

MK010

PRIVATE HIGHER EDUCATION INSTITUTIONS'
(PHEIs) SOCIAL MEDIA IMPACT ON THE FOREIGN
STUDENTS' RETENTION INTENTION

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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.
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LIST OF ABBREVIATIONS

PHEI	Private Higher Education Institution
PuHEI	Public Higher Education Institution
SEM	Structural Equation Modelling
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
RMSEA	Root Mean Square Error of Approximation
IFI	Incremental Fit Index
CFI	Comparative Fit Index
TLI	Tucker Lewis Index
Chisq/df	Chi-square/degree of freedom
TPB	Theory of Planned Behavior
TAM	Technology Acceptance Model
UTAUT	Unified Theory of Acceptance and Use of Technology
TRA	Theory of Reasoned Action
PU	Perceived Usefulness
PEOU	Perceived Ease-of-Use
SI	Social Influence
IQ	Information Quality

PREFACE

In this 21st century, education plays an important role on the economic growth and national evolvement of any country. Malaysia is shifting 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 customers and students. In 2012, Malaysia was the world's top 11th biggest education service providers with more than 90,000 foreign students. In order to sustain its position, Malaysia has been predicted to attract 200,000 foreign students by year 2020. Furthermore, Private Higher Education Institutions (PHEIs) are predominantly accountable and responsible for the foreign students' enrolment in Malaysia due to the requirement of Government which prioritise the intake of local students for undergraduate programs in the Public Higher Education Institutions (PuHEIs).

Besides recruiting, student retention has also become the interest of universities worldwide as it is believed to improve the university's image due to the internationalization practice besides contributing on the improved financial performance. The upsurge use of social media serves as a great opportunity for PHEIs to reach potential foreign students and engage with its current foreign students in a cost-effective manner. Perceived usefulness, perceived ease of use, social influence and information quality derived from qualitative phase of the study has become the crucial determinants of PHEIs' social media for retention intention in PHEIs. Hence, this study provides general insight on the determinants of PHEIs' social media impact on its retention intention.

ABSTRACT

The strategy of retaining students in the PHEIs itself has become more important due to the increase competition among education institutions in Malaysia. The purpose of this research is to study the impact of PHEIs' social media on foreign students' retention intention in their private institutions in Malaysia by adopting the sequential exploratory mixed method whereby qualitative and quantitative methods were conducted in two consecutive phases. In the qualitative phase, interviews were conducted with foreign students from PHEIs in Klang Valley and the data collected were analyzed using stepwise replication. Subsequently, it constituted into four themes namely utilization of social media, quality of information, usage of social media and students' engagement which was then used for variables construction in the quantitative phase comprises of perceived usefulness, perceived ease-of-use, social influence and information quality under the theoretical ground of TAM. Structural Equation Modelling (SEM) AMOS was used to analyze the quantitative data collected. The key findings depict that the proposed research model is significant whereby in overall, all independent variables are good predictors of foreign students' retention intention in PHEIs. Though, information quality is the best predictor when analyzed individually. On the other hand, even though, social media is so hype up nowadays, it is proven to act only as one of the factors that influence foreign students' retention intention. Therefore, the findings are believed to contribute managerial and theoretical implications which would provide insights to help education institutions develop better social media platform that can appeal to foreign students.

CHAPTER 1: RESEARCH OVERVIEW

1.0 Introduction

The overview of the study will be presented in this chapter. There are four parts namely background, problem statement, research objectives and significance of study.

1.1 Research Background

Education is a process where students could acquire skills, knowledge, and experience (Parankimalil, 2012). Education is crucial for economic growth and national evolvement of any country (Ministry Of Education [MOE], 2012). Besides, a progressive education sector is believed to contribute towards social development of the country where improvement in literacy rate is expected to produce better quality labour force (Micheal& Sandy, 2010; Jorgenson, Dale &Sichel, 2000 as cited in Shaari, 2014).

Malaysia has earned a name for being a reputable Centre of Higher Education particularly among Organisation of the Islamic Conference (OIC) (Rahmat, 2014). In addition, Malaysia was the world's top 11th biggest education service providers with more than 90,000 international students in year 2012 (The Star Online., 2012). In order to sustain its position, Malaysia was predicted to attract 200,000 foreign students by year 2020 (The Sun Daily, 2015). In addition, Yusoff (2014) discovered that the enrolment rate of foreign students has been increasing at the rate of 16% annually.

To date, there are 414 private colleges, 37 private universities, 20 university-colleges and 7 foreign branch campuses and 20 public universities in Malaysia (Teo, 2013). Due to intense competition and growing market potential, players in this sector have engaged in various marketing activities to capture large market

share. It is typical for education institutions to employ promotional strategies to reach their target audience (Ivy, 2008). To illustrate, there are advertising, public relations, email and others which are greatly used by education institutions to reach potential students (Starck & Zadeh, 2013).

1.2 Research Problems

Malaysia greatly strives in attracting foreign students especially students from Asia, Middle East and Africa (Altbach & Knight, 2007 as cited in Manzuma-Ndaaba, Harada, Romle & Olanrewaju, 2015). This is because it can result in huge capital inflow which would subsequently contribute to the nation's economic development (Baharun, Awang & Padlee, 2011). Some notable efforts by Malaysia to lure international students are the joint collaboration with foreign universities to establish their presence in Malaysia (Sivalingam, 2006) and establishment of Education Malaysia Global Services (EMGS) under the control of Ministry of Higher Education (MOHE) in providing operational support for global marketing and promotion of local education program in overseas on top of the operational support (The Star Online, 2013).

Currently, there are 135,502 foreign students in Malaysia whom originate from 160 countries (The Sun Daily., 2015). It was reported that about 55% of foreign students in Malaysia are currently studying in PHEIs where their enrolment rate in PHEIs have been increasing steadily in recent years. As of December 2014, foreign students' enrolment in PHEIs (i.e. 29.9%) had outgrown those in PuHEIs (The Sun Daily., 2015). This is because government set a requirement whereby PuHEIs have to prioritize local students' intake in undergraduate programs (Yusoff, 2014). Such requirements are the key driver for PHEIs to be predominantly accountable and responsible for foreign students' enrolment in Malaysia (Yusoff, 2014). This has left a market gap where PHEIs able to accelerate their revenue by serving this segment – foreign undergraduate students (Padlee, Kamaruddin & Baharun, 2010).

Retention strategy is a generic weapon for all firms irrespective of business's nature (Lawrence, 2012). According to Stokes and Lomax (2008), retaining an existing customer is six times cheaper than acquiring a new one; similarly, acquiring a new student is more expensive than retaining an existing student for further studies (Raisman, 2009). Student retention has become the interest of universities worldwide as it is believed to improve university's image being an internationalization practice and it contributes to the financial performance as well (Ortiz & Choudaha, 2014). Moreover, PHEIs in Malaysia have begun to recognize the importance of student retention's strategy mainly due to the intensive competitive pressure and the promising benefits (Lau, 2009).

Most traditional advertising tools were considered ineffectual due to advancement in technologies such as Internet where it enables firms to reach potential customers at a reduced cost in an effective manner nowadays (Scott, 2007; Reddy, 2014). The enormous number of Internet users over the network and advancement of web 2.0 have led to the upsurge use of social media such as YouTube, Facebook, Twitter, Instagram, Google+ and etc. The growth of social media is high where the population of active users is equivalent to 29% of the world population (Kemp, 2015). Therefore, social media is a great opportunity for marketers to reach potential customers.

According to Hajli (2014), social media is effective in affecting adoption, usage or purchasing intention of customers. This finding was consistent with the study by Lee, Xiong & Hu (2012) which discovered that user's attitudes in using Facebook will influence their intention to attend an event. Education institutions are embracing social media as they realize the impact of social media upon their images (Mattson & Barnes, 2009). Furthermore, social media provides a great opportunity to engage with existing students (Broome, Croke, Staton & Zachritz, 2011). Evidently, 100% of universities in United States of America are using social media to recruit potential students (Barnes & Lescault, 2011).

Selvarajah, Krishnan & Sajilan (2014) claimed that social media is an effective tool in influencing students' intention in selecting universities. Studies had proven that media selection and recommendation on universities can significantly

influence SPM students' intention on the selection of private universities in Malaysia (Selvarajah et al., 2014). Past empirical studies found that social media plays significant role on students' decision on the study destination (Phang, 2013; Reddy, 2014). Interactive channels such as Skype and Facebook are needed for education institutions to communicate effectively with prospective foreign students (Phang, 2013). Similarly, Reddy (2014) added that foreign students has referred to social media to search for university information, student activities, courses offered, sample lectures and other information that will influence their university decision-making process.

Furthermore, social engagement through social media platform was recognized for its ability to enhance retention rate among existing students (Walsh, 2012). In year 2011, innovative use of social media application in College 101 course had improved the retention rates by 15% (PrWeb, as cited in Walsh, 2012). Review on past studies reveals that there is too much focus on university students' intention to use social media (e.g. Cheung, Chiu & Lee, 2011; Ellison, Steinfield & Lampe, 2007; Peluchette & Karl, 2008). Besides, there were also some studies that examine on the effectiveness of social media in recruiting potential students (e.g. Constantinides & Stagno, 2011; Merrill, 2011). However, there is only one study focused on the impact of social media on students' retention in HEIs from administrative perspective (Galindo, Meling, Mundy & Kupczynski, 2012). Galindo et al. (2012) findings were non-conclusive and hence lacking in terms of generalization as the study only used qualitative approach.

1.3 Research Objective

This study comprises of 2 approaches i.e. quantitative and qualitative. The objectives are:

To explore foreign students' underlying perception on the various aspects of PHEI's social media [*Qualitative phases*].

To determine the relationship between various aspects of PHEIs' social media and foreign students' intention to retain in the same institution [*Quantitative phase*].

To examine the mediation impact of foreign students' intention to use PHEI's social media on the various aspects of PHEI's social media towards the students' retention intention. [*Quantitative phase*].

1.4 Research Significance

Technology advancement has brought the usage of social media to the next level. The findings of this study are to highlight the importance of social media on student's retention rate and its possible role as an effective promotional tool to increase retention rate. Moreover, this study will be helpful for PHEIs to comprehend foreign students' perception on social media. Hence, PHEIs can identify the most suitable social media platform and thus formulate marketing strategies to appeal successfully to foreign students. Besides, PHEIs that aim to increase foreign student's retention rate can refer to study's findings, equip and improve themselves in relevant areas to achieve their target.

The research framework of this study is expected to be beneficial for researchers and students who are involved in research related to enrolment or retention of students in education sector. Lastly, the research findings show that social media is useful in increasing retention rate among foreign students. Hence, academicians

can include social media marketing as a new subject to deliver the knowledge on social media strategies, usage, benefits and others.

1.5 Conclusion

In conclusion, this chapter serves as the main outline or guideline throughout the research. The next chapter will address the research methodology of this study.

CHAPTER 2: RESEARCH METHODOLOGY

2.0 Introduction

This chapter explains methodologies involved in collecting and analyzing data in this study. It includes the description of sampling techniques and research instruments used and end with depiction on the preliminary analyses conducted.

2.1 Research Design

This study utilizes sequential exploratory mixed method where qualitative data collected in the first phase was subsequently used to develop research instrument i.e. questionnaire and hence to collect data in the second (quantitative) phase (Creswell, 2014). Larkin, Begley and Devane (2013) justified this design as an ideal approach in investigating new phenomena which lacks sufficient information (Creswell& Clark, 2007as cited in Larkin, Begley &Devane, 2013). Besides, this design permits construction of a finer instrument which such instrument enhances the quality of data collected (Creswell, 2014). The qualitative phase of this study was carried out using phenomenology design which requires researchers to put aside their own experiences in order to understand the phenomenon as described by interviewees (Creswell, 2014). Meanwhile, survey approach was used in the second phase of this study to collect and analyze quantitative data (Creswell, 2014).

2.2 Sampling Design

The population of this study comprises of foreign students who utilize PHEIs' social media located in Klang Valley for academic purposes. Klang Valley has many PHEIs with high enrolment of foreign students (Shin, Postiglione & Huang,

2015). There was no sampling frame for this study as information on foreign students using social media for academic purpose was unavailable. The following sub-sections explain the sample size and sampling technique used in the qualitative and quantitative phase of this study.

2.2.1 Qualitative Phase

Phenomenological qualitative study requires three to ten participants sharing their viewpoints on a particular phenomenon (Creswell, 2014). It was then decided to gather information related to the use of PHEIs' social media for academic purpose from one foreign student representing each of the top six PHEIs in Klang Valley. Hence, the sample size of this phase is 6. Snowball sampling technique was used to approach the participants in this phase. Snowball sampling is typically used when there is no information or less knowledge on the specific interest (Voicu & Babonea, 2011). Initially, one participant who met the requirement was randomly selected. The remaining participants were selected through referrals made by student who were interviewed previously (as suggested by Biernacki & Waldorf, 1981). Although the sample size of this phase was 6, this study nonetheless wrapped up the data collection of this phase with only four interview sessions as the responses were getting repetitive. Creswell (2014) explained that the researcher could stop gathering data when the information gathered is no longer fresh and repetitive.

2.2.2 Quantitative Phase

Hair, Black, Babin and Anderson (2010) ascertained that a minimum sample size of 150 elements is sufficient for the study which has less than seven variables. Therefore, the sample size for this study is 150 respondents. Nevertheless, it was then decided to distribute 500 sets of questionnaire in order to increase the response rate.

Judgmental sampling technique was adopted in selecting the respondents. Questionnaires were distributed via computer administered survey only to foreign students pursuing their studies in PHEIs located in Klang Valley. The students were approached through the PHEIs' official Facebook. The online survey was posted on the group itself and/or sent to their personal chatbox. After constant follow-ups, 250 responses were obtained.

2.3 Data Collection Procedure

This section explains the procedures involved in collecting both qualitative and quantitative data respectively. It also includes details procedures involving the preliminary works of both phases.

2.3.1 Qualitative Phase

2.3.1.1 Preliminary Interview

Preliminary interview was conducted with one student from Lim Kok Wing University; student from this university was chosen as it has the largest number of foreign students with 5764 students who represent 70.6% of foreign students in Malaysia (Kay, 2015). The preliminary face-to-face interview was conducted to identify the appositeness of questions used in gathering the participants' feedbacks besides observing participants non-spoken language.

The outcome of the interview showed that interviewer is aware about the institution's social media, but he/she does not participate in it actively as the institution does not put emphasis on its official social media. Few

vague questions were discovered and amended accordingly based on the feedback from this interview session.

2.3.1.2 Interview protocol

Based on the feedbacks from preliminary interview, a finalized interview protocol was prepared. The protocol as seen in Table 2.1 is in adherence to the standard of interview protocol (as suggested by Creswell, 2014).

Table 2.1: Interview Protocol

Components	Descriptions
Heading	Including date, place, interviewer and interviewee
Instruction	Standard procedure and rules that need to be followed by the interviewer
Question	Interview questions
Probes for four to five question	Ask for further elaboration from interviewee
Space between the recorded questions	Time used in writing the respondents' answers
A final thank you statement	To acknowledge the time and effort interviewee spent in the interview

Adapted from: Creswell, J.W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.)*. London, United Kingdom: SAGE publications, Inc.

2.3.1.3 Data Collection Tool

Semi-structured interview was carried out with chosen foreign students from the top six PHEIs in Malaysia. The student who was interviewed in preliminary stage had recommended his friend in INTI University. Upon

getting prior consent of the referred student, the interview session was conducted at location which was convenient to her. The student was then requested to suggest any friends of hers who utilize PHEIs' social media. This process was repeated until adequate information was obtained. Each of the interview sessions conducted lasted about 45 minutes and the conversation was audio-recorded.

2.3.2 Quantitative Phase

2.3.2.1 Pre-Test

Pre-test is conducted to assist the study identifies the major issues in questionnaires (Tools4dev, 2014). Ten students comprising of lecturers and friends were chosen to conduct pre-test. Subsequently, 40% of questionnaires' problems can be detected and amended to proceed with pilot study (as suggested by Perneger, Courvoisier, Hudelson, & Gayet-Ageron, 2015).

2.3.2.2 Pilot Study

Pilot study is conducted before a large scale study is carried out to test reliability, validity, feasibility and identifies errors in the questionnaire (Shuttleworth, 2015). Pilot study of this study was conducted among 100 students in Lim Kok Wing University. A questionnaire is generated and person administrated method is used where researcher physically meet with respondents at Lim Kok Wing gateway and distributed the questionnaires to them. As such, researcher can ensure the exact amount of sample size for pilot study is obtained. Furthermore, filter question are asked (ie. Are you a foreign student?) to ensure the origin of students before questionnaires are distributed.

2.3.2.3 Questionnaire

Based on the feedbacks obtained from qualitative phase and review of past literature, a questionnaire was constructed. The feedbacks from pilot study were also incorporated to further enhance the quality of the questionnaire.

The questionnaire consists of two sections which are Section A and Section B (Refer to Appendix 4.1). In Section A, respondents are required to fill in their demographic profile including gender, age and country origin. In Section B, respondents are required to circle on the preferred numerical score based on the statements of PHEIs' social media impact on students' retention intention in their current institution. Likert scale is applied in this section where each question is given a numerical score ranging from 1 to 5. 1 indicating strongly disagree, 2 is disagree, 3 is neutral, 4 is agree and 5 is strongly agree.

2.4 Data Analysis

Data analysis is a process involving transformation of raw data into useful information and hence make conclusion based on the study's details (Zikmund, Babin, Carr & Griffin, 2010). The following sub-section describes procedures involved in analyzing data in both phases.

2.4.1 Qualitative Data Analysis

2.4.1.1 Measurement of accuracy

According to Golafshani (2003), the concept of reliability and validity are not applied in qualitative research. However, the concept of reliability is similar to consistency in qualitative research. Validity in qualitative is

refer to the “trustworthiness” of the data (Swinton & Mowat, 2006 as cited in Grossoehme, 2014).

Stepwise replication was used in this phase to ensure data consistency as suggested by Manfred & Celia (2004). Four researchers of this study were divided into 4 groups where each group handled data separately. The findings obtained by each group were then compared and tallied to ensure consistency

In order to measure trustworthiness of qualitative data, member checking and peer debriefing were used (Malhotra, 2010). Member checking is a process where draft qualitative findings were returned to each interviewee from each institution through email to check, review and comment on whether the content is agreeable. After that, interviewees sent back the finalized qualitative finding after authentication. Peer debriefing is where each members seek assistance from lecturers and friends through face-to-face communication to see whether they agree and understand the qualitative findings. Every member proceeds to variable constructions after the agreement is reached from both parties.

2.4.1.2 Procedure of Data Analysis

There are three important steps in qualitative procedure which are transcription, coding and analysis. After the interview, the audio conversation was manually transcribed into written format. A transcript was prepared from each audio conversation. First coding and second coding were used in this study. Firstly, the list of codes from each transcript was prepared. Each code from first coding was then assigned to specific theme based on its character or word categorization and subsequently into different themes known as second coding. The themes generated were used in qualitative data analysis. Narrative description and matrix display techniques were used for the data analysis. Narrative

description is used to interpret data into written format whereas matrix display uses table to summarize or categorize data collected.

2.4.2 Quantitative Data Analysis

2.4.2.1 Measurement of accuracy

2.4.2.1.1 Validity Test

To ensure the validity of constructs used in the quantitative phase, three types of validity tests were used.

Table 2.2: Validity Test

Type of Validity Test	Description	Acceptable Thresholds
Face Validity	Face validity is used to determine the validity of the measurement procedure used in a study of a given variable or construct (Laerd Dissertation, n.d.).	Not applicable
Convergent Validity	Convergent validity is confirmed when every measurement items correlates intensely with its theoretical assumed constructs (Social Research Methods, n. d.; Raykov, 2011).	Standard loading > 0.6 (Barclay, Higgins, & Thompson, 1995) and Average Variance Extracted (AVE) > 0.50 (Fornell & Larcker, 1981)
Discriminant Validity	Discriminant validity is used to check validity of constructs by assessing the degree in which one construct is truly dissimilar from other constructs (Farrell & Rudd, 2009; Social Research Methods, n. d; Zaid & Berteau, 2011).	Square root of all AVE value \geq 0.50 and square root of all AVE value > correlation coefficient value between any constructs (Zaid & Berteau, 2011).

Source: Developed for the study

2.4.2.1.2 Reliability Test

In this study, composite reliability is used to assess the reliability of constructs (Hair et al., 2010). Based on the rule of thumb, when a constructs' reliability score is greater than 0.7, the construct is reliable.

2.4.2.2 Procedure of Data Analysis

SEM is used to examine the relationship between each construct. According to Hair et al (2010), there are three SEM techniques can be used to construct the SEM diagram.

Table 2.3: SEM Techniques

SEM Techniques	Descriptions
EFA	-To decide the relationship between item measurement and latent constructs (Williams & Onsman, 2010).
CFA	-Adopted as a mean to test the validity of model of theoretical measurement (Statistics Solutions, 2013). -To measure whether the construct fit with the theoretical model (Hair et al., 2010).
SEM	-To explain the relationship among multiple variables (Hair, Black, Babin & Anderson, 2010).

Source: Developed for the study

As suggested by Field (2000), through the EFA test, all the items were categorized into a number of components where items with standardized loading value lower than 0.5 were eliminated beforehand. Besides, those identified and/or newly generated components (which are known as construct) were used as input for the subsequent CFA test.

Several steps are involved in determining whether the construct identified in EFA fits the theoretical model. Initially, fitness indices of CFA will be referred. Table 2.4 below shows the definition of each fitness indices, description and its acceptable thresholds.

Table 2.4: Fitness Indices

Fitness Index	Description	Acceptable Thresholds
RMSEA	The square root of the difference between the residuals of the sample covariance matrix and the hypothesized covariance model (Hooper, Coughlan & Mullen, 2008).	< 0.08(Hooper, Coughlan & Mullen, 2008).
IFI	It is known as the comparative and relative fit index where a group of indices that do not use the chi-square in its raw form but compare the chi-square value to a baseline model (Hooper, Coughlan & Mullen, 2008).	>0.9 (Hair et al., 2010)
CFI	It represents the ratio between discrepancies of this target model and independence model (Moss, 2009).	>0.9 (Hair et al., 2010)
TLI	It is the comparison of the normed chi-square values for null and specified model ((Hair et al., 2010).	>0.9 (Hair et al., 2010)
ChiSq/df	It also known as chi-square. This value represents the chi-square index/the degrees of freedom (Hair et al., 2010).	< 2.00 (Moss, 2009)

Source: Developed for the study

According to Table 2.5, if the fitness index is within acceptable threshold, the generated model has good fit with the data. Fitness of model is important before proceeding with path analysis – SEM. Otherwise, adjustment is needed.

Table 2.5: Acceptable Threshold of Fitness Index

Step	Description
1	Eliminate the items with standardized loading value lower than 0.6 to improve the overall fitness index. As Barclay et.al (1995) claimed that 0.60 is considered to be an acceptable level for the standardized estimate, <0.06 is considered as insignificant.
2	Check the modification index of each item. It is a necessary step to indicate the covariance between those variable with higher modification index to improve fitness of the model (Hair et al. 2010).

Source: Developed for the study

The initial CFA model of this study had a quite low fitness index and both adjustments as listed above were observed in this phase. Details are presented in Chapter 5 - Section 5.4.2 of this report.

The data of CFA was then used to examine the validity and reliability test. Upon ensuring the measures have met the requirement on validity and reliability tests, the SEM was carried out in examining the relationship among constructs. In addition, p-value was referred to identify the significance of relationship among the constructs.

2.4.2.3 Mediation Analysis

Hair et al. (2010) stated there are two compulsory steps in analyzing the mediation impact. Firstly, it requires researchers to identify whether there is a significant relationship among constructs.

Table 2.6: Types of Significant Relationship

Relationship	Description
Dependent variable related to independent variable.	Direct relationship does exist.
Dependent variable related to mediator.	Mediator is related to the “input” construct.
Mediator related to independent variable	Mediator does have a relationship with the outcome construct.

Source: Developed for the study

Secondly, when an independent variable does have all relationship stated above, comparison between SEM with and without mediator is essential in determining the type of mediation effect either partial or full.

Table 2.7: Ways to Determine Types of Mediation

Condition	Type of Mediation
If the relationship between dependent variable related to independent variables remain significant and standardized estimate unchanged once mediation is included in the model.	No
If standardized estimate is reduced but the relationship between dependent variable related to independent variables remain significant when mediation is included in the model.	Partial
If standardized estimate is reduced and the relationship between dependent variable related to independent variables is insignificant when mediation is included in the model.	Full

Source: Developed for the study

2.5 Conclusion

In conclusion, this chapter serves as a basis for researchers specifically on the research methodology which is the procedure of collecting and analyzing qualitative and quantitative data in two consecutive phases.

CHAPTER 3: QUALITATIVE DATA ANALYSIS

3.0 Introduction

This chapter presents and discusses qualitative data obtained from series of semi-structured interviews. Qualitative analyses were conducted to understand the underlying responses with regards to utilization and impact of social media.

3.1 Transcription and First Coding

Four semi-structured interviews were conducted with foreign students from Klang Valley. Each interview lasted about 45 minutes and the audio conversation was transcribed into word format (Refer to Appendix 3.2 for interview question and Appendix 3.2 for transcript). After that, all researchers had individually developed a list of first codes in order to achieve common understanding on the qualitative findings. (Refer to appendix 3.3 for the list of first codes). Subsequently, the list of first code was distributed among all the researchers in order to generate the second code/ theme. The themes were developed based on the similarity among the all the first codes belong to the specific grouping. Two versions of second code list were developed. This provides comparisons across the two lists of second codes.

3.1.1 Results of Coding

As shown in Table 3.1, seven themes/second codes were derived from the responses. Braun and Clarke (2006) stated that in order to overcome the possible overlapping, these seven themes were further categorized into four themes namely utilization of social media, quality information, usage's influences and students' engagement. Hence, these four themes were used for variables construction in quantitative phase.

Table 3.1: Categorization of Themes

Themes (Social Media Characteristics)	Categories
1. Useful for communication 2. Easy to use	→ Utilization of social media
3. Information Quality 4. Information Reliability	→ Quality of information
5. Usage of social media	→ Usage influences
6. Impact of social media on students 7. Emotional Engagement	→ Students engagement

Source: Developed for the study

3.2 Second Coding

3.2.1 Utilization of social media

The interviews showed all students prefer to use social media instead of the institution's website. Respondent A said:

“I don't like go to e-learning website, sometimes I ignore it and used Facebook....”

The response of this respondent is a common pattern among most of the students. Additionally, Mok (2012) found that 93.7% of respondents prefer the experience of using Facebook for their course with five of his respondents specifically mentioned in the open-ended questionnaire that Facebook is better than institutions' main web-based learning platform.

Furthermore, students prefer to use social media as it is convenient, easier, and highly responsive in terms of getting feedback or response. Table 3.2 tabulates the responses.

Table 3.2: Responses for Utilization of Social Media

Respondent	Feedback
A	<i>“For the advantage, they will update if there are activities or events are going on, if there is any sudden changes on the.... For example, most of the time we know the time or the venue for classes thru WhatsApp group or Facebook group from the tutors updates...”</i>
B	<i>“I think is faster... If we have questions we can straightaway in the Facebook chat or something because if we ask thru email, it will take some times and you won’t get a fast response from email than Facebook Messenger..so..”</i>
C	<i>“Errm, they post events like announcement on what is going on, is there something special or ... they share everything on Facebook group for people to know what’s going on...”</i>
D	<i>“You could get anything from website or WhatsApp I mean...for example if there is any problem in my rooms, I just go to the Facebook page and I type.. They will come and fix it.”</i>

Source: Developed for the study

Nowadays, use of social media is a common phenomenon due to its unique characteristics. The responses of these respondents truly reflect the responses of students in our society. Junco (2014) stated that social media such as Facebook is preferable among students because it is easy to use and students can reach their course mates easily on Facebook. Participants also agreed that it is convenient to use for their classwork which were further supported by several past studies (Roblyer, McDaniel, Webb, Herman & Witty, 2010).

Moreover, Mok (2012) findings proved that social media especially Facebook is easy to use, accessible 24/7, faster and convenient. His research shown that out of 48 students, 77.1% claimed that Facebook is a good tool to communicate with their tutors and 79.2% stated that they logged in their Facebook account to learn and obtain the latest course information (Mok, 2012). Few researchers also claimed social media is an effective platform to exchange information and reach others easily(Langer, 2014; Stahlberg & Maila, 2013; Xiang & Gretzel, 2010).

3.2.2 Quality information

Interviews with student reflected most of the students prefer to use social media instead of institution's website. Respondent B said:

“Ohhh.. I think I saw in the Facebook page suggested or something.. So I saw that and then I just thought this my university.. So I think I should like it because I am in the university and so I can get information on what is going on about my university.”

Nowadays, participants are described as digital dweller who reaches out to digital tools at young age (Prensky, 2001, 2010; Tapscott& Williams, 2008, 2010; Thompson, 2013). Some studies claimed students selected Facebook as the social media that support them in adapting into institutions' environment (Cheung et al., 2011; Greenhow, Robelia, & Hughes, 2009; Madge, Meek, Wellens, & Hooley, 2009; Selwyn, 2009). Social media also allows students to determine occurrence of events (Facebook, 2014). As such, social media is a platform to exchange information and publish resources and variety of information which serve as a crucial learning tool (Ünlüsoy, Haan, Leander, & Volker, 2013).

Some studies shows students utilize social media to seek academic and essential information (Sun, Sin & Lee, 2013). The finding mentioned students prefer social media as their channel of getting information since it is easily accessible and reliable (Head & Eisenberg, 2011). Consequently, social media can provide useful knowledge and information resources, news and keep the students constantly up-to-date (Desilver, 2014).

On the other hand, there are interviews with students whom show they prefer using website rather than institution's social media. Respondent from Institution D said:

“Errr , probably I think is websites because .. okay actually I always have my judgement based because I know channel and websites, people always posting their own opinion...I have to think about it before I come to conclusion...but I think for normal person usually they rely on the websites because websites they have references.. social websites people may publish regarding their own understanding.. they might mixed on what they knew..had written in the websites.. So .. I should be careful.”

Social media can be less reliable due to misleading information. Anonymous users can circulate information through social media whereby their identity and authority are hidden which cause inconvenience in evaluating the accuracy of information.

Information through social media are usually summarized which causes incomplete and non-credible information (Nahon & Hemsley, 2013). This will cause misleading rumors and information (Budak, Agrawal, & Abbadi, 2011; Friggeri, Adamic, Eckles, & Cheng, 2014). Various news and information posted by different unknown individuals will mislead users who may justify the information wrongly and view it as credible (Ball & Lewis, 2011). Hence, this shows that quality of information is important among respondents.

3.2.3 Usage's influence

Yen (2013) said usage influence refers to others' actions that can influence an individual's behavior. The interviews conducted among foreign students indicated most of the respondents agreed that the students' usage on institutions' social media is mainly influence by friends, lecturers and the social media itself as seen in Table 3.3.

Table 3.3: Responses for Usage's Influence

Respondent	Response
A	-
B	<i>"I think I saw in the Facebook page suggested...So I think I should like it because I am in the university...can get information".</i>
C	<i>"All [my] friends are using social media so it's convenient to communicate".</i>
D	<i>Of course..if is all controlled.. yes.. the information provided will be very good.. even if for students.. we could access a lot of things where we don't know it come from.. When it would bring full of knowledge ..it has its opportunities on positive things and negatives things as well..when it come to UTP websites or social media.. I think 90 percentage of students use it..it is good and will bring advantage..</i>

Source: Developed for the study

Subramani (2015) stated social media is community-driven whereby users gathered among those who share the same beliefs and commonalities. Subrahmanyam, Reich, Waechter, and Espinoza (2008) mentioned students frequently utilize social media to connect with family and friends. Students also adopted Internet for effective communication and information sharing purposes (Richter, Müskens, Krause, Alturki &

Aldraiweesh, 2015). Poelhuber and Anderson (2011) claimed students have positive experience towards technology and social media as tools for learning context. According to Mazer, Murphy & Simonds (2007), usage of social media is prevalent among students and lecturers. Past study shows lecturers communicate with students by using technology (Cicevic, Samcovic & Nestic, 2016). Therefore, the responses gathered from respondents indicate usage influence is essential among student.

3.2.4 Student's engagement

Engagement is the reflection of a positive personal development based on self-determination theory (Deci & Ryan, 2008as cited in Hospel & Galand, 2016. The interview responses show students have positive view toward the use of social media and this indicates the impact of social media on student's life as seen in Table 3.4.

Table 3.4: Responses for Students' Engagement

Respondent	Response
A	<i>Ahh..Actually .no..only this websites have some problem in opening and accessing. yeahh. is okay.. is like easy .. I mean easier..yeahh, easier than website. I mean e-learning..</i>
B	<i>yeah I would..as long as I am still here before I graduate.. I will still follow and continue use..even after I graduate.. maybe..</i>
C	<i>Ermm..like finance, I don't know.. maybeI will be happy if they have it something way something they have efficient trade, financial things but I am not sure how they do it but other things errr.. like course, announcement or in fact that would be fine, depends on what they did I think.. Maybe for finance, not really appropriate for social media..</i>

D	<i>Ahhh..mostly I use Facebook and Twitter so far.. I have my own page on Facebook and also ..because I like two things.. First thing I like what I upload studies, I love to share.. I have my own Facebook page , so I advise people, I share my knowledge to people around the world from different country like US, UK, France..</i>
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Source: Developed for the study

Roblyer, McDaniel, Webb, Herman and Witty (2010) realized that higher education students preferred to use social networking sites and other similar technologies to enhance their learning. Furthermore, Roblyer et al. (2010) stated students use social media sites because it is fun and engaging. Lastly, Alt (2015) found that extrinsically motivated students are more likely to use social media tools available in the classroom. Hence, this a common pattern among many students nowadays.

3.4 Conclusion

Finally, the result of qualitative research found that utilization of social media, quality information, usage's influences and students' engagement are four important themes in the second phase of this study. The following chapter provides review of past literatures to further explain the themes found in the first phase of this study.

CHAPTER 4: LITERATURE REVIEW

4.0 Introduction

This chapter analyses past literatures relevant to this study. It includes an illustration of the research framework and discussion on the development of hypotheses.

4.0.1 Findings of Qualitative Phase

As explained in Chapter 2 - Section 2.1.1, this study principally utilizes findings from qualitative phase to construct variables and subsequently tested in the quantitative phase. Generally, qualitative phase of this study reveals that utilization of social media, quality of information, usage influence and students engagements are four important factors of this study.

Reviewing past theories in quantitative research is essential in supporting the development of constructs in order to ensure the clarification of interpretation and investigation (Statistic Solution, 2002). Therefore, this study intends to relate the findings from qualitative phase with the most appropriate and related past theories to enrich the development of research variables for the quantitative phase of this study.

4.1 Review of Theoretical Models

Agudo-Peregrina, Hernández-García and Pascual-Miguel (2014) stated “In the past three decades, most studies were conducted only based on either TPB (Ajzen,1991) or TAM, with a few recent studies that are using more recently developed acceptance models, such as UTAUT”.

Among these three theories, TAM is widely used to investigate a variety of information technology and in predicting hypothetical relationships (Chau & Hu, 2001, Gentry & Calantone, 2002, Van der Heijden, 2003 & Yu et al., 2005 as cited in Chen & Chen, 2011). An individual's acceptance towards a technology is affected by two important aspects and the definition of each construct is stated as below (Davis, 1989 as cited in Broman, Schuitema, & Thøgersen, 2014).

Table 4.1: Two Important Aspects towards Technology Acceptance Model

Constructs	Meaning
Perceived Usefulness	The degree to which a person perceived that the use of particular technology able to improve or enhance the achievement of valued goal.
Perceived Ease-of-Use	The degree to which a person perceived that the use of a particular of technology is easy and effortless.

Adapted from: Broman, T. M., Schuitema, G., & Thøgersen, J. (2014). Responsible technology acceptance: Model development and application to consumer acceptance of Smart Grid technology. *Applied Energy*, 134, 392–400.

These two aspects would affect an individual's attitude toward use which in turn influence the intention of using a technology. For example, if a person evaluates the technology favorably (i.e., the person's attitude towards the technology used is positive), hence intention of using such technology would be formed especially when such technology is available. In addition, an intention to use of new technology would be referred to technology acceptance only when such intention is expressed (i.e., a person requests to use it) (Huijts, Molin & Steg, 2011). Past studies that referred TAM model in investigating social media are Facebook (Lee, Xiong & Hu, 2012) and social media (Cheung & Vogel, 2013).

4.1.1 Appropriateness of TAM model

Van Raaij & Schepers (2008) found that UTAUT construct is troublesome and difficult to measure individual variable. Firstly, such model only achieved high R^2 when key relationship is moderated with up to four variables such as gender, age, experience and voluntariness to generate more significant coefficients. Hence, such model is less parsimonious than TAM (Van Raaij & Schepers, 2008). Secondly, there would be a challenge in grouping and labeling of UTAUT constructs especially for facilitating conditions (Van Raaij & Schepers, 2008). In addition, facilitating conditions combine items such as the fits between technology and a person's work style, assistance availability and resource availability. Thus, it is difficult to investigate and explain a wide variety of items in reflecting one single psychometric construct.

For TPB, Al-Debei et al. (2013) stated that it still leaves a large proportion of variance of behavior and intention construct unexplained. There are difficulties in operationalizing the TPB model such as model does not specify belief sets that are relevant to the specific behavior of IS acceptance (Bhattacharjee, 2000 as cited in Hsieh, 2014). Thus, TAM is a more parsimonious framework compared to TPB as it could reduce the level of fidelity conceivably (Casey & Wilson-Evered, 2012). Hence, TAM would be a better framework investigating the impact of social media on foreign students' intention to use social media that affect their retention intention in PHEIs.

Based on Chapter 3 - Section 3.2, usage influence and quality of information is two additional important variables that affect foreign student retention in PHEIs. Variable construction of two variables is similar with social influence and information quality. Table 4.2 shows past researchers who used social influence and information quality in their research. Therefore, these two variables are added into the TAM used in this study.

Table 4.2: Past Research on Social Influence and Information Quality

Variables	Past Research
Social Influence	Jambulingam (2013) mentioned social influence can influence adoption intention (as cited in Venkatesh & Davis, 2003).
	Bagozzi, Wong, Abe and Bergami (2000) and Muk and Chung (2014) incorporated social influence to the original construct of TAM model.
Information quality	Ou, Davison and Cheng (2011) mentioned information quality will influence intention to enroll.
	The success of information system model is based on the effect of information quality and satisfaction on system used (Delone & McLean, 1992; Delone & McLean, 2002 as cited in Demissie & Rorissa, 2015).
	Chung and Koo (2014) incorporated information quality as one of the attribute of social media in their study.

Source: Developed for the study

4.2 Review of Literature

4.2.1 Foreign students

According to Padlee, Kamaruddin and Baharun (2010), foreign students are a group of people who chose to study in higher education intuition outside their home country. Han (2015) stated that people from different country are different from each other especially in term of behaviors. Hence, there is difference between foreign and local students. Padlee et al (2010) also proved that different kind of education service is expected from foreign students compared to local students. Foreign students' retention intention and intention to use social media are important in persuading them to go for tertiary education.

4.2.2 Retention Intention

Intention is defined as a person's willingness and readiness to execute certain behavior (Ajzen, 1991 as cited in Lim & Zailani, 2010). In addition, Chu and Lu (2007) stated that intention is defined as the degree of which people will be more likely to pursue certain action. In general, an intention to purchase a product again in business context is referred to repurchase intention. Fang, Qureshi, Sun, McCole, Ramsey and Lim (2014) also stated that the way to retain current customer to make repeated purchase is also referred to as repurchase. In education sector, such intention is equivalent to retention intention or intention to stay.

Furthermore, retention defined as “*college student departure as the result of individual students interacting with their institutions in a specific context and that the onus of retention or persistence [does not] rest with the individual students*” (Braxton, Hirschy & McClendon, 2004 as cited in Oseguera, Locks & Stat, 2009). In this study, retention intention defined as the intention of a student to stay or further study in a particular university.

Moreover, Dhume, Pattanshetti, Kamble and Prasad (2011) defined intention as usage and adoption which carry the same meaning as acceptance according to Lu, Yao and Yu (2005). Therefore, in this study, intention is assumed equivalent to acceptance. Retention intention is defined as the person's motivation to stay in a particular institution or to persuade for further study in the same university.

4.2.3 Intention to use social media

According to Smith and Gallicano (2015), social media is an online communication tools designed to promote opinion and information sharing and act as an Internet-based application that allows for the production

user-generated content (UGC). Nowadays, social media is widely used as a promotion vehicle for sales promotion and advertisement as it is a low cost marketing tool (Kim, Koh, Cha & Lee, 2015).

Intention to execute certain behavior is effective in predicting the actual behavior (Ajzen & Fishbein, 1980as cited in Ramayah, Roiubah, Gopi & Rangel, 2009). Hence, it is important to understand an individual's intention to use social media to determine whether an individual would use the social media. In addition, an individual's strength of intention to carry an action is measured by behavioral intention (Ajzen & Fishbein, 1975as cited Ramayah, Roiubah, Gopi & Rangel, 2009). Behavioral intention is defined as "*the degree to which a person has formulated conscious plans to perform or not perform some specified future behavior*" (Gianina, 2014).

In this study, intention to use social media is defined as the motivation to use social media or the acceptance towards the usage of social media. As such, the intention to use social media is explained by the determinants - perceived usefulness, perceived ease of use, social influence and information quality that would be explained in details in the following section.

4.3 Determinants of Intention to Use Social Media

4.3.1 Perceived Usefulness

According to Mazman and Usluel (2010), usefulness is the viewpoint of an individual who believes that using a specific system could improve individual performance. Besides, perceived usefulness is identified as a specific system that could increase individual performance and efficiency (Chen, Lee, Wu, Qiu, Lin, Tang & Chen, 2012). Furthermore, Davis (1989) stated that perceived usefulness could use for the prediction of user

adoption for both current and future self-reported usage measures. There are several common indicator of perceived usefulness widely used by many researchers as stated below (Wallace & Sheetz, 2014).

Table 4.3: Perceived Usefulness' Common Indicator

Common Indicator
Technology able to improve my productivity,
Technology able to increase my job performance.
Technology able to enhances my work quality.

Adapted from: Wallace, L. G., & Sheetz, S.D. (2014). The adoption of software measures: A Technology acceptance model (TAM) perspective. *Information & Management*, 51, 249–259.

Yang and Brown (2015) mentioned perceived usefulness has an influence on attributes related to social competence that affect media usage of students directly. Stageman's study also shows some freshmen discover technology is useful in assisting them to communicate with university and friends (Stageman, 2011). This is because social media give opportunity for students to communicate, collaborate, fulfillment and share information with others (Mazman & Usluel, 2010).

Furthermore, Go and You (2015) stated that social media is a new media technology using by companies in communicating with their customers. In Technology Dominance framework, new users are more likely make decision that able to reduce their cognitive load related to the task given a complex task situation (Arnold & Sutton, 1998as cited in Malaescu & Sutton, 2015).

Lastly, Mălăescu and Sutton (2015) stated that usefulness of a technology system is perceived differently by the familiarity of user toward it. For instance, new users perceived the guideline of technology system is useful

while experienced users perceived it as useless due to inflexibility of system. Therefore, usage of social media increased students in engaging among students and faculty, interactions and useful in improving their knowledge in university (Mazman & Usluel, 2010; Sim & Hew 2010).

4.3.2 Perceived Ease-of-Use

According to Davis (1989), perceived ease-of-use is the degree where users believe adopting technology does not require much effort. Not only that, Davis (1989) stated PEOU could be measured in terms of the degree whether it has better clarity, user-friendly and flexible in interaction, encouraged users to learn how to operate technology easily and easily require it based on user's needs from the system

Researches such as McFarland and Hamilton (2006) and Luarn and Lin (2005) proved that systems that are easy to be used will be accepted. This is because social media users only require minimum effort to learn, operate and carry out related social media activities (Rauniar, Rawski, Yang & Johnson, 2014). Chang, Hung, Cheng and Wu (2015) stated that such social media can assist the inexperienced individual in acquiring institution's information easily. This can enhance their efficiency in interacting with others.

Dhume, Pattanshetti, Kamble & Prasad (2012) stated that users commit with institution's social media if they perceive the functionality and interface of the internet are easily accessible. Due to the rapid growth of social media, individuals can easily provide and search for academic information with other users (Chen, Xu & Whinston, 2011; Almadhoun, Domic & Woon, 2011; Rauniar, Rawski, Johnson & Jie, 2014). This is also given students opportunity to gain additional knowledge (Gillet, Helou, Yu & Salzman, 2008; Al-Rahmi & Othman, 2013).

Social media has become the main platform for students and institution's staff or lecturers to interact, provide information and content and conducting online discussion effortlessly (Ratneswary & Rasiah, 2014). Therefore, students prefer using the institution's social media sites which can maintain their relationship and studies efficiently (Palmer, Boniek & Turner, 2014).

4.3.3 Social Influence

Social influence is defined as individual influence on others in the adaptability of technology in their behavior (Venkatesh & Brown, 2001 as cited in Chia, 2012). Bakshy, Hoffman, Mason and Watts (2011) claimed that greatest cascades were attracted by influential users or those users who have many followers in Twitter.

Vankatesh and Davis (2000) also claimed that social influence is a subjective norm (as cited in Leong, Hew, Tan & Ooi, 2013). Subjective norm is further described as the importance of others' opinions in influencing decision and intention to undertake some action (Kim, Ham, Yang & Choi, 2013).

Besides, Rogers (1995) added social influence comprises interpersonal influence and mass media influence (as cited in Alkhunaizan & Love, 2012). Interpersonal influence derives from peer groups, superiors, friends, family and relatives whereas mass media influence derived from television, newspapers, radio, internet and others (Alkhunaizan & Love, 2012). Rios-Aguilar, González Canché Deil-Amen and Davis (2012) stated university is engaging social media to promote the institutions and share its extra-curricular and events, learning materials and provide suggestion for students in pursuing their further study. Furthermore, this can influence students to engage with institution's social media in real situation (Rudolph, 2007).

According to Parry (2010), some educators used social media such as videos and blogs as teaching tools in the learning community. This could cultivate student intention to use social media for academic purpose and enhance their learning development (Ractham & Firpo, 2011). Mazzarol and Soutar (2002) stated parents are the strong influential towards their children on making decision in selecting universities (as cited in Phang, 2013). Whereby, adults play their role in understanding their children's educations and converse their values for their children's future (John & Catherine, 2008).

According to O'Keeffe and Clarke-Pearson (2011), various tools of social media become teenager's regular activity in communication, social development and academic purposes. Most of the students with high social circle usually mix around to converse and share information and knowledge effectively (Thuseethan & Kuhanesan, 2014). Therefore, Gruzd, Staves and Wilk (2012) claimed that social influence play a vital role in influence people's intention to use social media.

4.3.4 Information Quality

Coskuncay (2013) mentioned information quality is where accuracy, completeness and dependability are one of the essential elements of information quality in technology. Setia, Venkatesh and Joglekar (2014) mentioned complete, formatted and accurate information allows institution to be more productive and efficient. The measure and dimension of information quality in social media are seen in Table 4.4(Fahame, Ahmad, Guy & Wasana, 2013).

Table 4.4: Measure and Dimension of Information Quality

Measure	Dimension	Relevant citation in social media context by
Completeness	The degree of information will not missing and lack.	(Chai, Potdar & Dillon, 2009; Fichman, 2011; Olsina, Sassano & Mich, 2008; Zhu, Bernhard & Gurevych, 2009)
Accuracy	The extent to which the information are consistent, free from errors and precise.	(Chai, et al., 2009; Fichman, 2011; Yee Cheung, Ling & Kuan, 2012)
Reliable	The degree where the information is trustworthy, certain and positive.	(Chai, et al., 2009; McKlin, Harmon, Evans & Jones, 2002)

Adapted from: Fahame, F.E., Ahmad, A.R., Guy, G.G. & Wasana, W.B. (2013). Information Quality in Social Media: A Conceptual Model, *PACIS, 1-12*.

In social media, it could connect internet users in worldwide as a platform to contribute their ideas, experiences, thinking and information. (Chan & Guillet, 2011; Singala, Christou & Gretzel, 2012). In addition, institution's social network site will let students obtain up-to-date information and identify important resources (Ou, Davison & Cheng, 2011). According to Ou et al., (2011), students would follow up with the institution's social media with meaningful and timely information updated.

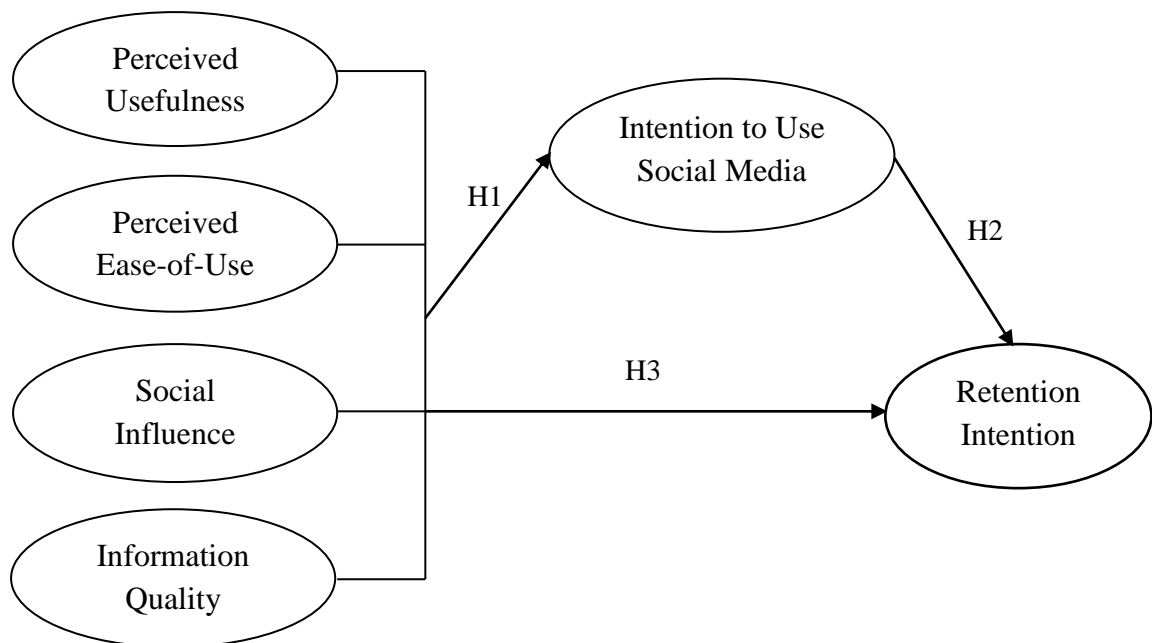
Chai, Potdar and Dillon (2009) and Strong, Lee and Wang (1997) claimed that from the user's point of view, information quality is the degree where the information is suitable for users who have intention to use it (as cited in Ge & Helfert, 2007). Subsequently, users can develop their understanding in every detail and select their preferable decisions from high-quality information (Zhang & Watts, 2008). Therefore, Jie, Cheng, Ke and Sulin (2012) pointed that accurate and precise information quality

will bring higher satisfaction for students to evaluate valuable resources released by the institution.

Students attain institution's social media as their motivation to study, improve their understanding from the quality information given. Therefore, students would well accept the social media which provide quality content and involvement in institution (Vargas, Lara, Goncalves, Neves & Mello-Carpes, 2014).

4.4 Proposed Conceptual Framework

Figure 4.1: Research Framework



Source: Developed for the study

As seen in Figure 4.1, the independent variables are the determinants of PHEIs' social media consisting of Perceived Usefulness, Perceived Ease-of-use, Social Influence and Information Quality. The mediator of the framework is the intention to use social media whereas the dependent variable would be retention intention.

4.5 Development of Hypotheses

H1: There is a significant relationship between the determinants and intention to use social media of PHEIs.

H1a: There is a significant relationship between students' intention to use PHEI's social media and its perceived usefulness.

Davis and Ventakesh (2000) findings show if a person claimed a particular scheme is useful, it would lead another person to believe that the scheme is useful and have the intention to use it. Tantiponganant and Laksitamas (2014) findings had shown otherwise, PU was claimed to be an insignificant impact in students' intention to use social media. Sago (2013) study shows PU positively impact students' usage intention towards social media. It was predicted that PU can significantly affect students' intention to use PHEIs' social media in Malaysia.

H1b: There is a significant relationship between students' intention to use PHEI's social media and its perceived ease-of-use.

Sago (2013) findings show a positive correlation between PEOU and the students' intention to adopt the usage of social media. Whilst, Tantiponganant and Laksitamas (2014) had claimed PEOU does not possessed significant influence towards social media usage which would affect their intention to adopting it. According to Dhume et al. (2011), PEOU can motivate students' intention to utilize social media provided by the particular university. Hence, PEOU of social media can significantly influence students' intention to use social media among PHEIs in Malaysia.

H1c: There is a significant relationship between students' intention to use PHEI's social media and its social influence.

Cheng, Chiu and Lee (2011) study shows SI has significant impact on students' intention to use social media due to social presence as students can communicate

instantly with friends. Dhume et al. (2011) stated that SI does not influence intention of student to utilize social media as they use social media without presence of peer pressure. Whereas, Zandi, Naysary and Kwan (2013) study shows SI can affect students' intention to adopt PHEIs' social media. Thus, it is expected that SI of social media has impact on students' intention to use institutions' social media.

H1a: There is a significant relationship between students' intention to use PHEI's social media and its information quality.

Ou et al. (2011) study shows IQ of social media can affect PHEIs' social media usage intention. However, Coskuncay (2013) findings show IQ is insignificant in influencing students' intention to use social media as they often do not care of the quality of information. Referring to study by Jie, Cheng, Ke and Sulin (2012), it mentioned IQ can affect students' intention to utilize PHEIs' social media. Therefore, IQ of social media has a significant influence on students' intention to use social media among PHEIs in Malaysia.

H2: There is a significant relationship between students' retention intention in PHEIs and their intention to use PHEIs' social media.

According to Krishnan and Sajilan (2014), many universities began to focus its marketing efforts on social media which would significantly impact students' retention intention. Reuben (2008) stated contents' effectiveness of the universities' social media would affect students' intention to retain. The decision students' made on whether to retain in PHEI is influenced by the degree of how accurate and informative information posted on PHEIs' social media.

H3: There is a significant relationship between the determinants of PHEIs' social media and students' retention intention at PHEIs.

Although Krishnan and Sajilan (2014) stated SI is the only independent variable proven to be positively significant to students' intention to retain in PHEIs, study by Sin, Nor and Al-Agaga (2012) shows that other determinants such as PU and

PEOU is significant in affecting retention intention through social media. Ou et al. (2011) stated IQ will influence students' intention too.

As stated in section 2.3.2, purchase intention is equivalent to retention intention. Hence, this study assumed that the determinants have significant impact on purchase intention in which show similar effect on retention intention as well. Therefore, retention intention is explained by the intention to use social media affected by the determinants. To illustrate, more students exposed to institutions' social media, the higher the chance of students' retention intention. Hence, this study assumes there is significant relationship between the determinants and foreign students' retention intention in PHEIs.

4.6 Conclusion

In this current chapter, we have reviewed TAM and past study in accordance to the results from the analyzed qualitative data. The research framework is developed and is proceed with quantitative phase. The quantitative data analysis will be mentioned in the next chapter.

CHAPTER 5: QUANTITATIVE DATA ANALYSIS

5.0 Introduction

This chapter provides the description of quantitative data analysis. The data was analyzed with Structural Equation Modelling (SEM) using AMOS platform.

5.1 Demographic Profile

As shown in Table 5.1, it indicates the demographic profile of 210 respondents. In term of age, it shows that there are 44 respondents (21%) fall under group of age less than 20 years old. 136 respondents (64.8%) are belong to aged group of 21 – 25 years old and 25 respondents (11.9%) are within group of 26 – 30 years old. There are 5 (2.3%) respondents of who age above 30 years old. Besides, there are 137 male respondents (65.2%) and 73 female respondents (34.8%).

Table 5.1: Demographic Profile of Respondents

Demographic Factors	Labels	Frequency (N=210)	Percentage (%)
Age	Less than 20 years old	44	21.0
	20 - 25 years old	136	64.8
	26 - 30 years old	25	11.9
	Above 30 years old	5	2.3
Gender	Female	73	34.8
	Male	137	65.2

Source: Developed for the study

5.2 Measurement of Accuracy

5.2.1 Face Validity

In this study, pilot study is conducted to determine the facial validity of the questionnaire. Pilot study was undertaken to assess whether the questionnaire designed measure what is supposed to measure at the first place (Anastasia, 1988; Aoun, El Ahmadi, El Tecl, Daou, Adel, Park, Batjer, & Bendok, 2015; Shutterworth, 2015). Feedback of pilot study shows a reasonable facial validity as the respondents comprehend research purpose of this study by revealing the factors that influence their intention to use social media and retention intention. Thus, the content of our research questionnaire is deemed to be valid.

5.2.2 Convergent Validity

An item within a construct is considered as converge when the standardized loadings of this item should be greater than 0.50, and ideally 0.70 or higher (Hair, Black, Babin & Anderson, 2010). Table 5.2 shows all of the standardized factor loadings exceeded 0.50 with lowest value consists of 0.553 and the highest value of 0.852. Thus, the standardized factor loadings of all the items are at satisfactory level.

Besides, Fornell and Larcker (1981) claimed that Average Variance Extracted (AVE) must exceed 0.50 to show convergent validity. Based on Table 5.2, AVE of all the constructs were greater than 0.50 with the lowest AVE of 0.585(social influence) and the highest AVE of 0.831(retention intention). As standardized factor loadings of all items were above 0.50 and AVE of all constructs exceeded 0.50, convergent validity was proven in this study.

Table 5.2: AMOS Output Extract

No	Construct statements	Standardized factor loadings (λ)	AVE of construct
<u>Perceived Usefulness of PHEI' s Social Media</u>			
1a	Institution's social media is useful for students to give their feedback.	0.757	0.628
1b	Institution's social media allows students to conduct discussion.	0.752	
1c	Institution's social media enables instant interaction between students and the institution	0.745	
1d	Institution's social media can improve institution efficiency in updating the information.	0.644	
1e	My friends are actively using institution's social media.	0.634	
<u>Perceived Ease-of-Use of PHEI' s Social Media</u>			
2a	It is easy to search for information about the institution through its social media.	0.777	0.641
2b	It is time saving to use institution's social media in searching the information	0.823	
<u>Social Influence of PHEI' s Social Media</u>			
3a	I am using institution's social media as it is being heavily promoted in the campus	0.667	0.585
3b	My lecturers are always encouraging us to utilize the institution's social media for the teaching and learning purpose	0.827	
<u>Information Quality of PHEI' s Social Media</u>			
4a	Institution's social media is easily accessible.	0.553	0.683
4b	I find information provided on institution's social media is always up-to-date	0.653	
4c	I can identify which information is important for my academic study through institution's social	0.716	

	media.		
4d	Information provided on institution's social media is reliable.	0.752	
4e	Information provided from institution's social media is accurate.	0.662	
4f	Institution's social media provide a complete set of essential information.	0.695	
<u>Students' Intention to Use PHEI's Social</u>			
5a	<u>Media</u> I am willing to use institution's social media.	0.813	0.691
5b	I am motivated to use institution's social media.	0.843	
5c	I am feeling positively towards the use of institution's social media.	0.852	
5d	I am intended to use institution's social media.	0.818	
5e	I will continue to use institution's social media in future.	0.829	
<u>Students' Retention Intention in Private Universities</u>			
6a	I am intended to remain in this institution for my further studies.	0.635	0.831
6b	I would recommend this institution to others	0.715	
6c	I would spread positive word of mouth about this institution within my social circle.	0.791	
6d	I am highly satisfied with the institution.	0.763	
6e	I will not consider switching to other institutions.	0.610	

Source: Developed for the study

5.2.3 Composite Reliability

A construct is considered as reliable when reliability score greater than 0.70 (Hair et al., 2010). Based on Table 5.3, the values of all constructs were greater than 0.70 that shows good reliability. Intention to use social media has highest reliability with 0.918 followed by perceived usefulness (0.834), information quality (0.833), retention intention (0.831), perceived ease-of-use (0.781) and the lowest is social influences with 0.737 composite reliability. In short, all variables in this research consist of good composite reliability.

Table 5.3: Composite Reliability of the Constructs

Independent Variables	Composite Reliability
IV4 - Information Quality	0.833
IV1 - Perceived Usefulness	0.834
IV3 - Social Influence	0.737
IV2 - Perceived Ease-of-Use	0.781
Mediator	Composite Reliability
MED - Intention to Use Social Media	0.918
Dependent Variable	Composite Reliability
DV - Retention Intention	0.831

Source: Developed for the study

5.2.4 Discriminant Validity

As refer to the rule of thumb, square root of all AVE value must be equal or exceeded 0.50 and greater than the correlation coefficient value between any constructs to show discriminant validity (Zaid & Berteau, 2011). Table 5.3 shows the lowest square root AVE value of 0.76485 (for IV3 – Social Influence) has exceeded 0.50 and also the highest correlation coefficient

value which is 0.762 between social influence and information quality. Hence, the results confirmed discriminant validity in which the square root AVE value of individual construct is greater than correlation coefficient value between any constructs.

Table 5.4: Factorial Matrix showing Discriminant Validity

	IV4-IQ	IV1-PU	IV3-SI	IV2-PEO	DV	MED
IV4-IQ	0.82644					
IV1-PU	0.607	0.79246				
IV3-SI	0.762	0.553	0.76485			
IV2-PEO	0.597	0.61	0.358	0.80062		
DV	0.728	0.566	0.367	0.617	0.91159	
MED	0.636	0.715	0.505	0.558	0.716	0.83126

*Bold values are square root of AVE and others are correlation coefficient values.

Source: Developed for the study

5.3 Model Testing using SEM Technique

5.3.1 Exploratory Factor Analysis

Two sets of factor analysis were conducted on Independent Variables (IVs) and remaining variables respectively. Table 5.4 shows the output of factor analysis conducted on IVs. As shown in Table 5.5, the output of factor analysis conducted on IVs items were classified into 4 components and these components were (i) Component 1: Information Quality (IQ), (ii) Component 2: Perceived Usefulness (PU), (iii) Component 3: Social Influence (SI) and (v) Component 4: Perceived ease-of-use (PEOU). These components account 58.842% of overall variance where Information Quality components explain 35.800% followed by Perceived Usefulness (9.760%), Social Influence (7.624%) and Perceived Ease-Of-Use (5.658%).

On the other hand, output of factor analysis conducted of the remaining items from both Dependent Variable (DV) and mediations were classified into two (refer to Table 5.6) It is worthwhile to note that the classification was similar to their original composition. Hence the components have its original labeling as the follows as (i) Component 1: Intention to use institution's social media (ITU) and Component 2: Students' retention intention for by each component (RI) (Refer to Appendix 5.1 for detailed explanation on each of the components is furnished in the Appendix).

Table 5.5: Output of Factor Analysis – Independent Variables

	Component			
	1-IQ	2-PU	3-SI	4-PEOU
1(a) I am familiar with institution's social media.	.584			
1(b) Institution's social media is useful for students to give their feedback.		.721		
1(c) Institution's social media allows students to conduct discussion.		.858		
1(d) Institution's social media enables instant interaction between students and the institution.		.792		
1(e) Institution's social media can improve institution efficiency in updating the information.		.590		
2(a) Institution's social media is easily accessible.	.708			
2(b) Institution's social media is easy to use.	.558			
2(c) Institution's social media allows flexibility in the interaction among institution, university officials, students and alumni.				.758
2(d) It is easy to search for information about the institution through its social media.				.526
2(e) It is time saving to use institution's social media in searching the information				.620
3(a) I am using institution's social media because other students are using it.			.786	

3(b) I am using institution's social media as it is being heavily promoted in the campus			.670	
3(c) My friends are actively using institution's social media		.566		
3(d) My family members are also using my institution's social media to follow the updates about the institution				.781
3(e) My lecturers are always encouraging us to utilize the institution's social media for the teaching and learning purpose			.561	
4(a) I find information provided on institution's social media is always up-to-date.	.539			
4(b) I can identify which information is important for my academic study through institution's social media.	.525			
4(c) Information provided on institution's social media is reliable.	.750			
4(d) Information provided from institution's social media is accurate.	.819			
4(e) Institution's social media provide a complete set of essential information.	.567			
Eigenvalues	7.160	1.952	1.525	1.132
Percentage (%) of variance	35.800	9.760	7.624	5.658

Source: Developed for the study

Table 5.6: Output of Factor Analysis – Mediator and Dependent Variable

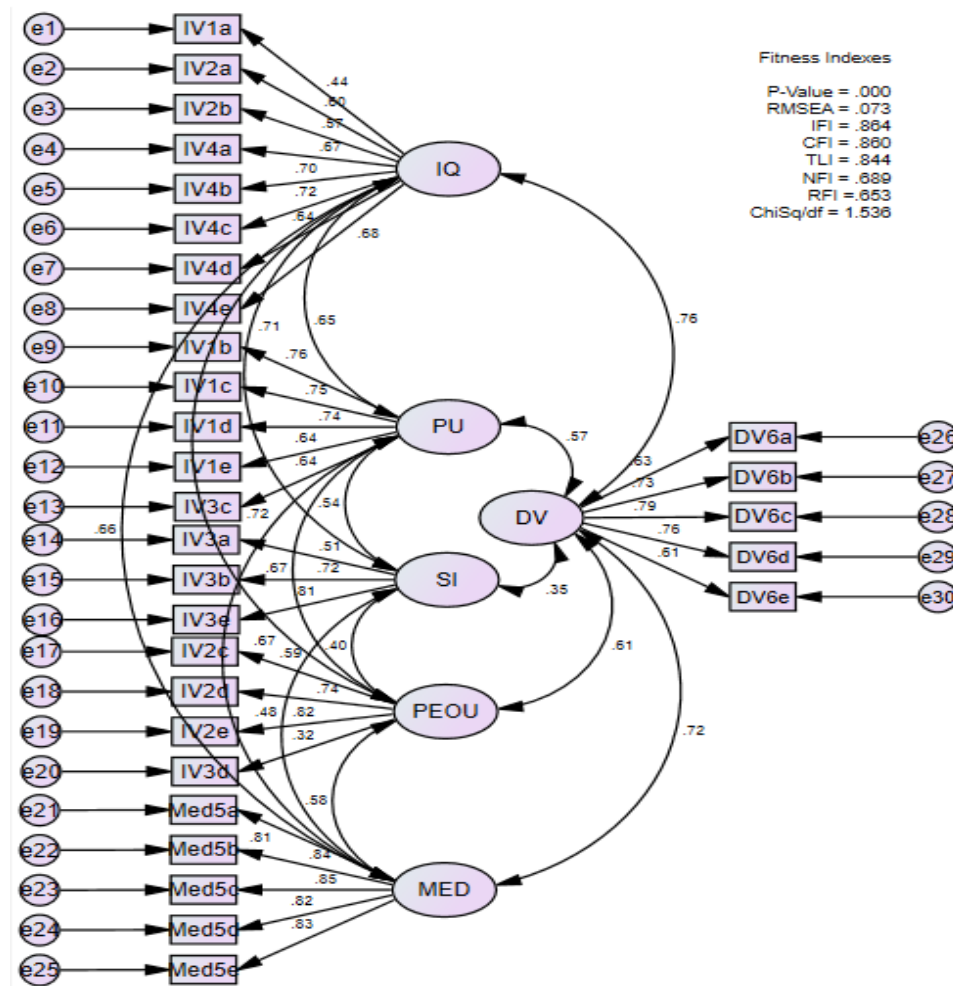
	Component	
	ITU	RI
5(a) I am willing to use institution's social media.	.782	
5(b) I am motivated to use institution's social media.	.897	
5(c) I am feeling positively towards the use of institution's social media.	.972	
5(d) I am intended to use institution's social media.	.882	
5(e) I will continue to use institution's social media in future.	.782	
6(a) I am intended to remain in this institution for my further studies		.911
6(b) I would recommend this institution to others		.796
6(c) I would spread positive word of mouth about this institution within my social circle		.599
6(d) I am highly satisfied with the institution		.588
6(e) I will not consider switching to other institutions		.777
Eigenvalues	5.509	1.346
Percentage (%) of variance	55.089	13.457

Source: Developed for the study

5.3.2 Confirmatory Factor Analysis

This section is to determine whether the construct identified in EFA fits with the theoretical model. Following are two diagrams where, Figure 5.1 illustrates preliminary CFA while Figure 5.1 illustrates the finalized CFA diagram (after revised).

Figure 5.1: Preliminary CFA Model



Source: Developed for the study

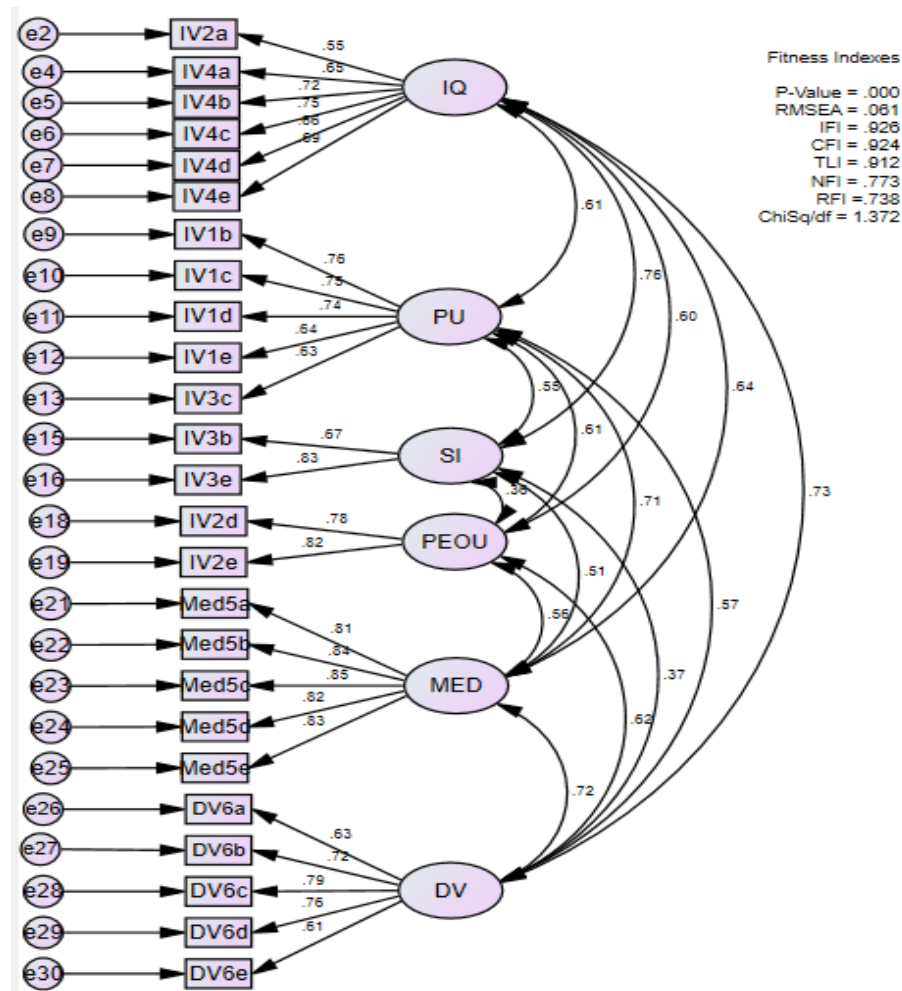
Table 5.7: Fit Indices for Preliminary CFA Model

Fit Indices	Values of Fit Indices	Desired Values for Good Fit
RMSEA	0.073	< 0.08
IFI	0.864	> 0.90
CFI	0.860	> 0.90
TLI	0.844	> 0.90
Normed χ^2 (ChiSq/df)	1.536	< 2.00

Source: Developed for the study

As seen on Table 5.7, the values of RMSEA and normed χ^2 show the CFA model is a good fit with the data. However, the values for every incremental fit indices including IFI, CFI and TLI are lesser than 0.90 which in turn depict that the model is not a good fit. Hence, the model is inappropriate to be further explored on the results of the model. Therefore, adjustments need to be made to produce the best fit model as illustrated in Figure 5.2. 5 items of independent variables (IV) IV1a, IV3d, IV2b, IV3a and IV2c are deleted due to those items are below the ideal standardized estimate of 0.6.

Figure 5.2: Revised CFA Model



Source: Developed for the study

Table 5.8: Fit Indices for Revised CFA Model

Fit Indices	Values of Fit Indices	Desired Values for Good Fit
RMSEA	0.061	< 0.08
IFI	0.926	> 0.90
CFI	0.924	> 0.90
TLI	0.912	> 0.90
Normed χ^2 (ChiSq/df)	1.372	< 2.00

Source: Developed for the study

As seen in Table 5.8, both RMSEA and normed χ^2 have lesser values which indicate that the model is in better fit than the previous model in Figure 5.1. Besides, this time round, IFI, CFI and TLI are more than 0.90 which suggested the model is in good fit as well. Hence, the model is good to be further explored with other examinations. Based on the Revised CFA model, questionnaires was be revised before distributing it during the actual fieldwork.

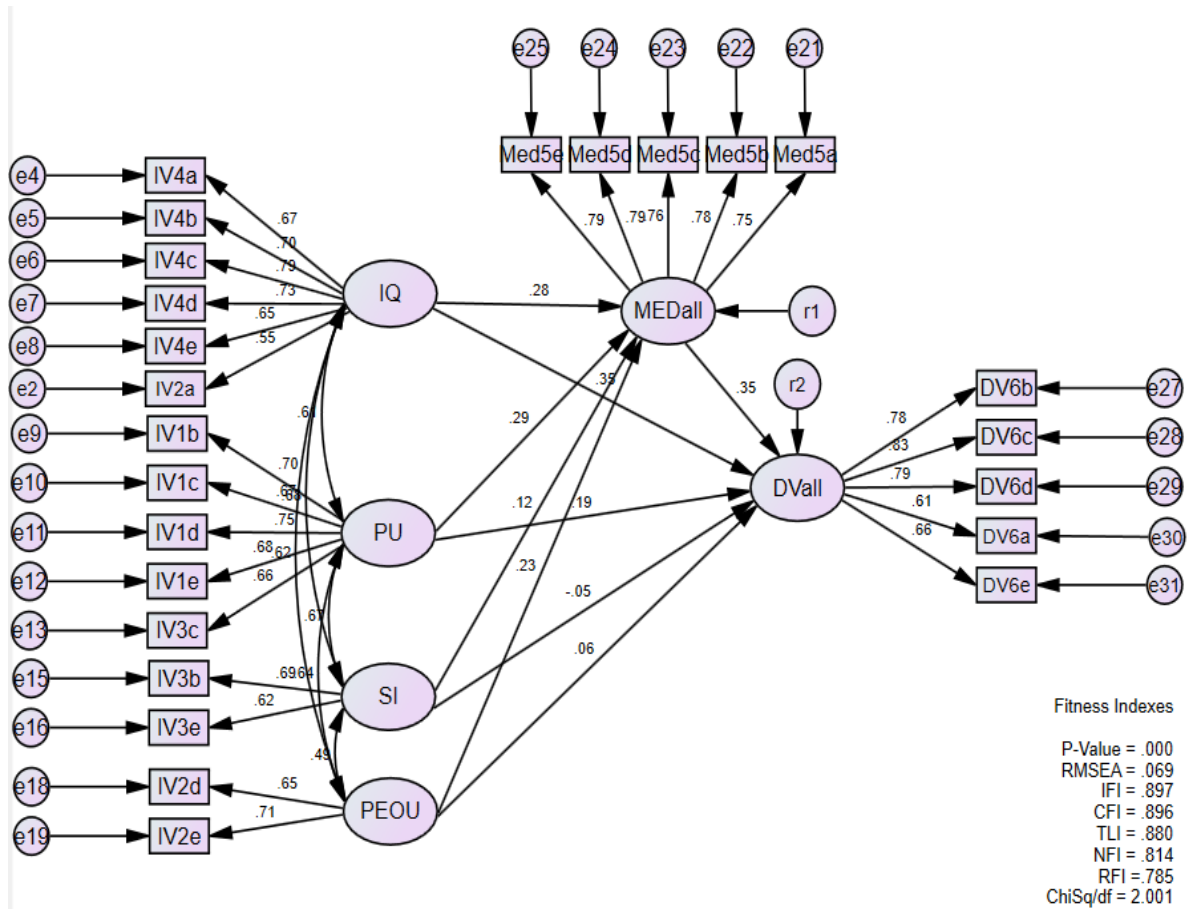
5.3.3 Structural Equation Modelling (SEM)

This section is examines the relationship among constructs.

5.3.3.1 Elimination of Items

Following are two diagrams where, Figure 5.2 illustrates preliminary SEM while Figure 5.3 illustrates the finalized SEM diagram (after revised).

Figure 5.3: Preliminary SEM



Source: Developed for the study

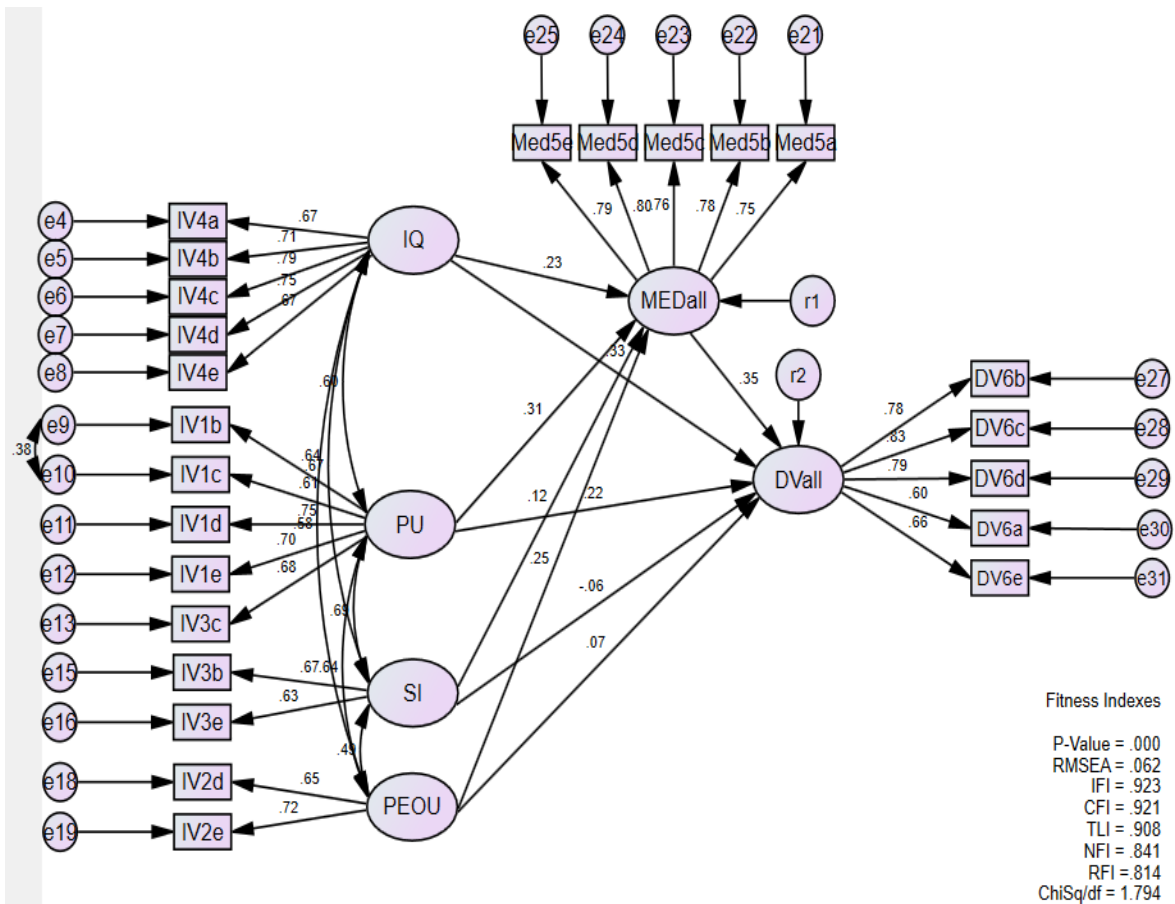
Table 5.9: Fit Indices for Preliminary SEM

Fitness Index	Preliminary SEM	Desired Values for Good Fit
RMSEA	0.069	< 0.08
IFI	0.897	> 0.90
CFI	0.896	> 0.90
TLI	0.880	> 0.90
Normed χ^2 (ChiSq/df)	2.001	< 2.00

Source: Developed for the study

As seen on Table 5.9, the values of RMSEA shows the SEM model is a good fit. However, the values for every incremental fit indices including IFI, CFI and TLI are lesser than 0.90 which in turn depict that the model is not a good fit. In addition, normed χ^2 is also more than 0.200 indicates that the model is inappropriate to be further explored on the results of the model. Therefore, adjustment need to be made to produce the best fit model as illustrated in Figure 5.4.

Figure 5.4: Revised SEM



Source: Developed for the study

By referring to Figure 5.4, there was one significant change whereby 1 item IV2a was removed as standardized estimate < 0.6 . In addition, a symbol of covariance was added between IV1b and IV1c as there is a higher modification index between these two variables. According to Hair

et al. (2010), it is a necessary step to indicate the covariance between those variable with higher modification index to improve fitness of the model (Refer to Appendix 5.2 for SEM diagram without modification index).

Table 5.10: Fit Indices for Revised SEM

Fitness Index	Value	Desired Values for Good Fit
RMSEA	0.062	< 0.08
IFI	0.923	> 0.90
CFI	0.921	> 0.90
TLI	0.908	> 0.90
Normed χ^2 (ChiSq/df)	1.794	< 2.00

Source: Developed for the study

As seen in Table 5.10, both RMSEA and normed χ^2 have lesser values which indicate that the model is in better fit than the previous model in Figure 5.3. Besides, this time round, IFI, CFI and TLI are more than 0.90 which suggested the model is in good fit as well. Hence, the model is good to be further explored with other examinations. Hence, result of SEM will be used to determine whether hypothesis made in chapter 4 is right or wrong.

5.4 Hypothesis Testing

In this section, all the hypotheses formulated earlier in chapter 4 would be assessed to determine whether there is a significant relationship between variables in the proposed model. The results are summarized in Table 5.11.

Table 5.11: Structural Parameter Estimates

	Hypothesized Path	Beta	P-value	Result
H1	H1 _a : Perceived usefulness → Students' intention to use PHEI's social media	0.314	0.017	Supported
	H1 _b : Perceived ease-of-use → Students' intention to use PHEI's social media	0.246	0.034	Supported
	H1 _c : Social influence → Students' intention to use PHEI's social media	0.125	0.373	Rejected
	H1 _d : Information quality → Students' intention to use PHEI's social media	0.234	0.031	Supported
H2	Students' intention to use PHEI's social media → Students' retention intention in PHEIs	0.349	0.001	Supported
H3	The determinants of PHEI's social media → Students' retention intention at PHEIs			
	H3 _a : Perceived usefulness → Students' retention intention at PHEIs	0.219	0.085	Rejected
	H3 _b : Perceived ease-of-use → Students' retention intention at PHEIs	0.071	0.530	Rejected
	H3 _c : Social influence → Students' retention intention at PHEIs	-0.061	0.655	Rejected
	H3 _d : Information quality → Students' retention intention at PHEIs	0.331	0.002	Supported

Source: Developed for the study

Testing Hypothesis 1a:

Perceived usefulness is significantly related with the students' intention to use PHEI's social media.

The result of this research suggested that perceived usefulness is positively affects students' intention to use PHEI's social media, with β coefficient 0.314 and p-value is 0.017. In other word, this indicated that an increase in one standard

deviation of perceived usefulness would be resulted in an increase of 0.314 standard deviation of students' intention to use PHEI's social media. Thus, hypothesis 1_a was supported as p-value <0.05. This result is consistent with Davis and Ventakesh (2000) and Sago (2013) study that stated in chapter 4.

Testing Hypothesis 1_b:

Perceived ease to use is significantly related with the students' intention to use PHEI's social media.

The result of this research suggested that perceived ease to use is positively affects students' intention to use PHEI's social media, with β coefficient 0.246 and p-value is 0.034. Hence, an increasing in one standard deviation of perceived ease to use would be resulted in an increase of 0.246 standard deviation of students' intention to use PHEI's social media. Thus, hypothesis 1_b was supported as p-value <0.05. In addition, Sago (2013) and Dhume et al. (2011) study also indicates that perceived ease to use of social media affect people intention to use it in which same as the result of this research.

Testing Hypothesis 1_c:

Social influence is significantly related with the students' intention to use PHEI's social media.

The result of this research showed that there is not significant relationship between social influence and he students' intention to use PHEI's social media as p-value: $0.373 > 0.05$. Thus, hypothesis 1_c was rejected as p-value > 0.05 . Although researcher such as Cheung, Chiu and Lee (2011) and Naysary and Kwan (2013) found that social influence is significantly related with the students' intention to use PHEI's social media, however, the result of this research showed there is insignificant relationship between social influence and students' intention to use PHEI's social media., in which same as Dhume et al. (2011) study.

Testing Hypothesis 1a:

Information quality is significantly related with the students' intention to use PHEI's social media.

The result of this research suggested that information quality is positively affects students' intention to use PHEI's social media, with β coefficient 0.234 and p-value is 0.031. In addition, an increasing in one standard deviation of information quality would be resulted in an increase of 0.234 standard deviation of students' intention to use PHEI's social media. Thus, hypothesis 1_a was supported as p-value <0.05. Such result is consistent with some past study such as Ou et al. (2011) and Jie, Cheng, Ke and Sulin (2012) study.

Testing Hypothesis 2:

Students' intention to use PHEI's social media is significantly related with the students' retention intention in PHEIs.

The result of this research showed that there is a significant relationship between students' intention to use PHEI's social media and students' retention intention in PHEIs, with β coefficient 0.349 and p-value is 0.001. In other word, an increasing in one standard deviation of students' intention to use PHEI's social media would be resulted in an increase of 0.349 standard deviation of students' intention to use PHEI's social media. Thus, hypothesis 2 was accepted.

Testing Hypothesis 3a:

Perceived usefulness is significantly related with the students' retention intention in PHEIs.

The result of this research showed that there is not a significant relationship between perceived usefulness and the students' retention intention in PHEIs as p-value: $0.085 > 0.05$. Thus, hypothesis 3_a was rejected as p-value > 0.05 .

Testing Hypothesis 3_b:

Perceived ease to use is significantly related with the students' retention intention in PHEIs.

The result of this research suggested that perceived ease to use is not positively affects the students' retention intention in PHEIs, as p-value: $0.530 > 0.05$. Thus, hypothesis 3_b was rejected.

Testing Hypothesis 3_c:

Social influence is significantly related with the students' retention intention in PHEIs. The result of this research showed that there is not a significant relationship between social influence and the students' retention intention in PHEIs as p-value: $0.655 > 0.05$. Thus, hypothesis 3_c was rejected.

Testing Hypothesis 3_a:

Information quality is significantly related with the students' retention intention in PHEIs.

The result of this research suggested that information quality is positively affects the students' retention intention in PHEIs, with β coefficient 0.331 and p-value is 0.002. Hence, an increasing in one standard deviation of information quality would be resulted in an increase of 0.331 standard deviation of students' retention intention in PHEIs. Thus, hypothesis 3_a was accepted as p-value < 0.05 . This result consistent with Ou et al. (2011) study stated information quality will also influence intention of students.

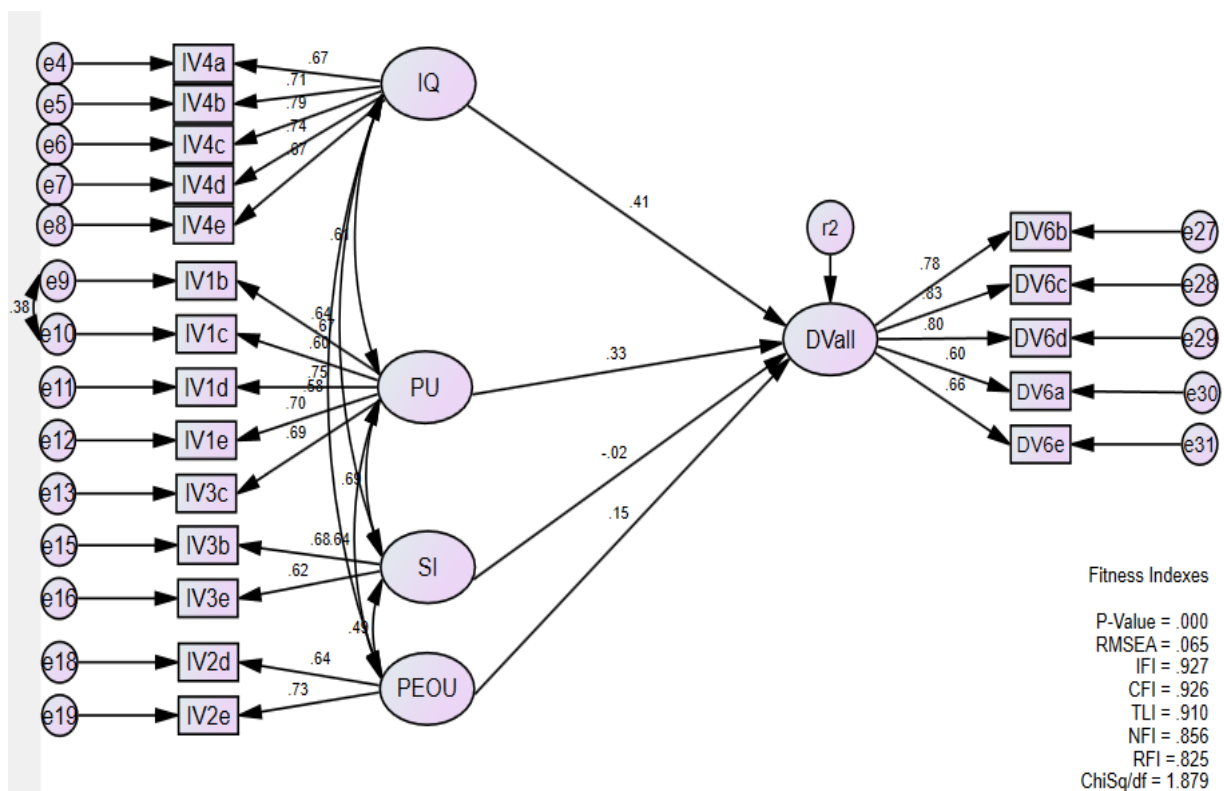
Last but not least, path estimates for the proposed model is summaries in a table and showed in Appendix 5.31 for additional reference.

5.5 Mediation Analysis

As stated in Chapter 2 - Section 2.4.2.3, there are two compulsory step is needed. Firstly, it requires to establish the significant relationship among constructs. Based on the hypothesis testing above, the only independent variable that fulfills such condition is information quality due to its significance relationship with both mediator and independent variables besides the significance relationship between mediator and dependent variables.

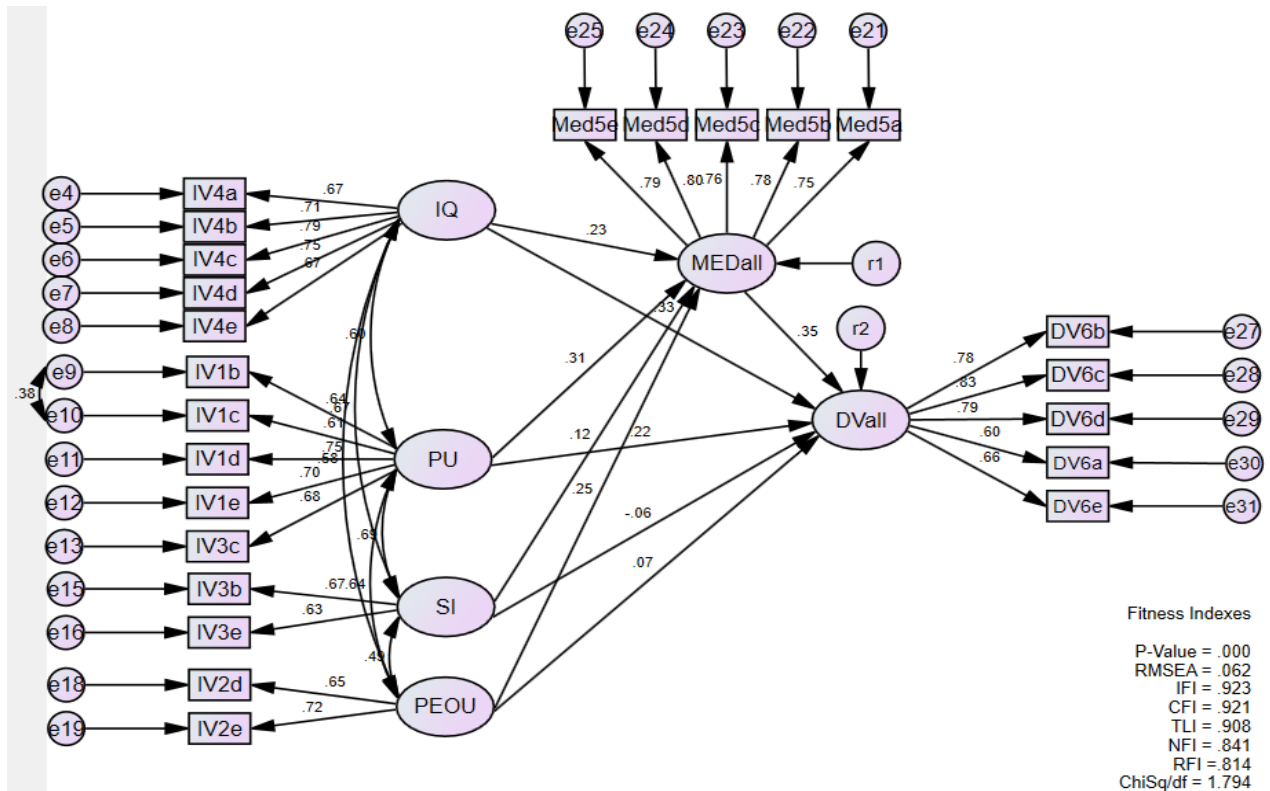
Hence, a comparison between SEM model with and without mediator is conducted. Follows are two diagrams where, Figure 5.5 illustrates the SEM without mediator while Figure 5.6 illustrates the SEM with mediator diagram (Revised SEM).

Figure 5.5: SEM Without Mediator



Source: Developed for the study

Figure 5.6: SEM With Mediator (Revised SEM)



Source: Developed for the study

Furthermore, the result of the comparison between both models is summarized at Table 5.12:

Table 5.12: Comparison between SEM with and without Mediator

Path	SEM without Mediator		SEM with Mediator		Type of Mediator
	Estimate	P-value	Estimate	P-value	
Information quality → Students' retention intention at PHEIs	0.498	***	0.402	0.002	Partial

Note: ***. Significantly different from zero at the .001 level (two-tailed).

Significant level at P-value<0.05

Source: Developed for the study

Table 5.13: Direct, Indirect and Total Effect between Information Quality and Foreign Student's Retention Intention

Independent Variable	Dependent Variables	Standardized Direct Effect	Standardized Indirect Effect	Standardized Total Effect
Information quality	Students' retention intention in PHEIs	0.412	0.082	0.331

Source: Developed for the study

Based on the Table 5.12, there is an existence of partial mediation between construct in which indicates that there is a significant relationship between independent variable and dependent variable but there is also a significant indirect effect through mediator.

Based on Table 5.13, standardized direct effect of information quality on students' retention intention in PHEIs is 0.082. Hence, it indicates that every increase of 1 unit of standard deviation on information quality, there is an. increase of 0.082 standard deviation on students' retention intention in PHEIs. In addition, standardized indirect effect of information quality on students' retention intention in PHEIs is 0.331. Hence, it indicates that every increase of 1 unit of standard deviation on information quality, there is an. increase of 0.331 standard deviation on students' retention intention in PHEIs.

Next, Table 5.14 showed that the overall fitness index of SEM with mediator is fall within the acceptable threshold. By comparing with SEM without mediator, the result showed that RMSEA is reduced from 0.065 to 0.062 and χ^2/df is reduced from 1.8 to 1.794. Hence, this indicates SEM with mediator has a better fits with the data. Although there is a drop of IFI, CFI and TLI value, however, the value of this three are still above 0.9, in which also indicate a good fit with the data.

Table 5.14: Fitness Index for SEM with and without Mediator

Fitness Index	SEM Without Mediator	SEM With Mediator
P-value	0.000	0.000
RMSEA	0.065	0.062
IFI	0.927	0.923
CFI	0.926	0.921
TLI	0.910	0.908
Normed χ^2 (ChiSq/df)	1.879	1.794

Source: Developed for the study

In addition, there is an addition finding that generated from this research in which the result showed that there is a significant relationship among all independent variables. Hence, Table 5.15 showed the significant relationship among independent variables.

Table 5.15: Interrelationship among Independent Variables

	Estimate	Standard Error	Critical Ratio	P-value
Information Quality ↔ Perceived Usefulness	0.244	0.047	5.157	***
Information Quality ↔ Social Influence	0.312	0.060	5.201	***
Information Quality ↔ Perceived Ease to Use	0.218	0.046	4.715	***
Perceived Usefulness ↔ Social Influence	0.313	0.061	5.135	***
Perceived Usefulness ↔ Perceived Ease to Use	0.232	0.048	4.827	***
Social Influence ↔ Perceived Ease to Use	0.207	0.054	3.805	***

Note: ***. Significantly different from zero at the .001 level (two-tailed).

Source: Developed for the study

5.6 Conclusion

In conclusion, the finding of this research showed that only information quality affect foreign student retention intention in a private university directly and all the information that resulted in this chapter would further explained in next chapter.

CHAPTER 6: DISCUSSION, IMPLICATIONS AND CONCLUSION

6.0 Discussion

To the researchers' best of knowledge, this is the first study that uses mixed method to investigate foreign students' retention intention in institutions with the intention to use PHEIs' social media being the mediator. The findings of this study contribute to the understanding of how PHEIs' social media interact with foreign students and encourage their usage adoption which in turn influences their decision to retain in that particular university.

The result of the study shows only three factors has impact on students' intention to use PHEIs' social media from the framework developed. Students' utilization of social media is motivated by PU and PEOU of PHEIs' social media. It is more convenient for discussion purposes and easier to retrieve information from the institution. Besides, it acts as a great interaction medium between students and university as it is highly responsive in terms garnering feedback. These findings are consistent with the results of past studies (Bataneh, Al-Abdallah, Alkharabsheh, 2015; Jie, Cheng, Ke and Sulin, 2012).

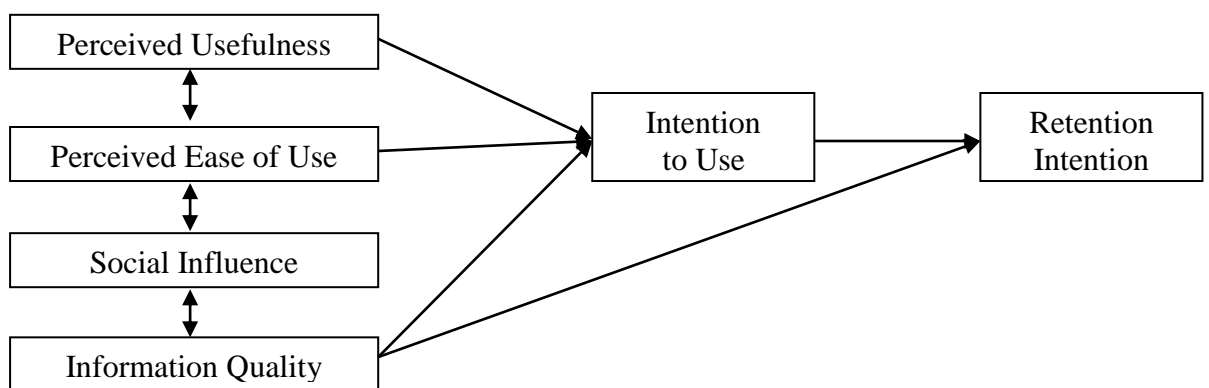
The key factor that determines students' intention to use and retention intention is IQ. Specifically, only IQ possesses mediation effect as it has substantial indirect and direct influence on both students' intention to use PHEIs' social media and students' retention intention in a particular institution. Students tend to use social media as the information is readily available and the information posted is reliable and trustable albeit some students voice their concerns over the credibility of certain information. This is consistent with previous work (Baird and Fisher, 2013).

Furthermore, the findings show intention to use PHEIs' social media is a crucial mediator in this study as it has meaningful effect on students' retention intention

which is consistent with past study (Davis, 2015). Students stay connected with PHEIs' social media as it forms a community which increases the opportunity of interactions among students, lecturers and the institutions itself. It also indicates that there is a correlation among PU, PEOU, SI and IQ. Therefore, SI which does not has any meaningful impact on either intention to use or retention intention; PU and PEOU that do not has direct influence on retention intention, the correlations produce a chain effect whereby each determinant has an indirect effect on retention intention. Thus, institutions shouldn't neglect any factors in motivating students to use social media as it will encourage retention intention.

Ultimately, the findings depicted that only IQ has a direct and meaningful impact on students' retention intention in PHEIs. Even though social media is prevalent now with 2.307 billion active users as of February 2016, it shows that social media is not a strong predictor (Chaffey, 2016). It is only consider as one of the factors that motivate students to retain in PHEIs. Thus, intention to use social media is important to mediate relationship between factors to use social media and retention intention. It is crucial that institutions focuses on developing its social media based on the four factors to encourage students' usage intention. It will produce an indirect effect and in turn, enhances students' retention intention.

Figure 6.1: Research Model from Findings of Study



Source: Developed for the study

6.1 Implications of Study

6.1.1 Managerial Implications

The findings obtained from this study provide several managerial implications for the practitioner in education industry, especially for private and public higher education institutions. Firstly, the findings show that the partial mediation effect does exist where information quality has both direct and indirect effect on retention intention. Thus, it provides insights for universities to ensure and enhance the quality of information to be shared on institution's social media as it will affect the students' retention intention both directly and indirectly.

Besides, the findings presented that there is significant correlation among independent variables known as perceived usefulness, perceived ease of use, social influence and information quality in this study. Hence, the private or public universities have to ensure that consistent strategies where similar weightages are being placed on all the independent variables are developed and implemented in order to obtain overall enhanced result.

Also, the research findings show that there is significant relationship between intention to use PHEI's social media and retention intention in which on separately, it indicates that intention to use social media is a good predictor of retention intention. Hence, Higher Education Institutions can leverage the role of social media on retaining students since using social media to retain the students serve as a cheaper alternative(Scott, 2007) compared to reduction of tuition fees, offering scholarship and so forth.

6.1.2 Theoretical Implications

From theoretical perspectives, this study provides significant contribution on current knowledge. The key findings show significant correlation among the independent variables. Therefore, it can be added into existing literature on the correlation of independent variables. Besides, the significant relationship between perceived usefulness, perceived ease of use and intention to use social media shown in this study has reinforced the effectiveness of TAM in predicting the technology acceptance based on the two independent variables. Lastly, the findings derived from research shows three out of the four independent variables when analyzed individually, are not significant predictor of retention intention and these three independent variables consist of perceived usefulness, perceived ease of use, and social influence. However, in overall, all independent variables have significant impacts toward retention intention. Hence, the future researchers who wish to study further on retention intention can look for other predictors for retention intention for instance, the enrolment intention in their future research.

6.2 Limitations of study

The main limitation of this study is that it is carried out in Malaysia only. The results of the research may differ when the same research is conducted in other countries (Wong, Lee, Lim, Chai, & Tan, 2012). Thus, the research is deemed to be lack of generalization.

Moreover, the questionnaire of this study has been improved and corrected after the pilot study. However, errors can still occur as some of the respondents might straightaway answer the question without thinking due to time constraint. Inaccurate or imprecise responses may be solicited because some respondents may not understand and their unwillingness to provide true responses which they believe will invade their privacy and some might misinterpreted the questions due

to language barriers. Thus, it may influence the accuracy of the data being collected.

6.3 Recommendations for Future Research

Some recommendations will be provided to curb the limitations mentioned for future research. Firstly, future researchers have to carefully expand their study into other settings such as different geographical location or different respondent profiles in order to obtain generalizable findings.

Lastly, researchers can reduce the problem of inaccurate and imprecise responses due to time constraint by providing respondents with accurate and reliable explanation before distributing the questionnaires. Researchers could reach out to the respondents by assuring the respondents that their information and details will not be disclosed to third parties. Besides, researchers could guide respondents when they need assistance in a particular question.

6.4 Conclusion

In short, this research focused on examining the impacts of PHEIs' social media on foreign students' retention intention in their private institutions in Malaysia. Sequential exploratory mixed method was utilized in this study. Four themes were derived from the qualitative research comprising of utilization of social media, quality of information, usage of social media and students engagement. These were then used to formulate the constructs that consists of perceived usefulness, perceived ease of use, social influence and information quality that were being used in quantitative phase. The quantitative data collected was analyzed with Structural Equation Modelling using AMOS platform. The key findings showed the proposed research model is significant which indicates that in overall, all the independent variables were good predictors of retention intention with

information quality served as the best predictor of retention intention when analyzed individually.

This research is expected to serve as a reference for future researchers who wish to study further on retention intention and also education institutions regarding the impact of social media on students' intention.

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APPENDIX

Appendix 3.1: Sample of Qualitative Interview Questions

Hi, I am xxx, from Universiti Tunku Abdul Rahman, thank you so much for your willingness to help us by sharing your insight on our study. So, we're from students currently doing a research regarding the impact of private university's social media on the students' retention to further studies in the same university.

Q1: Before we proceed with the interview, can you tell me something about yourself, what are you doing, where are you from, your hobbies etc?

Q2: The social media is referring to Facebook, Twitter or Whatsapp that is used by your university. Have you used any of them before?

Q3: Who is maintaining the social media used by the university?

Q4: How is the university using them to communicate with the foreign students?

Q5: Can you elaborate further on what platform the university is using? Can you provide us with some examples?

Q6: How frequent do they post on their social media?

Q7: What do they usually post on their social media?

Q8: Do the lecturers frequently use social media to interact with the foreign students as well?

Q9: Do you think your university's staffs are efficient in updating information in social media much better than traditional communication media? Are they easy to use? Easy to access? Is the information posted reliable and accurate?

Q10: In this modern age, can you live without social media?

Q11: How do you come about the university's social media such as their facebook page? Through your friends or the lecturers suggested or you encounter it yourself? Do you share the university's social media among your friends?

Q12: Other than social media, how does the university update news among the students?

Q13: How do you find the platform used by the university other than social media?

Q14: Do you think it is better for your university to use social media to communicate with the students rather than using other platforms?

Q15: Can you further elaborate on the benefits and the downside of using university's social media?

Q16: Has social media help you a lot for your studies in that university? Can you share any specific example or experience regarding this?

Q17: Do you trust the information they posted on their social media? How do you recognize that the university's social media is genuine?

Q18: Are you willing to use and continuously used the university's social media in the future?

Q19: Are you planning to further your studies here in Malaysia?

Q20: What factor that makes or influence you to want to further your studies in that university?

Thank you so much xxx for spending your time in this interview with us today. We really appreciate your willingness and corporation. Thank you so much.

Appendix 3.2: Transcripts of Interview 1, 2, 3 and 4**Interview 1**

Q1: Good Morning to you. Thanks for your willingness to help us for sharing your insight. I believe Shirlyn would have told you the purpose of this research.. [interviewee: Yeah..] Just to recap, basically we are doing research on impact of university's social media influence student intention to use it and retention rate to further their studies.. [interviewee: okay..] Before we proceed, can I just check some background information about you? [interviewee: yeah, its fine..] Where are you from Maasi?

A1: From Maldives..

Q2: How long you have been in Malaysia?

A2: Err, This is my third year.. [interviewer: third year..]

Q3: So , you came here to do your foundation or degree?

A4: My degree.. [interviewer: your degree.. okay..] yeah.

Q5: So when are you going to finish your studies?

A5: Err.. depends.. on December this year.. [interviewer: Oh December..That means this will be three years course is it?] yeah..

Q6: Besides errr..Malaysia, did you consider other country?

A6: Ermm, I have visited other country..

Q7: Do you aware that your institution has.. Before that,err.. do you know what is social media? [interviewee: yeah] I am sure you're using it right in your daily life? [interviewee: yeah] okay.. Do you aware they has a social media? [interviewee: yeahh.. I does] What kind of social media they use?

A7: Yeah, For example, student council and even club and societies they have, like Facebook page .. [interviewer : Anything else besides Facebook?] Errr.. they have youtube.. For example, they have their own youtube channel.. [interviewer: okay]

Q8: Have you used their social media, For example, have you raised any question to them, commented anything or are you a follower of their pages..

A8: Yeah.. I used it to ask questions with my lecturers, because for my final year project, our lecturers find a day and we have a group page to discuss and ask questions.[interviewer: okay]

Q9: In your faculty, do you have like a facebook account for every subjects or every department?

A9: Not really.. depends on the lecturers.. If lecturers find it more convenient, they use facebook or something.. yeah..

Q10: So I believe you guys are using social media for communication among lecturers or students right? [interviewee: yeah yeah..] How about is there any incident you have chances to use Facebook to communicate , for example, finance department or student counselling department?

A10: Yeahh, student council definitely they have.. and they post thing in Facebook.. yeah..

Q11: Any Facebook account for the exam department?

A11: Ahh, no I don't think so..

Q12: Do they have an official social media, official social media where they update about their latest activities.. kind of thing, do they have that?

A12: Yes, student council have one actually they have it, they update on event especially for students to know about the event, update the Facebook page for things that going on.. [interviewer: student counsellor ?] yeah, student counsellor page..

Q13: Do you find this kind of a social media is useful for you as a student? [interviewee: yes I do..] Why do you think so? Why do you find it useful?

A13: Because I think is more convenient, cause in all friends are using social media so is convenient to communicate, all of them thru email or something, we can do it more quickly and easily.. [interviewer: more quickly and easily] yeah.. [interviewer: okay..]

Q14: Besides that, for your study purpose, how it is helpful? [interviewee: can you repeat the questions?] Okay.. the one you were mentioning just now is like you can communicate with others quickly and easily right.. Okay besides that, the easy and quick communication, does this social media is useful for you in academic matter , For example, for some references or study group discussion..?

A14: Yeah, for study group for all my group assignment I do it.. Like I get sources for all of my members, but reference, not really..

Q15: Have you had like any bad experiences in using social media especially communicating with your friends, lecturers, like miscommunication kind of things?

A15: Ahh, not really..not really have miscommunication.. yeah..

Q16: Okay err, is it easily accessible to the social media account?

A16: Yeah, yeah.. it is..

Q17: How easy it that ah ? it just like using your own personal account something like that is it?

A17: Ahh.. that's quite easy for it. I guess yeah..

Q18: Okay, the student council you are mentioning just now, for what they do in the social media?

A18: Errm, they post events like announcement on what is going on, is there something special or .. they also share like for example we have newsletter or articles, they share everything on Facebook group for people to know what's going on.. something like that.

Q19: What kind of platform that universities use to update the official information, for example convocation date, some students won some world recognize award, some official information, how do they update or communicate with others, students in the university?

A19: Erm.. we have student newsletter as well [interviewer: student newsletter?] yes yes.. the newsletter also is on their Facebook page so they update the events, medal, sports. They will usually update something like that..

Q20: So the students newsletter is on traditional form or digital form?

A20: Errm, is on Facebook now.. and before this they use traditional way.. now they trying online. [interviewer: is it facebook or website?] Yeah Facebook or also on the websites..

Q21: Any latest updates, events they will communicate with the students thru newsletter?

A21: Ahhh....now they are having sports carnival like this three day.. So, the details of the results they will update.. who wins ..

Q22: Okay.. personally, do you believe the information that circulated thru the social media whether that is an official university medium or not, do you trust the information?

A22: Yeah.. but I think is depends on whether the Facebook page is convenient, I would check that information about the university if I am not sure that.. yeah I would better to check that..

Q23: If is from the students or specific department, would you trust? For example from student counselling department, would you trust the information?

A23: Yeahh, I would..

Q24: Okay, ermm.. do your friends use university social media? [interviewee: yeah, they use social media..] no, err, yeah everyone have their own social media, what I mean is whether they use the social media, just like you for the publication purpose.. or..

A24: For publication is no.. usually they on Facebook page actually.. facebook account.. everybody does that.. [interviewer: everybody does that..] yeah..

Q25: What about the others you know they also like using university facebook or twitter to communicate with university, to get the latest information and so on.. do you have any friends like that ?

A25: Errm.. Yeahh, like if we have any questions like example the events , we usually post it in the homepage.. yeah.. [interviewer: hmm, okay..]

Q26: What you think the information they posted in social media is it up-to-date, is it quite outdated or they update the page like every two years once.. how do you find it?

A26: Err.. they usually have event that take place or special event they will update like on the next day..

Q27: What about if there is no event, what will they do? If there is no any new event, what they do? They let the page empty or update with some quotes .. or how..

A27: Errm, they will make an announcement, it's like on their page or how things will be..something like that..

Q28: Do you think it is necessary for the university to have its own facebook or twitter account or they still can use the department existing communication platform. What do you think?

A28: Yeah, I think they should better to have it.. [interviewer: can you explain why?] Yeah.. I think because today, now like in our generation, everybody are using social media so is one way for everyone to communicate and this just how the gen y communicate so I think is important to have own account.. so yeah..

Q29: Okay let's say in future, your university heavily relying on the social media to communicate with students, even for example sensitive information such as financial part of students they communicate thru the social media , how would be your response? Would you be happy or hesitate or how?

A29: Errm.. like finance, I don't know.. maybe I will be happy if they have it something way...something they have efficient trade, financial things but I am not sure how they do it but other things errr.. like course, announcement or in fact that would be fine, depends on what they did I think.. Maybe for finance, not really appropriate for social media..

Q30: Okay, So, you're trying to say that it depends on the type of information that they are communicating? [interviewee : yeah..] Okay. Assume that they are utilizing it quite well in social media, would this influence your decision to further studies there in the future?

A30: Yeah..Yeah, to some extent, because my university use social media to communicate and they tell me that they really want engage with the students , it will be an incentives.. [interviewer: So it could affect your decision to further your studies there?] yeahh..

Q31: So, by the way do you have any intention to further your studies in Malaysia after your bachelor degree?

A31: Err.. not yet.. I will be going back..I haven make any decision yet.. [interviewer: So you're planning to go back ?] Yeah.. I will be going back.. [Interviewer: Would you come back?] errmm.. I haven really thought about it.. so not sure yet.

Q32: Okay, let's say if you're planning to further your studies, what are the criteria you will be looking at from the institution itself? What will be your expectation?

A32: Ermm.. I think they should offer a good courses and engaging with their students .. [Interviewer: engaging with the students..] Yeah.. [interviewer: so if they could engage with the social media, it would be a plus point is it?] Yeahh.. it would be.. [interviewer: So what else?] if there have a lot of activities.. [interviewer: a lot of activities??] Yeahh..

Q33: So, this are the three main things that you consider is it, if you're planning to further your studies?

A33: If there is maybe .. like.. more student engaging events or.. [interviewer: student .. activities oriented on students?] yeah..

Q34: Okay.. anything else you would like to say what are the things that will influence your decision to study in the same institution again?

A34: Ermm.. not really.. yeah.. but environment are really important.. [interviewer: what kind of environment you mean?] I think because for example for students for more convenient and maybe have passion to do homework , very convenient.. yeah.. will be a good experience..

Q35: I think we already almost to the end of the interview..[interviewee: hmm..]

So do you have anything you would like to add?

A35: I will just say social media is very important .. yeah.. it is a way to communicate with students.. so it is very important..

Thank you so much Maasi. Nice to talk to you.. Thank you..

Interview 2

Q1: Thank you so much for your time.. Basically I am representing them to gain insight regarding the social media.. Before we proceed, can I have some background information about yourself Leman?

A1: My name is Muhammad Leman.. [Interviewer: you're from?] Moritania.. [Interviewer: Sorry?] Mauritania.. [interviewer: Okay..]

Q2: How long you have been in Malaysia?

A2: Err, now was next October will be five years.. [interviewer: Next October will be five years..] Yes.. [interviewer: you mean this coming October?] Yes.. this coming October , the 4th October will be five years..

Q3: So, how long you been in the university?

A3: Err.. five years.. [interviewer: five years also.. you came is it?] Yes I came to the university..

Q5: So you're doing what course?

A5: Petroleum engineering.. [interviewer: petroleum engineering..] Yes.. [interviewer: degree or masters.] Degree.. [interviewer: Ohh okay.. so this course the duration is five years is it?] errr.. including foundation is five years [interviewer: you did foundation in the university as well?] Yes.. I did foundation here and I will be completing my degree in next march.. [interviewer: congratulation to you in advance] thank you very much..

Q6: So, why did you choose this university Malaysia?

A6: Okay.. first thing errr.. because I come with a bunch of friends by government application.. [interviewer: okay..] Errr.. We don't have petroleum engineering is the reason.. We only have one problem chemical engineering is called petrolshini, petrol chemicals..[interviewer: okay] First I want to study petroleum engineering.. I looking for .. I compare the universities according to the prices and the courses on those universities.. which have petroleum..

Q7: Okay.. Why this university?

A7: Err.. they are now the ranking is best, prestigious in the world for petroleum engineering for studies.. [interviewer: ohh okay..] Secondly, the name of univeristy behind already make you rewards right because people wants you choose to join, [interviewer: ummm..] good thing to join petronas.. [interviewer: well, you have a good justification to join huh..] Yess.. first also the education in Malaysia is quite good.. [interviewer: yeah.. thank you for your compliment..] (laughs) You're welcome..

Q8: Liman, so now we are going to move into this research related questions.. [interviewee : uh huh..] I am sure nowadays this gen y, young people like you very fond of social media..am I right? [interviewee: yes..] Are you a frequent or active users in social media? [interviewee: yes..] okay.. what kind of social media did you use?

A8: Ahhh.. mostly I use Facebook and Twitter so far.. I have my own page on Facebook and also .. because I like two things.. First thing I like what I upload studies, I love to share.. I have my own Facebook page , so I advise people, I share my knowledge to people around the world from different country like US, UK, France.. And err.. secondly, I also like.. err I like politics.. [interviewer: ohh.. you like politics?] yes.. so in the morning I always go for Twitter..They willing.. I go for my page.. I go more for studying on complications.

Q9: ohhh okay. This is good. How old are you Liman? If you don't mind..

A9: I will be 22 in this December..

Q10: Oh okay. In this young age you have been interested in politics. This sound interesting..

A10: Err.. I like to... because I come like a family where there are a lot of old people.. they way you talk a lot about politics.. I was very young and I try to understand what they talking about.. and then discuss and understand a lot of things.. [interviewer: okay] how the media take news.. how people think.. this is not easy thing.. because who interested who make information from media nowadays is good background , don't know whether the news can rely on it or not.. I never support anyone or I just being neutral.. [interviewer: uh um..] I will just be fair.. [interviewer: different kind of perception by enginner..]

Q11: Okay now.. err.. Do you aware that your university has its own social media account?

A11: Yes.. [interviewer: What kind of social media they have?] first thing they have websites [interviewer: websites?] yeah..where they share their news, opportunities, appreciates, photograph.. they also have their own e-learning.. where they can get their notes.. they have their own Wikipedia, so students can upgrade its page which paid by universities where you can get all kind of papers from around the world.. [interviewer: okay] which is also free.. and they have also something is called in fact it is not Facebook but it can connect with office in here just you have the username and password, you can chat with anyone including lecturer.. in fact it is strong bonding with students and staff.. they update also.. [interviewer: what it call this page?] e-learning.. [interviewer: ohh okay..] e-learning we have Wikipedia, university news, scholarships, a lot of things.. [interviewer: ohh you can get all sort of information in e-learning?] yess.. [interviewer: oh okay..] Each of staff here have own Facebook account.. So university has another website.. Is made by the university.. [interviewer: uh uh..] facebook survey from the academic staff, from petroleum chemical.. Each department here has its Facebook page. We have own rigid page on facebook.. We get news is very fast..really fast.. it really a good thing..

Q12: This is basically all the staff, students,, most of the department have the page to communicate with each other?

A12: Yes they communicate to it with students.. they wants to get facts to everything.. [interviewer: Oh okay..] One of things the opportunities they let us share within students.. [interviewer: ohh okay , that means they involved students in the decision making?] yes.. everything.. you can make a call to lecturers if you want.. [interviewer: ohh okay]

Q13: So, do you find this really useful or do you find this very annoying because each of them have their your own system, so is like not a centralized kind of thing.. do you find it useful or annoying ?

A13: No no, I find it useful because communication is the first thing you can ever have in order to complete any task.. [interviewer: uhhh.. okay] because if you don't have anything to know what is going on, you will missed the part.. then you

won't perform very well if you don't have anything.. [interviewer: uh huh..] you could get anything from website or WhatsApp I mean.. so is working.. you're interested in daily, your life in there.. because the university is a lifestyle.. so.. you don't want to missed anything happening..because there are lots of opportunity happening everyday [interviewer: uh huh..] and the communication within the department and staff but like for me for example if there is any problem in my rooms, I just go to the Facebook page and I type.. they will come and fix it. [interviewer: hmm, that is very cool har..] yeah very cooperative , not say very cool but in throughout many years, if there is any reports, they will come.. I didn't pay for any money for my phone, I just use facebook.. [interviewer: uh hmm.. this is very effective way of mode of communication uh..] yes.. very effective..

Q14: Are they really updating the information on their page frequently or they seldom update their information on the Facebook?

A14: They update same thing like ermm.. because sometimes if you are from different country, sometimes using the chrome, maybe the lodging of the university from e learning is from window explorer sometimes, the website they update is the same thing they update on Facebook, so everyone can get the access.. [interviewer: ohh..] and the e-learning you have to go online and you have to login so they don't want you to miss out because they know students also spend much time on social websites such as Facebook, Twitter so they keep updating stuff on the Facebook and Twitter on the social websites.. [interviewer: okay..]

Q15: So, besides updating information, communicating with the students, any other.. what are the purposes of using social media in your university? Besides updating or communicating, are you guys using social media for any other purposes?

A15: Erm.. we use social media for other things.. you know.. the purpose where everyone use it in their daily life, you have your homepage where you will like or read news.. I will go to new straits time, the star or something like that on my Facebook and catch the news.. We just like normal use .. err ..it may be effective because UTP I think is engineering based course [interviewer: uh.uh..] so they update in UTP Facebook because they know students spend a lot of their time in that.. interviewer: okay..] so..sometimes like talk about studies from the websites,

we can meet people.. get you out..[interviewer: wow.. it is actually a lot of benefits right? the university social media..] yeap..

Q16: Okay besides, you know any of your friends in university using social media for the same purposes? That means their related social media for the same purpose?

A16: Yes..there is a lots of people..[interviewer: students?] Yes.. [interviewer: okay...] other things.. err.. it may be helpful because the communication between local and international is much more better in social websites.. they really like.. it is helpful sometimes for us to deal with local.. [interviewer: uh huh.. okay..] (laughs) sorry.. [interviewer: its okay.. I understand.. they prefer to interact more in social media than in person right?] Yes.. I think they don't trust themselves on , they are not good in good English speaking.. so they might be shy or something.. [interviewer: ohh okay..]

Q17: Regarding to the information they posted on the Facebook page, would you trust on the information on the social media more or information.. official information from the websites? What you think? [interviewee: which one?] any official information that posted on the facebook... social media or websites, which one will be appealing to you better?

A17: Errr , probably I think is websites because .. okay actually I always have my judgement based because I know channel and websites, people always posting their own opinion..[interviewer: okay.] I have to think about it before I come to conclusion.. [interviewer: yeah..] but I think for normal person usually they rely on the websites because websites they have references.. [interviewer: yes.] social websites people may publish regarding their own understanding.. they might mixed on what they knew..had written in the websites.. [interviewer: uh uh..you're right] So .. I should be careful..

Q18: So it is depends on the type of information or the person who .. { interrupt }

A18: yeah of course.. [interviewer: yeah..] they have information and nowadays people don't really care about the references..[interviewer: yeah..] because references is important.. If they post something without references is very dangerous.. [interviewer: uh huh..]

Q19: Do you think.. err .. would you suggest your university to use social media as their part of the promotional tool?

A19: Yes definitely.. err..

Q20: How can they do that? Can you please suggest it to us some?

A20: I think they are practising for some improvement .. like.. err.. they bring more communication between the... locals.. [interviewer: okay..] they should like..err..make..err the problem is like locals they have their own like..WhatsApp group.. [interviewer: oh.. okay] and the Facebook is not going to accordance because they change information overtime.. I was studying with my friends in here , they also should make a WhatsApp group for us.. [interviewer: hmmm..] you know it would be much more easier and student nowadays waste their time on smartphone..it will be convenient and Facebook or Twitter they use it on the smartphone . it will be easy to see the information on WhatsApp if you are not around or not in campus..and you can know what is happening.. but sometimes they close the gate and they will say the back gate of university will be closed from time to time.. like 2 hours before the decision..so.. [interviewer: okay..] So if you're in middle of driving or something.. and it suddenly pop out on your Facebook, you might not see it.. [interviewer: So , so is like they can give you immediate alerting right?] Yeahh.. we can get immediate.. like sometimes if there is some electric circuit or something on the problems.. [interviewer: uh huh..] they stop students from coming out.. [interviewer: uh.. okay...that sounds good]

Q21: I have few more to go Liman.. [interviewee: no problem no problem..take your time..] okay.. err in case you find the information they posted on the social media is not reliable or maybe is not accurate, what would you do?

A21: When I contact the.. sender.. or emergency.... [Interviewer: okay..]

Q22: Have you done that before? Have you encounter this kind of issue before?

A22: Yes.. [interviewer: Can you please share your experience?] Errr.. there was this ..err...err... accident that happened on the Facebook on one of our students.. [interviewer: okay..] because of the lecturers.. there was some misunderstanding of one of the staff posted the guy are crazy.. the guy isn't crazy and he was my friend so I talk to the staff and complain.. of course you will complain on the

person who say you're crazy on facebook.. what kind of habit is this.. but when it comes to religion stuff, like dogs.. you know here have a issues about dogs.. [interviewer: yeah..] For me I am a muslim.. [interviewer: ohh you're a muslim?] yeah.. I am a arab guy . I am islamic.. I know what is going on .. So.. there is two dogs in campus.. they post on Facebook for Chinese and India its like what is happening on campus.. [interviewer: uh.huh..] Sorry to non-muslim we cannot keep dogs a lot of people have voice up ..because it is like not true .. muslim have no any issues with dogs.. we touch dogs , we can play with dogs and have dogs in our house or anywhere..[interviewer: I would say this is only those like one in hundred or those who are extremist.. but generally some of the muslim are okay.. as I know..] Yeah.. they have some misunderstanding.. because of muslim are known with couldn't touch with dogs.. because arabic is very strong language..and one word have different meaning..if you don't have the capability.. [interviewer: yes..] you are arabic but you couldn't figure out what is going on.. [interviewer: So can you speak good Arabic?] Of course.. my native language.. [interviewer: ohh your native language.. sorry to ask that..] (laughs) [interviewer: Since you have gave me a lot of examples on things that are not very accurate..] because they doesn't understand about Arabic so I will bring and teach them.. there are also misunderstanding.. there is good interaction between Chinese and Indian for not to kill dogs or animals.. majority of people would misunderstand about it. staff are headache also..

Q23: So can I say that usage of social media bring both good and adverse impact to the users?

A23: Of course..if is all controlled.. yes.. the information provided will be very good.. even if for students.. we could access a lot of things where we don't know it come from.. When it would bring full of knowledge ..it has its opportunities on positive things and negatives things as well..when it come to university websites or social media.. I think 90 percentage of students use it..it is good and will bring advantage.. [interviewer: ohh okay..]

Q24: The next two more questions.. I could feel that you're very familiar with university social media and all other stuff..[interviewee: uh huh..] try to go back to the very first moment when you enter into university, or the very first moment

when you use university social media..what was the triggering point for you to start to use the university social media?

A24: Err.. because when I came here.. I couldn't speak a very good English.. I have to like go to the short course. I cannot communicate.. I think people are not very err..social. They don't like to talk to the international.. Maybe they are different.. like Malays will be shy because of their English.. Chinese are scared.. Indian they just talk.. start to introduce ourselves and normal speaking.. [interviewer: okay..] and then from starting it will be very hard as I was learning English .. I feel social websites is very useful because I couldn't communicate with people and I don't understand what they're studying or talking.. So I need time to settle and I feel social websites are useful.. no one will have the time to explain to you step by step.. no people around can speak Arabic language.. so I gain the knowledge myself.

Q25: So social media is very useful for you.. [interviewee: is very useful] to comments your social relationship here is it? [interviewee: yes it is actually..] So, is there any other reason why you start to use UTP social media? Besides communication?

A25: other reason I used it for ..erm.. educations, studying.. sometimes it is very useful.. when have lot of subject for example, [interviewer: okay] I would go teach people , when they will have questions, I will update my stuff on teaching .. I like to teach people.. I will give tuition on different subjects.. [interviewer: hmm.. okay that is good of you..]

Q26: Err.. this will be very final questions.. after finishing your studies next year march.. right? [interviewee: yes] What is your future plan? So are you planning to further your studies, or you would like to go back first?

A26: I think I will continue my studies..

Q27: In here or somewhere else?

A27: In here..

Q28: Why would you like to continue study in this university? Any specific reason?

A28: Yes.. First reason.. it is a good place for study.. Because I said so I gain knowledge and information. Another it gonna be scholarships in another level.. [interviewer: scholarships..okay] yes.. so you got scholarships when you're studying.. you can go for masters, phd and you can touch contrast within the lecturers.. [interviewer: ohh okay..] So it have a lot of opportunities..of course you can to petronas..[interviewer: to work?] yeah.. you can work with petronas to pass the time.. [interviewer: ohh okay..] yeah.. a lot of opportunities.. Actually they give opportunity before we graduate.. we have to attend the meeting , they will gather and upgrade people and give a piece of opportunity to continue in advancement . they also give can afford their students . because they always share with them what is happening in the market.. having gap in the social media, they could forget what they learned in university.. so according for us. This is an engineering based institution.. oil price is very important for us.. [interviewer: yeah..] they don't want their student to be without job , because every students course are different.. 90 percent are local students.. they all will get job..

Q29: Their employment rate is very high ya..

A29: yup.. this is how we could continue our master.. when we get our master we could get job... [interviewer: thanks good.. okay.]

Q30: I think I already covered all the question that I asked you.. Thank you so much for your time Liman.. would you like to say anything before you go off? Would you like to add something?

A30: Thank you so much.. I think this is a good thing because this if the first time I get to call with locals.. for me to communicate with the locals.. get to know international student's opinions. We would tell you what would we like or don't like.. we will tell you..

Q31: One very last question.. on a scale of one to ten, if I ask you to rate the scale one to ten, your decision to study in the university is because of social media, what would you rate on the scale of one to 10? One is not really, 10 is highly possible..

A31: I will rate it eight over 10..

Q32: So social media would influence your decision study in here?

A32: Yes of course.. without this media or websites I won't know about UTP or petronas or other university..

Q33: Ohh okay.. So the university have played an important role for you to join..

A33: Yes.. of course.. they are famous in Qatar and more .. they attend all the conference, they put in everywhere around the world.. they explain, let students know what happening.. much more easier.. they put publicity.. they posted around...let students understand.. the media played a very very good role for students..

Q34: Thank you so much Liman..

A34: you're welcome

Interview 3

Q1: Thanks for your willingness to spend time with us for discussion.. Bella, basically we are doing a research on how private universities using social media to ..attract foreign students to further study in the university. [interviewee: okay].. before we proceed, can you please tell me your experience with social media? [interviewee: yes I am..] Are you using social media? [interviewee: yes yes..] What kind of social media are you using?

A1: Currently I am using Facebook, Instagram, WhatsApp, Line and an apps in my country is very famous in my country which is called Path but not famous in this country.. [interviewer: Sorry it is famous in what again?] Instagram, Facebook, WhatsApp, Line.. Social Media

Q2: So, you're been using this to communicate with your family and friends?

A2: Yeah..yes I do..I use social media to communicate with my friends and family.

Q3: Besides, how long you have been in Malaysia?

A3: Errm.. 3 years and 2 months..

Q4: Is it your first university in Malaysia or you have been in different place?

A4: No, this is my first university in here..

Q5: Okay, you are doing what course Bella?

A5: Business Management..[interviewer: is it bachelor degree?] yeah.. I did my degree here..[interviewer: So when are you finishing?] err ..hopefully next year.. [interviewer: next year.. okay.. is a four year course is it?] Err..is actually three years but I did my pre-university here. So is total four years lah..[interviwer: ohh okay okay..]

Q6: You're from Indonesia right? [interviewee: yes..] Back in your country, which social media is very popular?

A6: Actually there is another social media that is popular which is called path..[interviewer: Pat ?] Yes..P.a.t.h..but it is not really popular in Malaysia or any countries.. [interviewer: okay.. what they do? What is the function of Path?]

It is basically like err... instagram, foursquare, twitter all in one..[interviewer: ohhh.. all in one..] yeah.. [interviewer: emmmm..]

Q7: So you finish your high schooling in Indonesia is it?

A7: hmm..not really because I literally finished my high school here.. [interviewer:ohh.. you finished here?] yes.. cause in Indonesia if you finish grade 11 and then you come to pre-U in Malaysia is unacceptable.. [interviewer: ohh okay..]

Q8: So..you came here for pre-U.. So I don't have to waste another one year..[interviewer: uh huh.. okay..] If I already finished high school, I can go for pre-U..basically two times job..

Q9: Okay..now in Sunway right now, are they using any social media? I mean the university itself.. I am not referring to the personal social media account. I am referring to the universities' social media account..

A9: ohhh..err.. So far that I know they have Facebook..erm.. but I am not really sure about instagram because I didn't follow them.. but I know they have official page for sunway.. [interviewer: So you're following their official Facebook page is it?] yes.. I am..but I am not really concern with the page.. [interviewer: so you're following the page?] yes..

Q10: So , what kind of information they normally post or update? What they do actually on the Facebook?

A10: Well, they usually post like instant event in the campus or if any..students achieved some awards.. [interviewer: uh um..] and like if there is public holiday they will just say like Happy New Year or something like that.. [interviewer: okay..]

Q12: Err.. Okay..for the first time how did you come across this particular page? The official page.. How did you come across? [interviewee: Ermm.. I am not sure..what is it again?] Okay, as you entered ..joined sunway, you have been following university Facebook right page? [interviewee: yes] So I am referring to the initial contact of yours with the sunway facebook..why and how did you follow the facebook?

A12: Ohhh.. I think I saw in the Facebook page suggested or something.. So I saw that and then I just thought this my university.. So I think I should like it because I am in the university and so I can get information on what is going on about my university..[interviewer: ohh okay..]

Q13: How long you have been in following this facebook since your first day or how a bit later than that?

A13: I think like months after that but not really sure..[interviewer: so you yourself see this pages on your account is it .. the suggested one..] Yeahh..yeah..

Q14: Is any of your friends is also following facebook?

A14: Yeah yeah.. I think so..[interviewer: how do you know ah? Did you guys always share about this or how?] Err..because I saw err.. if you like the page.. you know how many friends also like the same page or something.. [interviewer: ohh okay..]

Q15: Besides Facebook, do they have anything else?

A15: hmm.. I think they do..oh yeah.. they do have twitter..[interviewer: twitter.. okay..what they do with the twitter?] Is like basically the same thing as ..err.. the Facebook page lah.. [interviewer: hmm.. okay..]

Q16: Regardless of the types of social media, do you think the Sunway social media is helpful for you as a student?

A16: hmm.. I think is like not really to the extend like I depends so much on social media to know what is going on..because I still like errmm.. not really use social media as a tool to get information.. because I always come to university and they also er.. telling the event on what is going on in the campus like putting banner or something.. [interviewer: ohh okay..] social media I don't think is really active.. [interviewer: so they are not really active is it?] They are active but more active in the campus.. something like that. [interviewer: ohhh.. okay]

Q17: In some universities, they use like..the individual lecturer for the specific subject , they uses the Facebook or some of the department of the university for example like a.. finance department or students affair department, they use the

facebook or any sort of social media to be contact with the students.. what about there? Do they have this kind of things?

A17: Well, erm.. I am not really sure about the department.. [interviewer: uh..huh..] but some of my lecturers.. but actually one only lah.. one of my lecturer , he use facebook as a group.. erm. Because one of the assignment and he post articles and share it with our friends.. and give guideline on what is it about.. he take the facebook as aware to gather because he thinks it is easier and most of the students use it and he himself also use it so he use them as the way to communicate or ask information for our assignment, ask information regarding the subject or something.. [interviewer: ohh okay.. so he is the only one that using as you know, as far as you concern?] yeah.. yeah..yeah.. [interviewer: what about whatsapp?] No no..not really .. got another lecturer as well..

Q18: So this two lecturer for which subject?

A18: One subject is called business statistics. [interviewee: sorry ... business statistic?] yeah.. mostly the business statistic group is post by if there is any changes in lecturers slide or venue for exam and all those stuff lah..

Q19: okay..that means in a way this kind of the page is quite helpful for you as a student right in academic matters ?

A19: Yeah.. I mean because it is easier..erm.. I mean like.. I go facebook page rather than e-learn so anything going on in the group, it will pop in my notification if got any problems..

Q20: What did you say e-learn? [interviewer: yeah..] what is that ah?

A20: It is like platform .. [interviewer: uh huh..] is like an official platform for the ..err..lecturers to upload the slides, the subject or venue, results, some announcement and yeah.. [interviewer: okay so is like an intranet system for the students is it?] yeahyeah..these are the official one but two of my lecturers choose faceboook for some assignment purposes lah..

Q21: So which one you prefer? The official e-learning site or the facebook..which one is easier for you?

A21: Well..hm.. in term of communicating, I would say I prefer facebook but because the e-learning usually is just a place for us or me to get the slide so I can print it ahead before the class start.. [interviewer: okay..]

Q22: So, what you think the information that updated on the university of social media or facebook page that handled by the lecturer fo the subject, the information thereis it reliable, is it up-to-date.. can you please explain to me on that?

A22: yeahh..yeahh.. because is more .. I think is faster.. If we have questions we can straightaway in the facebook chat or something because if we ask thru email, it will take some times and you won't get a fast response from email than facebook messenger..so.. [interviewer: that shows the lecturers are always on the facebook?] erm.. not always .. but I still feel like it is more reachable.. [interviewer: ahh.. okay..]

Q23: What else ermm..can the particular lecturers communicate or do the assignment without any social media? Do you think it is possible? [interviewee: for the particular assignment?] yeahyeah, for the particular assignment.. do you think it is necessary to have the facebook thing?

A23: Actually no because erm..there is two options.. because some of our friends they don't have facebook..[interviewer: uh huh..] so he rather post it on e-learn.. [interviewer: okay..] the e-learning.. but err.. actually like the picture in facebook is more interesting and easier rather than e-learn.. I can see that post positive one so double posting will not occur or something..[interviewer: erm.. okay..]

Q24: So if the university decide to use the social media to communicate or circulate official or P&C information..what would be your response? [interviewee: do you mean they totally shut down the email and use social media?] yeahyeah.. can say that.. what will be your response?

A24: I think it will be good..because I feel most of the students now that they use social media as a way to communicate.. they don't see their email or they don't even really see the announcement at the... e-learning itself.. [interviewer: uh huh..] and the news can go faster , more activate.. I think it will be very good but the concern is just like what if some people they don't really use the social

media ..like because some of the students like already married or not social media type.. it would be very hard for them lah.. [interviewer: ahh.. okay..]

Q25: Generally what do you think about social media? Any social media used..what is your general opinion about all type of social media by your university [interviewee: about? Sorry I can't really hear you..] So we are nearly the end of the interview, [interviewee: ah hah..] so I want to check your general opinion towards the social media, twitter , facebook and so on.. that used by the university or lecturers of the university.. what do you think about their quality and so on..

A25: ohhh..personally sometimes I like to communicate with my lecturer thru facebook because it is easier and faster and you can see whether they actually online or not thru facebook messenger.. so is like it give me the chance to chat or not.. because I am a student that afraid to disturb the lecture during his class..or personal time [interviewer: okay..] So, I will not chat them if they are offline.. I will feel so bad if find them when they offline or busy.. There will be time to talk to the lecturers..

Q26: Few more things to ask before we end..so that means you feel it is good to use university social media right? [interviewee: yeah yeah..] would you continuously use in future? [interviewee: erm.. do you mean I will constantly use facebook in the future?] nope.. would you continuously follow, post , share in university social media.. not your social media. Is university's one..

A26: yeah I would..as long as I am still here before I graduate.. I will still follow and continue use..even after I graduate.. maybe..

Q27: okay now..after you completing studies, are you planning to further your studies in Malaysia or planning to go back?

A27: Err.. (laughs) .. Actually I have some plan but definitely I won't be staying in Malaysia anymore..I think so..like the chance I stay in Malaysia after graduate is very far..

Q28: Ohh..okay.. so you're planning to go back to your country?

A28: yeah I planning to go back and maybe learn some new language in another country..[interviewer: ohh okay..]

Q29: So err..if given a chance if there is an opportunity , would you like to do your master or PhD in Malaysia?

A29: Well..actually I don't really want to study my master in here because I want to try new things like I will go to another country to pursue.. err MBA or PhD but let's say if I have scholarship then I would considerate.. [interviewer: but not Malaysia?] errr.. if other country doesn't offer scholarship but Malaysia does then I will consider to continue my MBA in Malaysia then..

Q30: Okay..well.. if you are planning to continue your studies in Malaysia, would you consider this university or other university?

A30: Er.. here would definitely be one of my choice..but I might want to consider another university because the MBA programme in sunway is a part-time and need two years to complete it.. and I want to complete it as soon as I can so I will look for another university that offer short time but same quality or even better..[interviewer: ohh even better.. okay]

Q31: Do you think the..assume that you're choosing other university for example you're choosing sunway to do your MBA..provided and meets your requirement [interviewee: uh huh..] so you decided to choose this university. Do you think your decision would be partially or somehow is influenced by the university of social media?

A31: Hm... no, I don't think so..maybe the websites but not social media because sometimes the social media they don't really like err.. give me the details about the programme. But they will just give you the guideline or details something like that..

Q32: So you feel that the websites will influence your decision but not social media?

A32: Uh huh..is not influence enough lah.. (laughs)

Q33: Okay we are already end of our discussion..would you like to add anything before we end our discussion?

A33: Erm..no.. not really.. (laughs)

Q34: Thank you so much ..good luck in your future endeavour..

A34: Yeah.. Thank you. If there is any questions so feel free to contact me..

Interview 4

Q1: Hi, we are students from UTAR, thank you so much for your willingness to help us sharing your insight. Before we proceed can you tell me something about yourself, what are you doing, where are you from..

A1: Alright... My name is Basem. I am from Yemen, Middle East country.. err, I am studying in malaysia, final year in chemical engineering.. [interviewer : ermm, okay.. you're doing your degree?] Yes.. [interviewer : okay..] yeah in chemical engineering and I am going to graduate.. [interviewer : Congratulation in advance wishes] ohh thank you.. [interviewer: When will you be completing your studies?] err. I am going to study for my last sem at Saudi Arabia.. [interviewer: ohhh, Saudi..] Yeah.. at University of Saud. King Saud..

Q2: Ohhh okay Basem, I believe we have told you regarding to the purpose of the interview today...[interviewee : ahh, yeah.. what has she told it is about social media..] Yess.. [interviewee: that's what I know only..] We're from Universiti Tunku Abdul Rahman, we are doing a research regarding impact of institution's social media on the student retention in the institution. To put it in the simple word.. [interviewee: yeah..] whether this institution's social media affect their student retention to further their studies in same institution.. This is basically what we are working on.. [interviewee: ohh.okay..] okay, so I just want to check few thing with you regarding you as a user of the social media, your perception. [interviewee: ohh okay.. the social media means all this kind of the website, facebook.. err am I right?] yes you're right but that's the social media of the institution. That means in your case, university's Facebook, university's WhatsApp, Twitter.. [interviewee: ohhh, okay okay] Is not individual's Facebook or whatsoever. This is university or even your faculty, your department might have some Facebook or for some particular subject you might have some Facebook account or WhatsApp group, we are referring to that.. [interviewee: yes yes.. alright..] err you have been here for four years is it so? [interviewee: yeahh, more than 4 years] okay more than 4 years.. errr.. Is there any usage of social media in your institution, at university level or faculty level or departmental level?

A2: Yeahh, we have that.. we have subject..err..each subject has its Facebook page.. [interviewer: ohh each subject has its Facebook page..] ahh I mean, err

okay, in the beginning we have this batch page err for all the bath of 2010 May .. different lecturer have different Facebook page and we open different err Facebook page.. We have also ..err.. WhatsApp group. Yeahh. We have a lot of this kind of media to contact with each other..

Q3: Okay, you mentioning about the batch page, batch 2010 Facebook page.. [interviewee: yess.. yes..] you're referring to the batch from Yemen or all the students...(interview interrupt) [interviewee: No No.. This one is the university..] ohhh by the university.. [interviewee: yes.] ohh okay. For the all the students who enrol in year 2010, do you mean that ? [interviewee: yeahh. to 2011] ohh , to 2011.. Who is maintaining the page? Is the student or from the university?

A3: Err. This one by the student actually but they has its own main page.. [interviewer: it has its own page?] yes.. [interviewer: ohh.. okay . that means if I get it correctly, this ..err.. the page for the subject and the page for the batch or whatsoever is maintained by the students? By the respective students?] yess.. yess.. yes.. [interviewer: However, they has its own Facebook page. Is that right?] yess yess.. that's true..

Q4: Besides Facebook, do they have anything else, like Twitter or something else..

A4: Yeah, besides the websites, they also have Facebook and Twitter also.. [interviewer: ohh they have twitter as well?] Yess..[interviewer: that is by the university is it?] Yess. Yess..

Q5: Okay, basically what is the function? What they do with the Facebook? What university do with the Facebook?

A5: Ahh. Yeah.. is for most of the event going on in the university.. and share subject in university..also they promote ..err... I mean the new intake..or something like this.. or any new event is going on.. [interviewer: ohh..] yeahh. or they do this kind of..err talk.. [interviewer: For any reason updates activities they will keep post on the Facebook..] Ahh, yess..yeah. [interviewer: that means you have become the friends in the particular Facebook page is it ? or the students are supposed to...] (interviewee interrupt) yeah.. most of the students..err.. they like the page.. [Interviewer: So, they're required to like or is optional for them to like

or not like the page?] Ohh. Noo is optional actually.. [interviewer: ohh is optional..] optional .. yess..

Q6: Let's say if you don't like the page, that means you don't follow the page, how would you get the update? Is there any other means for the university to update the .. (interviewee interrupt)

A6: Errr, yes actually yes.. they have errr.. e-learning website .. [interviewer: Sorry again?] the e-learning website..[interviewer: ohh e-learning website] yes.. they also sharing the same thing in website, also in Facebook group.. [interviewer: ohhh. That means they are trying to communicate with the students not only in one way but many other ways right?] yeahh.. that's true.. [interviewer: ohh okay]

Q7: What you think? Do you think the the Facebook or Twitter is really useful for you guys as a student?

A7: Errrr... Yeah..Yeah actually we find..errr.. actually they has its own advantage and disadvantage..[interviewer: oh okay.] For the advantage, they will update if there are activities or events are going on, if there is any sudden changes on the... errr.. For example, most of the time we know the time or the venue for classes thru WhatsApp group or Facebook group from the tutors updates.. or everyone can share or everyone can participate in the share content.. For example, if we have quiz, we can discuss there sometimes..

Q8: So it is like a kind of a good platform to share your feedback instantly right? [interviewee: Yess. Yes..] Do you have any specific example or experience that you like to share with me , so how the social media help you to share your feedback? [interviewee: ohh..]

A8: Yeah, For example, one day I miss the class.. err I don't know what's going on..then I just open the group and they said okay next week we are going to have a test .. they share the venue and everything there.. that's how I keep tracking and know what's going on.. [interviewer: emm..] errr. sometimes within ..errr..gathered in the group and how to do the stuff, ask direction on something about assignment, they do help.. [interviewer: the financial help?] errr.. I mean.. errr.. we have this group, if I found difficulties in the studies or finals, I can ask them for help.

Q9: Okay okay, that is good. What is the disadvantage side of it?

A9: Err.. it will be very committed to this media.. [interviewer: very committed. Okay] Yeah.. sometimes is it distracting I mean. I will open Facebook, WhatsApp, err. Twitter.. it is like we give..err too much to it. [interviewer: ohh you're spending too much time on it?] Ahh.. yeahh. everytime I check..err.. Is become like part of our life I mean.. (laughing..) it is a waste of time .. [interviewer: ohh okay..]

Q10: In this modern age, can you live without social media? [interviewee: err.. tell again?] In this modern age, can you live without social media? [interviewee: sorry I couldn't get you] So now we are in the digital age right? [interviewee: okay..] Can we avoid this social media.. err what I mean is can we live without checking thru Facebook.. Can we do that?

A10: Err [interviewer: what you think?] I think it will be difficult. We cannot just simply avoid it and stop again.. we cannot err.. stop it.. (laughing.) [interviewer: emm..] I mean, if we compare to the advantage that we get, ahh.. we already like used to it.. [interviewer: emm..] but then we go back to the , I mean to the err sorry... actually we like already used to it.. it's like a quick, fast.. so is like more advantages than disadvantages.. it will stay with the trend. [interviewer: yeah definitely, I agree with you.]

Q11: Do you think the institution, staff efficiency in updating the information is much better in social media than the traditional communication media?

A11: Errr.. yes. yes.. err..For example, our lecturer.. I mean we supposed to have a class at 8, then he couldn't make it then he just post in the Facebook and say sorry guys, I think I will be late for half and hour..[interviewer: ohh okay..] I mean err.. we get the news and can spread to all of us.. [interviwer: emmm.. this is much better right?] yeahh.. we didn't know if we will be staying there when we enter the class, maybe he will cancel the class and we will go back.. but we knew that he is going be late for half and hour.. [interviewer: emm..] sometimes .. err yeah..

Q12: Okay, Like a e-learning, when you want to use e-learning like your e-learning website, you need to supply some specific password or username or so on

right? [interviewee: yea..] What about here? When you want to use university's social media, is it easy to use it , it is easy to access to that, or you still have to use university password and so on?

A12: Ahh. Actually that to tell the truth, the data of the e-learning always crash.. If we want to access the e-learning websites, [interviewer: en en, is always crash..] most of the time is crash, it cannot access. [interviewer: okay...] and the err.. I mean I don't really like to go to the e-learning because I .. is like err once or many time I open the websites, it is not efficient, it takes time to load, it sometimes ignored or.. something like this.. [interviewer : emm..]

Q13: Do you have the same problem in the university's facebook or their social media or any other social media?

A13: Ahh.. Actually . no.. only this websites have some problem in opening and accessing.. [interviewer: Then social media shouldn't be issues right?] yeahh. is okay.. is like easy .. I mean easier.. [interviewer: easier as compared to the e-learning?] yeahh, easier than website. I mean e-learning.. [interviewer: okay..]

Q14: Another thing.. besides the latest events in the university, are they updating any other information about university in social media?

A14: Yes.. err I mean the lecturer will access into e-learning and they will upload all the materials that we need. [interviewer: ohh okay..] because they are not using Facebook to upload but using the e-learning one. For lecturer one. [interviewer: the lecturers are not allowed to use university's Facebook is it? Update on Facebook..] I mean err.. I think they will not use the Facebook to upload the materials.. something like this.. [interviewer: emm..] This is what I think..but I am not sure about it.. [interviewer: I understand.. I understand.. yeah] .. They didn't use the Facebook to upload the material.. they use e-learning websites.. [interviewer: ohhh okay..]

Q15: Okay, next. Earlier you were telling that it is actually optional to like or follow university's Facebook or Twitter.. right? It is an optional right? [interviewee: yes. yes.. is consider yes..] okay.. So in your case, why did you start to use their Facebook or Twitter? Why? Since it is optional, why did you use?

A15: Ahh.. it is because I use Facebook most of the time actually.. [interviewer: uh uuu..] Is like err.. very addictive to it...I feel like err.. I am using it most of the time.. [interviewer: So is much easier when you see university page and you try to concreted from it] yeahh..

Q16: Is it because of your friends, or somebody else or suggestion by your lecturer. Is it because of that?

A16: Ahhh.. It is also another reason my friend are there also.. I using it frequently, that's why I got into Facebook media.. [interviewer: ohh okay..err..] I also using it because I have difficulties in opening the e-learning websites.. [interviewer: ohh] One thing also, got some students will download the materials from the e-learning and upload it to the Facebook group . yeah..

Q17: Another thing is how do you know the university has a Facebook page?

A17: Errr.. I think is from my friends. One of my friends they share it. One thing also we update our information that we want study at and search it. [interviewer: emm..em..okay.]

Q18: Errr.. Do you have friends in any other institutions in Malaysia?

A18: I..err I studies in UCSI.. [interviewer: UCSI?] yess.. yess.. [interviewer: okay..] for English course.. [interviewer: is like a preparatory course right?] Yes.. [interviewer: Okay, you have friends there still?] I still have friends there... yes..

Q19: Okay. In that institution, are they using social media?

A19: Yeah.. of course.. they do use social media also.. [interviewer: they do use?] Yess.. [interviewer: similar function like the university or something more or something less?] errr.. last time yes... they have a.. errr.. in 2010, last time I think they use the website more than social media. [interviewer: ohh they use the e-learning thing than social media..] Yes.. at that time , in 2010, when I am studying my English course. [interviewer: uhh uhhh uhh] and they have the e-learning or something to practise for English.. [interviewer : UCSI they have right?] Yess. Yes..

Q20: Okay, regarding the update that university does over the social media.. [interviewee: okay..] is it quite frequent update or they update like once in a month, how frequent that they update, is it latest information you can find it, some page that you go as like the subject as at one year back, few months back..?

A20: No no no.. it seems like they have active admin.. [interviewer: active admin..] Yeahh.. I think they might found some for it.. for the Facebook one.. [interviewer: ohhh] I notice that they post anything related to the university.. [interviewer: emmm] or anything that they want to upload or share.. one of the news .. for example, one day they introduced Music Club.. so they share this news.. something like this.. [interviewer: ohh they got the latest recognition so they share that also?] Yeah.. yes.. [interviewer: ohh okay.]

Q21: Do you think the information that they share is reliable, accurate and most importantly , is it important for them to share everything?

A21: Ahh.. they want to share to more people as more people will notice and find it in Facebook. If they share only in websites, it will only noticed by few people.. [interviewer: ohh] They use err Facebook one.. then it will be more.. [interviewer: So they want large crowd, they can go for Facebook.] Yess.. yes.. [interviewer: okay...]

Q22: What you think, the information they give is it , can you trust on the information? For example, they posted that they got the recognition. So do you really trust that information or would you trust the information they put it on website?

A22: Ohhh..err.. I know that because is a main page.. [interviewer : okay..] err yeah that's true sometimes there are.. like more advantages in the university.. [interviewer: uh uh..] But yeah.. for my case I know that this is the main page for UTP.. I trust it because I know it control only by staff.. [interviewer: ohh okay .. If you know this is the page by the university then you will trust?] Yes.. that's true but sometimes, there are more than one page.. some is but some is not..

Q23: How you recognize which is the genuine university page and which is not?

A23: Errr.. sometimes the number of the followers [interviewer: the number of the?] Followers I mean.. [interviewer: followers.. oh okay.. yeah that's right, the

more numbers means....] ahh sometimes, I mean.. I saw information in the page and my friends got liked the page.. [interviewer: okay okay..]

Q24: Are you willing to use university social media in future as well? Will you continuously used?

A24: Ahhh. Yes.. only those pages for the subjects or.. [interviewer: the page that created for specific subject..] Yes .. I still can use actually.. I don't mind to get information about my studies . [interviewer: Umm.. Are you happy to use?] ..I think yeah.. it is convenient .. I will go to the Facebook page instead of their website..

Q25: Okay, now we are almost towards the end of the interview. [interviewee: ohhh.] Few more questions before I end. [interviewee: okay] After your degree course, are you planning to further your studies or planning to go back?

A 25: Err.. I will further my studies actually.. [interviewer: In here or somewhere else?] .. err one in here, another one in King Saud University.. [interviewer: Yeahh.. Saudi.. Just now you mentioned .. okay..]

Q26: Which factor will make you to further your studies here?

A26: Ohh..they will change ..err .. now they are trying to change the university into research university..

Q27: Ohh.. that particular thing will probably influence you to further your studies here is it ?

A27: Yes.. Err. one thing is they have scholarships.. [interviewer: ohh they have scholarship also for the foreign students?] Yes..

Q28: So if you get the scholarship , will you further your studies here?

A28: But I didn't get.. [interviewer: you didn't get..] oh I I get... I won't know actually.. uhh.. [interviewer: sorry I didn't get you].. err what again actually?

Q29: Okay, if you would secure the scholarship, would you further your studies here or will you consider to go to the other side?

A29: If I get the scholarship, yes I would stay here.. [interviewer: ohh okay..] alright..

Q30: What would be the reason, besides scholarship, any other reason for you to remain study here?

A30: Ahh. I like the place also, I mean the ..[interviewer: environment..] the environment.. yes I like it very much also.. err.. the campus..err.. I really compatible with it..

Q31: What about your relationship with your friends, the university or the lecturers, will that also affect your decision to study here?

A31: Yess.. they are very friendly actually..[interviewer : they are very friendly..] yes.. they are friendly.. with the staff also.. the academic.. they are friendly.. [interviewer : ummm..]

Q32: Will you recommend the university to your friends back in your country?

A32: Yes, Yeah.. I will recommend to Yemen friends..

Q33: One last question, based on the scale from 1 to 10, 1 is strongly disagree, 10 is strongly agree.. err.. do you think the your decision to further studies in UTP by any chance is because of university social media?

A33: Err.. I will give .. seven... [interviewer: seven?] yes..

Q34: Would you please explain why this seven?

A34: Errr.. because sometimes I got influenced on the news that they share in the university, the rank they get.. the recognition they get.. how they support.. I mean.. most of the news I got it from social media actually.. that's why, in what something good happened in here, they share .. I am proud of it..

Q35: It is kind of motivating you in receiving the good news right? [interviewee: yes..] What about if you received bad news?

A35: Ahh .. I think they hide it.. they don't have bad news.. (laughing)

Q36: Thank you so much Basem for the time spent.. [interviewee: you're welcome] We really appreciate your willingness and corporation. Thank you so much..

A36: You're welcome.. goodbye..

Appendix 3.3: List of Codes (First Coding)

Interviewee 1

Descriptive Coding : Club and societies

Descriptive Coding : YouTube

In Vivo Coding: Discuss and ask questions with my lecturers.

In Vivo Coding : More convenient to communicate with friends

In Vivo Coding : Post thing in Facebook

In Vivo Coding : Update on event at Facebook

Descriptive Coding : Study purposes

Descriptive Coding : Newsletter or Articles

Process Coding : Having sports carnival

In vivo Coding : Update like on next day

Descriptive Coding : Information announcement

Process Coding : Using social media

In vivo Coding : Gen y communicate

In vivo Coding: One way for everyone to communicate

Emotion Coding : I am happy

In vivo Coding : engage with students will be an incentives

In vivo Coding : Use social media to communicate

Descriptive Coding: Criteria of being in institutions

Descriptive Coding: Orientation program

Descriptive Coding : Environments

Emotion Coding : I have passion to do homework

In Vivo Coding : Social media is very important

Descriptive Coding : Social media is useful

Descriptive Coding : Accessible to social media

Descriptive Coding : Trustable information

Interviewee 2

Descriptive Coding: Good education

Emotion Coding: I like what I upload studies

Emotion Coding: I love to share.

In vivo Coding: E-learning

Descriptive Coding: Full of academic information

In vivo Coding: Social media is effective

In vivo Coding: Strong bonding with students and staff

Descriptive Coding: Efficiency in spreading information

Descriptive Coding: Efficiency in getting students information

Descriptive Coding: Involvement in decision making

Descriptive Coding: Faster feedback from staff

In vivo Coding: Effective way of mode of communication.

Descriptive Coding: Timely and useful information

Descriptive Coding: Useful tools for communicating people among countries.

Descriptive Coding: Information in social media is less reliability

Descriptive Coding: Social media is useful in promotion.

Process Coding: Practicing for some improvement (improvement in how to use social media in communicating with students)

Process Coding: You can know what is happening around the environment

Descriptive Coding: Adverse impact on student life

In vivo Coding: Useful to comments social relationship.

Descriptive Coding: Useful on academic

Descriptive Coding: Social media influence my studying decision

Interviewee 3

Descriptive Coding: Use social media to communicate

Descriptive Coding: Social media posted university-related matters

Descriptive Coding: Can get information from social media

Descriptive Coding: Liking the page is due to peer influence

Descriptive Coding: Lecturers use to post assignment, articles, guidelines

In vivo Coding: Easy to communicate & ask information

Descriptive Coding: Easier to use than e-learning website

Emotion Coding: Likes social media for communication purpose

In vivo Coding: Faster response, time-saving, more reachable

In vivo Coding: More interesting and easier

Emotion Coding: Feel good if use social media to communicate

In vivo Coding: Faster and more active

Descriptive Coding: Will still follow and use university's social media after graduate

Descriptive Coding: Social media don't give detailed information about postgraduate programmes

Descriptive Coding: Social media is not enough to influence retention

Interviewee 4

Process Coding: Know the events going on

Process Coding: Promote for the new intake

Descriptive Coding: It is optional to like the page

In vivo Coding: E-learning website sharing same thing like in social media

Descriptive Coding: Social media can update the latest events and activities

Descriptive Coding: Social media can notify sudden changes of the class through WhatsApp group

Descriptive Coding: Social media can share information instantly

Descriptive Coding : Social media ask direction for assignments or ask when face difficulties in studies

Emotion Coding: Too committed to social media

Emotion Coding : It is distracting

Descriptive Coding: Spending too much time on it

Descriptive Coding: Used to social media

Descriptive Coding : It is quick, fast and stay with trend

Descriptive Coding: Efficiency in update the information

Emotion Coding: Feel positive to social media

Descriptive Coding: E- learning website always crashed, cannot access most of the time

Emotion Coding : I don't like go to e-learning website, sometimes ignored it

Descriptive Coding: E-learning site is not efficient, takes time

Descriptive Coding: Social media easier than e-learning website

Descriptive Coding: Social media is optional to use

Descriptive Coding: I use Facebook most of the time

Emotion Coding: It's addictive.

Descriptive Coding : Social media is much easier

Descriptive Coding: My friend is using the social media also

Descriptive Coding: I know the page from my friends.

Descriptive Coding: Share everything on social media so most people will noticed it.

Descriptive Coding: Because there are large crowd on Facebook

Emotion Coding: I trust the info because it is the main page

Emotion Coding: I trust the info because it is control by the staffs

Descriptive Coding: I will use in future the pages for subject

Emotion Coding: I am happy to use social media

Descriptive Coding: it is convenient

Process Coding: I will further my studies

Descriptive Coding: Further studies if I get scholarship

Descriptive Coding: Further studies because I feel compatible with the environment

Descriptive Coding: Further studies because of relationship with other (friendly staff)

In vivo Coding: I will recommend my institution to Yemen friend

Emotion Coding: I'm proud to be in this university

Emotion Coding : The good news motivated me to stay in this university

Appendix 3.4: Grouping of Coding (Second Coding)

1. Communication

- In Vivo Coding: discuss and ask questions with my lecturers.
- In Vivo Coding: More convenient to communicate with friends
- In vivo Coding: Gen y communicate
- In Vivo Coding: More convenient to communicate with friends
- In Vivo Coding: Use social media to communicate (general tools for people to communicate)
- Descriptive Coding: Faster feedback from staff
- In Vivo Coding: Effective way of mode of communication.
- Descriptive Coding: Useful tools for communicating people among countries
- Descriptive Coding: Involvement in decision making
- Descriptive Coding: Use social media to communicate with my friends and family
- In Vivo Coding: Easier for students to communicate and ask information
- Emotion Coding: Likes social media for communication purpose
- Emotion Coding: Likes to communicate with lecturer through Facebook
- Descriptive Coding: Social media ask direction for assignments or ask when face difficulties in studies

2. Social media information are accurate and up to date

- In Vivo Coding: Update like on next day
- In Vivo Coding: Update on event at Facebook
- Descriptive Coding: Timely and useful information
- Descriptive Coding: it is quick, fast and stay with trend
- Descriptive Coding: efficiency in update the information
- Descriptive Coding: Social media can update the latest events and activities
- Descriptive Coding: Social media can notify sudden changes of the class through WhatsApp group

3. Social media information is reliable

Descriptive Coding: Trustable information

Descriptive Coding: Information in social media is less reliability

Emotion Coding: I trust the info because it is the main page

Emotion Coding: I trust the info because it is control by UTP 's staffs

4. Social media is easy to use.

Descriptive Coding: Social media is useful

In Vivo Coding: Useful to comments social relationship.

Descriptive Coding: Useful on academic

In Vivo Coding: More interesting and easier.

Descriptive Coding: Social media is much easier

Descriptive Coding: Social media easier than e-learning website

5. Usage of Social media

Descriptive Coding: My friend is using the social media also

Descriptive Coding: I know the page from my friends.

Descriptive Coding: Because there are large crowd on Facebook

Descriptive Coding: Adverse impact on student life

Descriptive Coding: Likes the page due to peer influence

6. Impact of social media on institution

Descriptive Coding: Criteria of being in institutions

Descriptive Coding: Orientation program

Descriptive Coding: Environments

In Vivo Coding: engage with students will be an incentives

Descriptive Coding: Information announcement

Descriptive Coding: Full of academic information

Descriptive Coding: Involvement in decision making

Descriptive Coding: Social media don't give detailed information about postgraduate programmes

Emotion Coding: The good news motivated me to stay in UTP

7. Emotion engagement of students on social media

Emotion Coding: I am happy

In Vivo Coding: Social media is very important

Emotion Coding: I like what I upload studies

Emotion Coding: I love to share.

Emotion Coding: Feels good to use social media to communicate

Emotion Coding: Feel positive to social media

Emotion Coding: Too committed to social media

Emotion Coding: I am happy to use social media

Descriptive Coding: it is convenient

Appendix 4.1: Questionnaire

Dear Respondent:

We are currently doing a research with the title “private universities’ social media impact on foreign students’ retention intention in a private university”.

The purpose of this research is to study the private universities’ social media impact on foreign students’ retention intention. This questionnaire consists of two parts:

Section A: Demographic Profile.

Section B: Private universities’ social media impact on foreign students’ retention intention.

Hence, it would be greatly appreciated if you could spend some time in answering the questions in this survey form. Your opinion, knowledge and experience of the subject matter will help to enrich the data which is relevant for this research. We assure that all of your information is private and confidential. Last but not least, please read the instruction carefully before answering the question.

Section A: Personal Information

Please tick One appropriate answer.

1. Gender:

Female

Male

2. Age:

<20

21-25

26-30

>30

3. Which country do you come from? Please state below.

Section B: Social media impact on student's intention to use social media that lead to the intention to enroll in private university.

Please circle the best answer based on the scale of 1 to 5 [Scale (1) = Strongly Disagree; (2) = Disagree; (3) = Neutral; (4) = Agree; (5) = Strongly Agree].

No	Perceived Usefulness of PHEI' s Social Media	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1a	Institution's social media is useful for students to give their feedback.	1	2	3	4	5
1b	Institution's social media allows students to conduct discussion.	1	2	3	4	5
1c	Institution's social media enables instant interaction between students and the institution	1	2	3	4	5
1d	Institution's social media can improve institution efficiency in updating the information.	1	2	3	4	5
No	Perceived Ease of Use of PHEI' s Social Media	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2a	Institution's social media allows flexibility in the interaction among institution, university officials, students and alumni.	1	2	3	4	5
2b	It is easy to search for information about the institution through its social media.	1	2	3	4	5
2c	It is time saving to use institution's social media in searching the information	1	2	3	4	5
No	Social Influence of PHEI' s Social Media	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3a	I am using institution's social media because other students are using it.	1	2	3	4	5
3b	I am using institution's social media as it is being heavily promoted in the campus	1	2	3	4	5
3c	My lecturers are always encouraging us to utilize the institution's social media for the teaching and learning purpose	1	2	3	4	5

6c	I am highly satisfied with the institution	1	2	3	4	5
No	Information Quality of PHEI' s Social Media	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4a	Institution's social media is easily accessible.	1	2	3	4	5
4b	Institution's social media is easy to use.	1	2	3	4	5
4c	I find information provided on institution's social media is always up-to-date.	1	2	3	4	5
4d	I can identify which information is important for my academic study through institution's social media.	1	2	3	4	5
4e	Information provided on institution's social media is reliable.	1	2	3	4	5
4f	Information provided from institution's social media is accurate.	1	2	3	4	5
4g	Institution's social media provide a complete set of essential information.	1	2	3	4	5
No	Students' Intention to Use PHEI's Social Media	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5a	I am willing to use institution's social media.	1	2	3	4	5
5b	I am motivated to use institution's social media.	1	2	3	4	5
5c	I am feeling positively towards the use of institution's social media.	1	2	3	4	5
5d	I am intended to use institution's social media.	1	2	3	4	5
5e	I will continue to use institution's social media in future.	1	2	3	4	5
No	Students' Retention Intention in Private Universities	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6a	I would recommend this institution to others	1	2	3	4	5
6b	I would spread positive word of mouth about this institution within my social circle	1	2	3	4	5
6d	I will not consider switching to other institutions	1	2	3	4	5

Appendix 5.1: Detailed Explanation on EFA table

Based on Table 5.5, there are five items which fall into Information Quality component with factor loading values range from 0.539 to 0.567. This component has items which relate to the frequent information update, importance for academic study, information is reliable, accurate and essential. However, familiarity towards institutions' social media (0.584), institution's social media is easily accessible (0.708) and easy to use (0.558) is related to Information Quality components. This shows respondents may answer similarly with other five items.

Secondly, the second component is Perceived Usefulness which consists of factor loading value range from 0.721 to 0.590. This component has items which relate to institution's social media is useful for feedback session, discussion, communication between students and the institution and efficiency in updating information. However, friends are actively using institutions' social media (0.566) shows the item is also related to Perceived Usefulness Component.

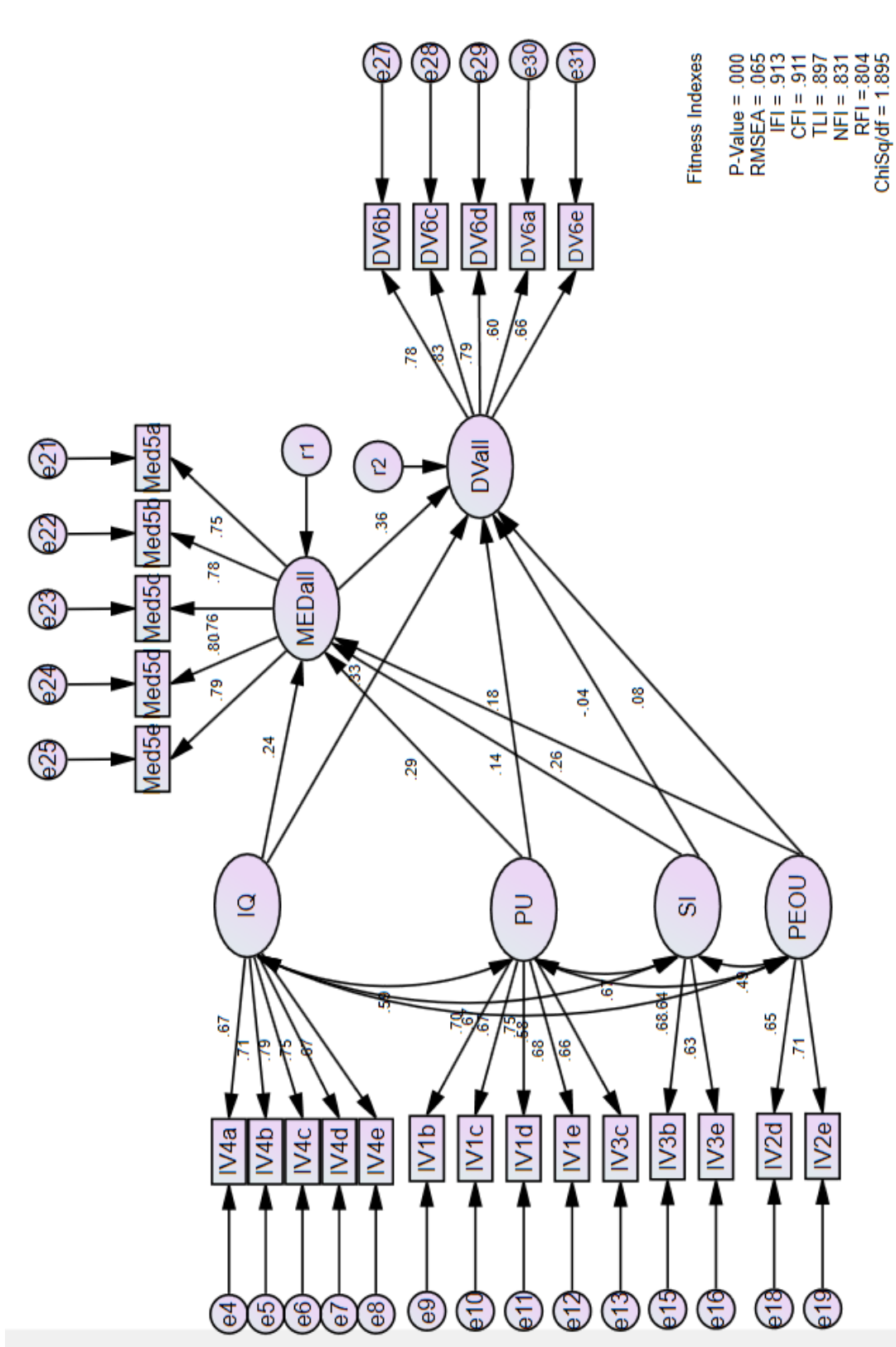
Thirdly, the third component is Social Influence which has factor loading value range from 0.786 to 0.670. This component include items that correlated to usage of institutions' social media due to other students' usage, influenced by effective publicity and encouragement from lecturers to utilize institutions' social media for academic purposes.

Lastly, the fourth component is Perceived ease-of-use with factor loading value range from 0.758 to 0.620. It contains items related to institutions' social media allow flexibility interaction among institution, university officials, students and alumni, information about institution is easy to be searched and time saving in searching for information. However, family members are also using institutions' social media to be updated (0.781) item is related to Perceived ease-of-use component.

As shown in Table 5.6, there are five items in intention to use institutions' social media factor also consists of factor loading range value from 0.782 to 0.782. The items related to willingness, motivation, positive mood, intention and continuation

in using institutions' social media. As for students' retention intention, it consists of five items which has factor loading value from 0.911 to 0.777. It has items related to intention to remain in the same institution for further studies, recommend to others, spread positive word of mouth, highly satisfied towards the institution and not considering in switching to other institutions.

Appendix 5.2: SEM without Modification Index



Source: Developed for the study

Appendix 5.3: Path Estimates for the Proposed Model

No	Path	Standardized Estimate	Standard Error	Critical Ratio	P-value
1	Perceived usefulness -> Students' intention to use PHEI's social media	0.314	0.137	2.397	0.017
2	Perceived ease-of-use -> Students' intention to use PHEI's social media	0.246	0.130	2.124	0.034
3	Social influence -> Students' intention to use PHEI's social media	0.125	0.127	0.890	0.373
4	Information quality -> Students' intention to use PHEI's social media	0.234	0.109	2.158	0.031
5	Students' intention to use PHEI's social media -> Students' retention intention in PHEIs.	0.349	0.129	3.269	0.001
6	Perceived usefulness-> students' retention intention at PHEIs	0.219	0.161	1.722	0.085
7	Perceived ease-of-use-> students' retention intention at PHEIs	0.071	0.152	0.628	0.530
8	H3 _c : Social influence-> students' retention intention at PHEIs	-0.061	0.148	-0.447	0.655
9	H3 _d : Information quality-> students' retention intention at PHEIs	0.331	0.131	3.064	0.002

Source: Developed for the study