 1724 foreign student that currently enrol in Malaysia.

<https://www.mmu.edu.my/index.php?req=28>



4. Swinburne University of Technology consist more than 4,000 international students from over 60 countries.

<http://www.swinburne.edu.my/study/international/reasons-to-choose-swinburne/index.html>

5. Foreign students make up 25% of the students at the HELP University / HELP Academy.

<http://www.help.edu.my/admission/international-students.html#international-student-services>

6. KBU currently has 2500 students and 26% of them are foreign student that are studying in Malaysia

<http://www.theprospectgroup.com/kbu-international-college-director-teo-chiang-liang-on-higher-education-in-malaysia-81128/>

7. The percentage of foreign students in Taylor's University is above the par, which stabilizes at 25%.

[http://e-journal.um.edu.my/filebank/published\\_article/6476/Volume%20\(3\)-6.pdf](http://e-journal.um.edu.my/filebank/published_article/6476/Volume%20(3)-6.pdf)

**Appendix 3.2: Questionnaire**



**UNIVERSITI TUNKU ABDUL RAHMAN**

**FACULTY OF BUSINESS AND FINANCE**

Perak Campus

Dear Respondents,

We are final year students of Bachelor of Marketing from University Tunku Abdul Rahman. We are currently conducting a market research on “Foreign Student Enrolment in Malaysian Higher Education Institution”. This research is part of dissertation which will be submitted for the fulfilment of our degree programs.

This questionnaire consists of 2 sections and it will take approximately 10 minutes to complete. Please read the instructions carefully before answering the questions. Your responses will remain confidential.

Your participation will greatly contribute to the success of this survey and we deeply appreciate your participation.

Thank you for your kind participation.

Yours faithfully

PANG AI NEE                      12ABB03406

CHU MAN YEE                    12ABB01474

FOONG BI KAI                    11ABB03941

LAI CHEE LIANG                11ABB02551

**SECTION A: DEMOGRAPHIC QUESTIONS**

Please tick **ONE** appropriate answer.

1. What is your gender?
  - Male
  - Female
  
2. Which is your age group?
  - 12-18
  - 19-25
  - 26 and above
  
3. Please specify your region.
  - South East Asia
  - Western Pacific
  - Europe
  - America
  - Africa
  - Asia
  - others
  
4. What is the highest degree or level of academic qualification you have achieved?
  - Foundation
  - Diploma Holder
  - Bachelor's Degree
  - Master's Degree
  - Professional's Degree
  - Doctorate Degree
  - others

**SECTION B : SPECIFIC QUESTIONS**

Please circle the best answer based on the scale of 1 to 5.

[(1)=Strongly Disagree; (2)=Disagree; (3)Neutral; (4)= Agree; (5)=Strongly agree]

No	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>DV: FOREIGN STUDENT ENROLLMENT</b>						
5a	I like to enrol in Malaysian Higher Education Institution (HEI).	1	2	3	4	5
5b	I possess multi-cultural abilities when interact with my friend.	1	2	3	4	5
5c	My personal desire will affect my decision of selecting HEI.	1	2	3	4	5
5d	I desire to travel around.	1	2	3	4	5
5e	I love to acquire new friends.	1	2	3	4	5
<b>IV 1: STUDENTS' BELIEF</b>						
6a	Reputation of the HEI is important for me to select which institutions to further my studies.	1	2	3	4	5
6b	Quality of teaching is a major consideration for me to choose which institution to continue my studies.	1	2	3	4	5
6c	I prefer to study in the HEI that will concern about my educational needs	1	2	3	4	5

	(facilities, service, etc...).					
6d	I prefer to study in the HEI that provide excellent learning atmosphere.	1	2	3	4	5
6e	I prefer English to be used as a major medium of communication.	1	2	3	4	5
<b>IV 2: SOCIAL INFLUENCE</b>						
7a	I prefer recommendation from my family members when choosing HEI.	1	2	3	4	5
7b	My family background will affect my choices of choosing HEI.	1	2	3	4	5
7c	I prefer my friends to share their experiences with their HEI.	1	2	3	4	5
7d	I will refer information given by education agents in order to select HEI (educational advisor, consultant, etc...).	1	2	3	4	5
7e	I will refer comments from social network about HEI when choosing the HEI.	1	2	3	4	5
<b>MODERATOR : BRAND EQUITY</b>						
8a	I prefer HEI with good reputation.	1	2	3	4	5
8b	I prefer HEI with higher service quality.	1	2	3	4	5
8c	I prefer HEI which is recommended.	1	2	3	4	5
8d	I prefer HEI with higher performances.	1	2	3	4	5
8e	I prefer HEI familiar to me.	1	2	3	4	5

**Appendix 3.3: Reliability Test for Individual Variables (Pilot Test)**

**Internal Consistency**

**The CORR Procedure**

<b>4 Variables:</b>	FOREIGN_STUDENT_ENROLMENT STUDENT_BELIEF SOCIAL_INFLUENCE BRAND_EQUITY
---------------------	---

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
FOREIGN_STUDENT_ENROLMENT	30	3.75333	0.51107	112.60000	2.60000	4.80000
STUDENT_BELIEF	30	3.95333	0.59349	118.60000	2.80000	4.80000
SOCIAL_INFLUENCE	30	4.00000	0.63896	120.00000	3.00000	5.00000
BRAND_EQUITY	30	3.90667	0.55019	117.20000	2.40000	4.80000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.876726
Standardized	0.876938

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
FOREIGN_STUDENT_ENROLMENT	0.699333	0.857032	0.696559	0.857139
STUDENT_BELIEF	0.764107	0.830134	0.767320	0.829398
SOCIAL_INFLUENCE	0.811679	0.810932	0.810552	0.811932
BRAND_EQUITY	0.677731	0.863437	0.667891	0.868082

Pearson Correlation Coefficients, N = 30 Prob >  r  under H0: Rho=0				
	FOREIGN_STUDENT_ENROLMENT	STUDENT_BELIEF	SOCIAL_INFLUENCE	BRAND_EQUITY
FOREIGN_STUDENT_ENROLMENT	1.00000	0.72926 <.0001	0.62934 0.0002	0.48431 0.0067
STUDENT_BELIEF	0.72926 <.0001	1.00000	0.70199 <.0001	0.55645 0.0014
SOCIAL_INFLUENCE	0.62934 0.0002	0.70199 <.0001	1.00000	0.74154 <.0001
BRAND_EQUITY	0.48431 0.0067	0.55645 0.0014	0.74154 <.0001	1.00000

**Appendix 4.1: Reliability Test for Individual Variables**

**Internal Consistency**

**The CORR Procedure**

**4 Variables:** Foreign\_Student\_Enrolment Student\_Belief Social\_Influence Brand\_Equity

Simple Statistics						
Variable	N	Mean	Std Dev	Sum	Minimum	Maximum
Foreign_Student_Enrolment	191	3.90262	0.54632	745.40000	2.20000	5.00000
Student_Belief	191	3.93298	0.54417	751.20000	2.60000	5.00000
Social_Influence	191	3.86597	0.59227	738.40000	2.20000	5.00000
Brand_Equity	191	3.88901	0.57659	742.80000	2.20000	5.00000

Cronbach Coefficient Alpha	
Variables	Alpha
Raw	0.914763
Standardized	0.914974

Cronbach Coefficient Alpha with Deleted Variable				
Deleted Variable	Raw Variables		Standardized Variables	
	Correlation with Total	Alpha	Correlation with Total	Alpha
Foreign_Student_Enrolment	0.696975	0.924978	0.698180	0.925927
Student_Belief	0.878788	0.864766	0.877938	0.864145
Social_Influence	0.812840	0.887211	0.812040	0.887446
Brand_Equity	0.839906	0.877113	0.839117	0.877965

Pearson Correlation Coefficients, N = 191				
Prob >  r  under H0: Rho=0				
	Foreign_Student_Enrolment	Student_Belief	Social_Influence	Brand_Equity
Foreign_Student_Enrolment	1.00000	0.70096	0.61594	0.63784
Student_Belief	<.0001	1.00000	0.80026	0.83435
Social_Influence	<.0001	<.0001	1.00000	0.78476
Brand_Equity	<.0001	<.0001	<.0001	1.00000

**Appendix 4.2: Hierarchical Regression Analysis**

```
REGRESSION  
  /DESCRIPTIVES MEAN STDDEV CORR SIG N  
  /MISSING LISTWISE  
  /STATISTICS COEFF OUTS R ANOVA COLLIN TOL CHANGE ZPP  
  /CRITERIA=PIN(.05) POUT(.10)  
  /NOORIGIN  
  /DEPENDENT ForeignStudentEnrolment  
  /METHOD=ENTER StudentBeliefs SocialInfluence  
  /METHOD=ENTER BrandEquity.
```

**Regression**

[DataSet0]

Descriptive Statistics			
	Mean	Std. Deviation	N
ForeignStudentEnrolment	3.9026	.54632	191
StudentBeliefs	3.9330	.54417	191
SocialInfluence	3.8660	.59227	191
BrandEquity	3.8890	.57659	191



Correlations

		foreign_enrolment	student_belief	social_influence	brand_equity
Pearson Correlation	foreign_enrolment	1.000	.701	.616	.638
	student_belief	.701	1.000	.800	.834
	social_influence	.616	.800	1.000	.785
	brand_equity	.638	.834	.785	1.000
Sig. (1-tailed)	foreign_enrolment	.	.000	.000	.000
	student_belief	.000	.	.000	.000
	social_influence	.000	.000	.	.000
	brand_equity	.000	.000	.000	.
N	foreign_enrolment	191	191	191	191
	student_belief	191	191	191	191
	social_influence	191	191	191	191
	brand_equity	191	191	191	191

Variables Entered/Removed<sup>b</sup>

Model	Variables Entered	Variables Removed	Method
1	social_influence, student_belief	.	Enter
2	brand_equity <sup>a</sup>	.	Enter

a. All requested variables entered.

b. Dependent Variable: foreign\_enrolment

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.899 <sup>a</sup>	.809	.807	.24013	.809	397.750	2
2	.913 <sup>b</sup>	.833	.830	.22497	.024	27.187	1

a. Predictors: (Constant), social\_influence, student\_belief

b. Predictors: (Constant), social\_influence, student\_belief, brand\_equity

Model Summary

Model	Change Statistics	
	df2	Sig. F Change
1	188	.000
2	187	.000

a. Predictors: (Constant), social\_influence, student\_belief

b. Predictors: (Constant), social\_influence, student\_belief, brand\_equity

ANOVA<sup>c</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.868	2	22.934	387.750	.000 <sup>a</sup>
	Residual	10.840	188	.058		
	Total	56.708	190			
2	Regression	47.245	3	15.748	311.165	.000 <sup>b</sup>
	Residual	9.464	187	.051		
	Total	56.708	190			

- a. Predictors: (Constant), social\_influence, student\_belief  
 b. Predictors: (Constant), social\_influence, student\_belief, brand\_equity  
 c. Dependent Variable: foreign\_enrolment

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
		B	Std. Error	Beta			Zero-order	Partial
1	(Constant)	.200	.132		1.508	.134		
	student_belief	.734	.049	.709	14.858	.000	.885	.735
	social_influence	.211	.042	.237	4.969	.000	.764	.341

- a. Dependent Variable: foreign\_enrolment

Coefficients<sup>a</sup>

Model		Correlations	Collinearity Statistics	
		Part	Tolerance	VIF
1	(Constant)			
	student_belief	.474	.447	2.240
	social_influence	.158	.447	2.240

a. Dependent Variable: foreign\_enrolment

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
		B	Std. Error	Beta			Zero-order	Partial
2	(Constant)	.038	.128		.296	.767		
	student_belief	.597	.053	.578	11.209	.000	.885	.834
	social_influence	.109	.044	.123	2.480	.015	.764	.177
	brand_equity	.282	.054	.278	5.214	.000	.823	.358

a. Dependent Variable: foreign\_enrolment

Coefficients<sup>a</sup>

Model		Correlations	Collinearity Statistics	
		Part	Tolerance	VIF
2	(Constant)			
	student_belief	.336	.338	2.963
	social_influence	.074	.360	2.780
	brand_equity	.156	.313	3.195

a. Dependent Variable: foreign\_enrolment

Foreign Students' Enrolment in Malaysian  
Higher Education Institution

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Excluded Variables<sup>a</sup>

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics			
					Tolerance	VIF	Minimum Tolerance	
1	brand_equity	.278 <sup>a</sup>	5.214	.000	.358	.313	3.195	.313

a. Predictors in the Model: (Constant), social\_influence, student\_belief

b. Dependent Variable: foreign\_enrolment

Collinearity Diagnostics<sup>a</sup>

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	student_belief	social_influence	brand_equity
1	1	2.982	1.000	.00	.00	.00	
	2	.013	15.311	.84	.03	.29	
	3	.005	24.329	.16	.97	.71	
2	1	3.977	1.000	.00	.00	.00	.00
	2	.013	17.306	.86	.01	.15	.02

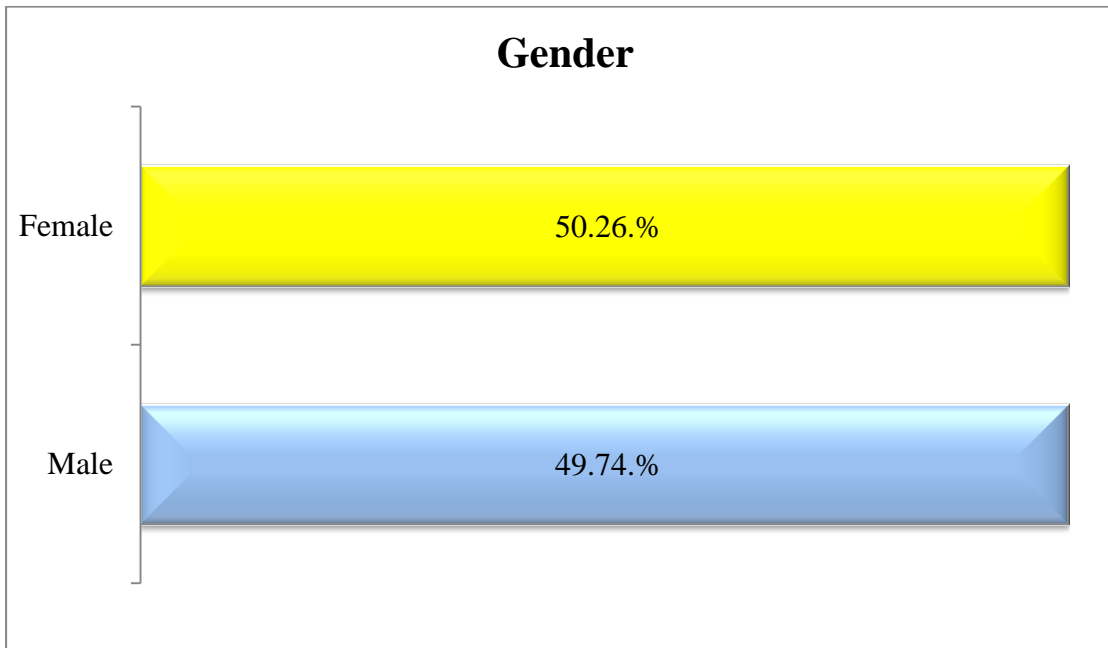
a. Dependent Variable: foreign\_enrolment

Collinearity Diagnostics<sup>a</sup>

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	student_belief	social_influence	brand_equity
2	3	.005	27.151	.14	.29	.84	.19
	4	.004	31.751	.00	.70	.01	.79

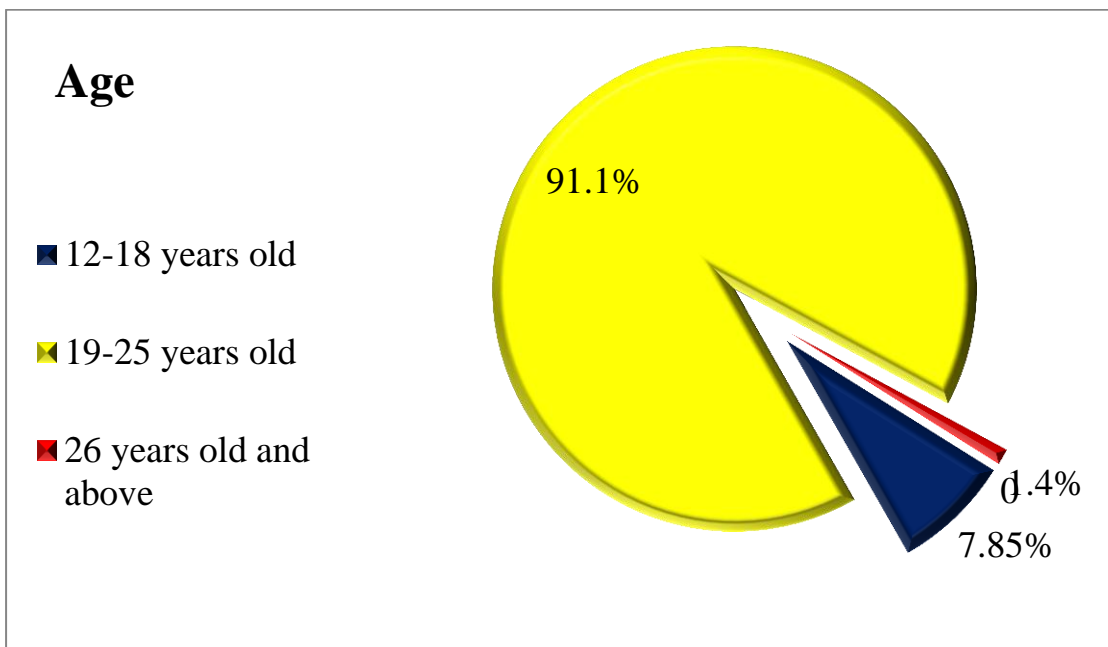
a. Dependent Variable: foreign\_enrolment

**Appendix 4.3: Percentage of Respondents Based on Gender**



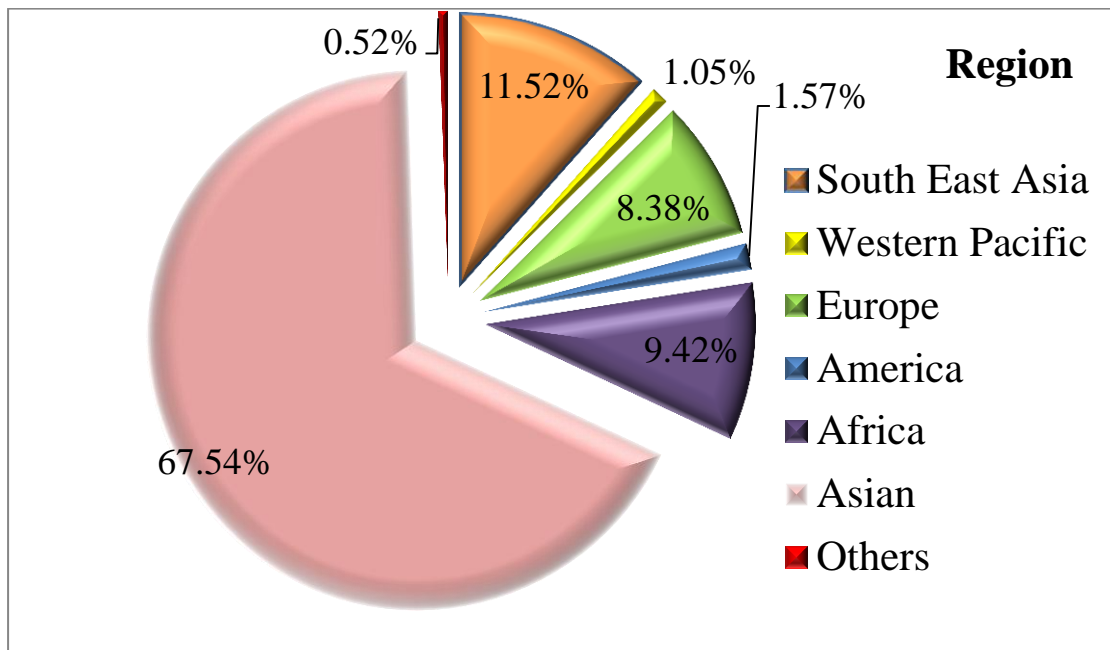
Source: Developed for the research

**Appendix 4.4: Percentage of Respondents Based on Age**



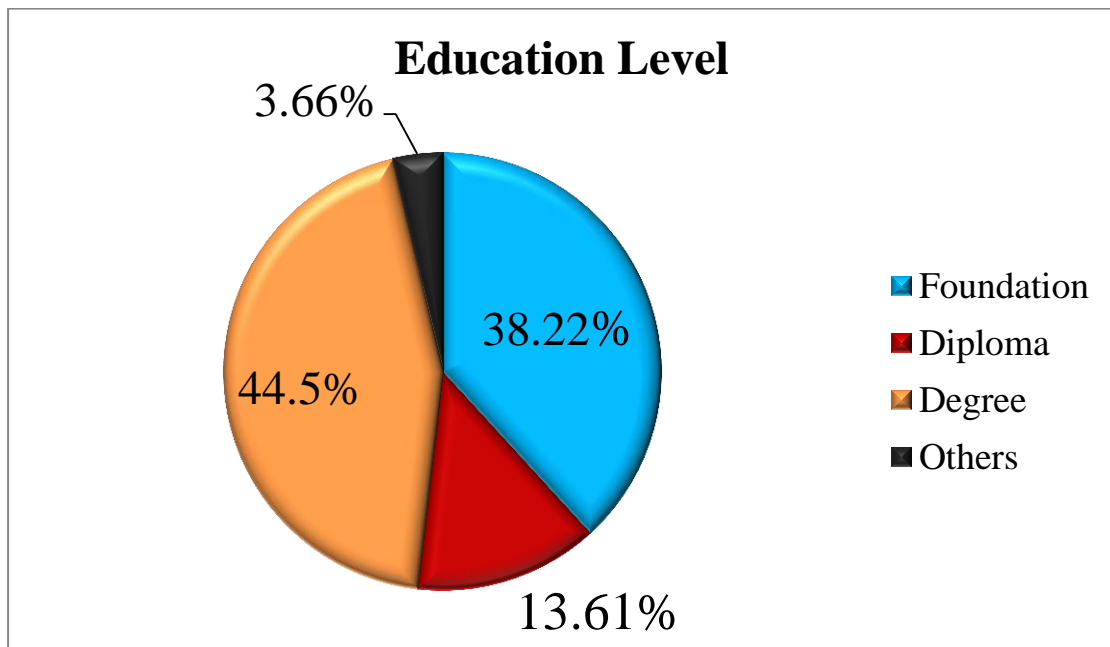
Source: Developed for the research

**Appendix 4.5: Percentage of Respondents Based on Region**



Source: Developed for the research

**Appendix 4.6: Percentage of Respondents Based on Education Level**



Source: Developed for the research