

THE MOTIVATION FACTORS OF CHINA-CHINESE
STUDENTS TO STUDY AT INTERNATIONAL
BRANCH UNIVERSITY VS LOCAL PRIVATE
UNIVERSITY IN MALAYSIA:
THE CASE OF XMUM AND UTAR
(SUNGAI LONG CAMPUS)

BY

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DECLARATION

I hereby declare that:

- (1) This undergraduate FYP is the end result of my 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 FYP 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 FYP.
- (4) The word count of this research report is 10,475 words.

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DEDICATION

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LIST OF ABBREVIATIONS

XMUM	Xiamen University Malaysia
UTAR	Universiti Tunku Abdul Rahman
OECD	Organisation for Economic Co-operation and Development

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ABSTRACT

The trend of globalization had been risen in the world and it is significant for the development of a nation. Malaysia has the potential to be a global education hub and increase the total enrolment of the international students. On the same time, Belt and Road initiative (BRI) is promoting the China-Chinese students to study abroad, therefore, Malaysia can take the opportunity to increase the number of China-Chinese students who study in Malaysia. The purposes of this study is to investigate the motivation factors that influence China-Chinese students' decision to study in Malaysia (higher education) and to understand the similarities and differences between the motivation factors of China-Chinese students to study at local private university and international branch university in Malaysia. Through the push and pull model in previous studies, 4 main motivation factors are identified, it included quality of institution, reputation, cost and social influence. This research is a qualitative research. The research scope are private university in Malaysia. The interview is used as a methodology to collect the data. There are 6 interviewees from XMUM and 5 from UTAR. From the findings, it shown that quality of institution and reputation are the most important factors, followed by social influence, and lastly, cost. The limitations of this study are short description given by interviewees, limited literature and limited view from social science background students.

CHAPTER 1: INTRODUCTION

1.0 Research Background

Malaysia is aiming to be a global education hub, and Datuk Seri Idris Jusoh (higher education minister) believes that Malaysia has all the elements to achieve the goal. He also said that our vision is to attract 250,000 international students by 2025 under our Malaysia Education Blueprint 2015-2025 (Higher Education). On the other hand, current Prime Minister Tun Dr. Mahathir also urges international students who are considering about study abroad for higher education can select Malaysia as their educational destination. He stated that, while studying in Malaysia, those international students can explore, understand and experience the cultures of other countries that form an amazing part of the world. The mission to promote Malaysia's education globally was critical for the nation's development ("PM urges international students", 2019). Malaysia tertiary education is heavily regulated to ensure continuous improvements. The heavily regulated approach also help Malaysia improve in attracting more and more foreign students (Haron, Hamid, Jamaludin & Azan, 2017). According to Yahaya (2018), the total enrolment of students in higher education 2017 is 1,253,501 and among them, the total of international students consists of 136,293 from 163 countries. Compared to the total international students' enrolment 132,710 of 2016, there is a 7.5% overall increase. The relatively good economic and political conditions had encouraged international students to study locally. China also contributed to the majority of the mobility of China-Chinese students to study overseas (662,100 number of China-Chinese students) which in line with our mission to attract more international students.

1.1 Research Problem

As the total international students' enrolment increased from 2016 to 2017, there must have been some of the drawing factors motivate international students to come to Malaysia. Zeeshan, Sabbar, Bashir & Hussain (2013) had stated the attraction of foreign students can be classified into push and pull factors. The push factors are those factors in their home country that pushing the international students to study abroad such as political, economic, home country higher education capacity while the pull factors are those factors that attract international students to study overseas such as international recognition of higher education qualifications, course availability, safe environment, the easy application process, teaching profile and others.

According to Han (2019), China has the highest percentage of students who studied abroad as international students in the world. Started from 2013, China President Xi Jinping had introduced the concept of belt and road initiative (BRI) as their extension to their opening up policy from the 1970s, China wants to deepen and broaden their connection with the world. To encourage the connection between China and other countries, China had identified education and increase the number of students to study abroad. The Chinese government-sponsored some of the China-Chinese students to study abroad, and had signed agreements with 46 countries on mutual recognition of qualifications, including Malaysia (Education, 2019). Since the BRI is introduced, the total number of China-Chinese students who study abroad is increased dramatically, it is proven in the news of the Ministry of Education of the People's Republic of China (2018, 2019), the number of China-Chinese students studies overseas in 2016 was slightly lower than 600,000, then it increased to 608,400 in 2017, it was even higher in last year, 2018, there was 662,100 number of China-Chinese students. The prospect China-Chinese students who going to study abroad will improve in Malaysia, due to its proximity to China, with other unique features such as major trade routes linking the west and east. Truly Asia perhaps the pave way of attracting the China-Chinese students to study in Malaysia.

The purpose of this study is to understand the drawing factors of China-Chinese students come to Malaysia to study in higher education especially in private universities. The universities that we want to analyze have been categorized into two types which are international branch university and local private university in Malaysia – Xiamen University (XMUM) and Universiti Tunku Abdul Rahman (UTAR). Throughout this study, the marketers can obtain some useful information about this topic, understand the current market and know which certain factors to enhance when promoting the institutions. Besides that, this also can serve as the implications for policy and marketing implication.

1.2 Research Objective

- (a) To investigate the motivation factors that influence China-Chinese students' decision to study in Malaysia (higher education).
- (b) To understand the similarities and differences between the motivation factors of China-Chinese students to study at local private university and international branch university in Malaysia.

1.3 Research Question

1. What are the contributing factors affecting China-Chinese students' decision to study in Malaysia higher education?
2. What are the similarities and differences between the factors affecting China-Chinese students decision to study at local private university and international branch university in Malaysia?

1.4 Research Scope

Qualitative method is used in this study, it will involve interviewing China-Chinese students studying in Malaysia. The types of higher education institutions in the

research focusing on local private university and international branch university, namely UTAR and XMUM in Malaysia. The motivating factors of the China-Chinese students in selecting university are mainly focused on the quality of an institution, reputation, costs, and social influence. However, there are many other factors can take place to influence the selection of the university of China-Chinese students.

1.5 Research Significance

The study is to investigate the motivating factors of China-Chinese students and the choice to study for higher education in Malaysia. The result of this study serves as a guideline for those China-Chinese students who are willing to study abroad, especially in Malaysia. The information will potentially serve as a reference to the China-Chinese students about campus life in Malaysia. Besides that, this study will provide insight for institutions in Malaysia about their marketing direction when promoting their universities towards China-Chinese students. They can identify their strengths which may lead to an increase in international students' enrolment.

1.6 Chapter Layout

Chapter 1: Introduction

The introduction of the research topic and explains the reasons to conduct the study by the written problem statement. Research objectives come after the problem statement and the content being research is stated in the research question. The scope of the study describes the limitation and the research significant is defined.

Chapter 2: Literature Review

The literature review of the study gives the details of higher education in Malaysia and how education and student mobility formed. It explained the four motivation factors, the reasons for choosing and classified into these four factors. It provides the past journals that done by the previous researchers.

Chapter 3: Research Methodology

The research method of the study carried out is written in Chapter 3. The method including the research design, who was the target respondent, where will the interview conduct, what was the technique used and the data collection methods.

Chapter 4: Data Analysis

The demographics of interviewees are recorded and grouping into 5 sections. The results of data analysis are classified into 4 different themes according to the interview questions. The similarities and differences of motivation factors between XMUM and UTAR are identified and recorded.

Chapter 5: Discussion, Conclusion and Recommendation

Chapter 5 discussed the result in data analysis, the implications and limitations of the study. Identified the most important motivating factor to the least important motivation factor among the 4 themes. Also, recommends the future researcher who is interesting to study more about the relevant topic.

1.7 Conclusion

In short, the research background and problem statement have been discussed the goal of Malaysia to become an international education hub in 2025 and target to increase the enrolment of international students until 250,000. The study is set to provide insight on the motivation factors of China-Chinese students to select their study destination, especially in the Malaysia context.

CHAPTER 2: LITERATURE REVIEW

2.1 Malaysia Higher Education

Asia-Pacific Association for International Education (APAiE) was founded by 13 universities which represent the Asia Pacific region and established in Seoul, Korea in 2004 (APAiE2019, n.d.). The purpose of APAiE is to foster greater collaboration between institutions, to contribute and strengthen international programs and to promote the significance of international education crosswise the region. APAiE2019 stated there is a total number of 659 Higher education institutions in Malaysia which includes 20 public universities, 96 private universities, 403 private colleges, 12 international branch campuses, 94 community colleges, and also 34 polytechnics (p.3) which has shown that higher education is improving.

A public university is owned by the government and receives subsidies through the government while private university requires tuition fees to cover their expenses, therefore, the tuition rates will be higher than the public university. However, many private universities are non-profit organizations. Public universities are strongly supported by their research and development attempts and they provide superior quality of education as they are completely established (Wilkinson & Yussof, 2005; Muhamad, Chan, Suhaimi & Suzyman., 2006). The examples of public universities are Universiti Malaya (UM), Universiti Putra Malaysia (UPM), Universiti Teknologi Malaysia (UTM), and Universiti Tun Hussein Onn Malaysia (UTHM). Private university in Malaysia including Multimedia University (MMU), UCSI University, Taylor's University, and others while Monash University, Curtin University of Technology, The University of Nottingham Malaysia, and others are examples of international branch universities which is also called foreign universities (Yahaya, 2019). The number of available high education institutions are shown in Table 2.1.

Table 2.1: Malaysia Higher Education Landscape

Malaysia Higher Education Landscape	Number
Public Universities	20
Private Universities	
i) Local Private Universities	96
ii) International Private Universities	12
Private Colleges	403
Community Colleges	94
Polytechnics	34
Total Number:	661

Source: Yahaya, N. (2019). *Recent Development of the International Higher Education in Malaysia - Challenges and Opportunities*.

Sadiq Sohail & Daud (2009) said that there was only public university before 1995, but as the number of students growing in the market, they cannot provide sufficient seats for the market so they may be response slow to the critical needs of the market (Patrinos, 1990). Private Higher Education Act 1996 was amended from the Education Act in 1995, leading to the founding of private colleges. This initiative had driven multiple organizations to get the license to implement private universities such as Universiti Tenaga Nasional by Electricity Board, Multimedia University by Malaysian Telecom and also the Petronas' Universiti Teknologi by Petronas. By the late 1990s, 4 international branch universities were established in the form of partnership with leading foreign universities and privately owned institutions which called as two distance-learning universities. The rising involvement of private universities in higher education has offered up notably to Malaysia's socio-economic growth and nourished the stability and harmony of Malaysia (Chin, 2019).

When there are a large number of higher education institutions were implemented, the concerns of quality, accountability mechanisms, and graduate unemployment issues faced by Malaysia. It leading the establishment of the Malaysia

Qualifications Agency (MQA) to address the strict approval process for those institutions. This well-established system has been involved in advocating well-organized reviews of programs and courses based on precise guidelines and measures (2007). Under the Malaysian Qualifications Agency (MQA), as for the public universities, all degree courses proposed are registered in the Ministry of Higher Education's website which convenience the students to make their choices during the university entrance application (MOHE, 2008). All programs proposed by private higher education institutions in Malaysia are controlled by accreditation terms under MQA. For instance, 4000 courses have installed accreditation and the details are accessible in the MQA website covering from pre-university to doctoral level (MQA, 2007).

As Malaysia shift to knowledge-based economies, higher education creates a crucial portion of trained, skilled, and knowledgeable workforce that would be the vital elements for economic growth (Sadiq Sohail & Daud, 2009). Therefore, the Ninth Malaysian Plan (2006-2010) had positioned Malaysia as the regional center for higher education (Sadiq Sohail & Daud, 2009). It gives a set of standards to strengthen the quality and condition of education, essentially by enhanced the introduction of a quality support system, and infrastructure facilities development (Salmi et al., 2007). Chin (2019) noted that Higher education institutions have been urged to contribute more opportunities for international students under the Ninth Malaysian Plan. Besides that, the National Higher Education Action Plan was implemented to organize manage the higher education. By enhancing the globalization, it becomes a motivating factor to encourage more students to study in Malaysia.

2.2 Education and Mobility of Students

Dodds (2008) noted that globalization and internationalization have an intense influence on higher education. Globalization of higher education is a service traded across the borders of the nation and attracts the market all around the world that formed a turbulent condition (Scott, 2000). Globalization and large employment opportunities in multinational corporations overseas had made the demand for globalization in education to boost up. For instance, the exchange and mobility of professors and employees to teach and work in branch campuses or universities from one country to another country shown globalization in higher education (Varghese, 2007). McCarthy, Sen & Fox Garrity (2012, p.87) argued that there are several models transform from globalization in education. First, students do not necessary to move out of their nation but they still can enjoy educational services transcending the border such as online distance education programs. Traveling all the way down from students' own country to a foreign country is another aspect of globalization in education, students need to stay in a foreign country to study. Besides that, the international branch campuses in a different country are one of the forms of it too, for instance, Monash University.

According to Tourism Malaysia (2019), the total number of tourist arrivals in Malaysia in the year 2018 was 25.8 million, from this data, it shows that globalization had enhanced the mobility movement of the people and it had also made the inbound of Malaysia become a convenience. Study abroad is also one of the perks of globalization, the application process of visa in one country will influence the foreign students to choose the destination to study. So that when globalization becomes a trend in the world, students who preferred to study overseas will consider Malaysia as the application of student visa was easy if compared to other countries (Yee & Mokhtar, 2014). Chin (2019) stated that the government of Malaysia had improved the international student management to make it as convenient as possible, for instance, the Education Malaysia Global Services (EMGS) was begun to manage the visa applications for higher education institutions. Foreign students can go through the applications online and track it time by time which could save more time and energy without delay the admissions rather than

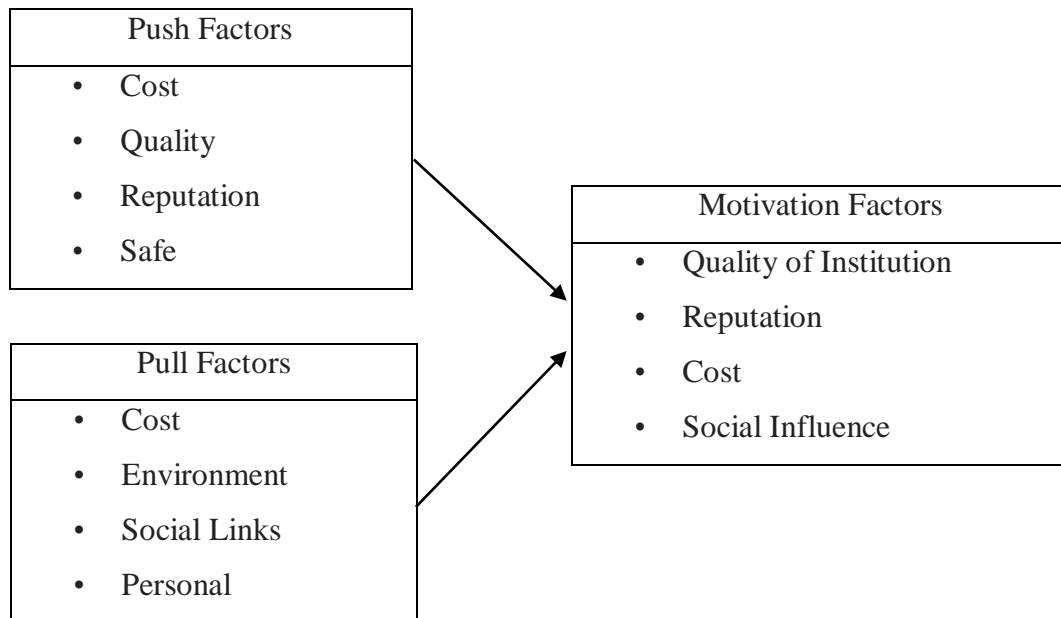
the traditional way - settle it with various government agencies. Through the EMGS agency, students can complete the applications within 14 days. As a result, this factor pushing up the enrolment of foreign students who study in Malaysia higher education institutions. In other words, a large number of higher education institutions in Malaysia can see the whole world as their market and striving to attract more foreign students instead of focusing only on the local market that is inadequate for those institutions to compete for. To withstand the gale winds of high competition among the education industry in Malaysia, the increase of mobility push by globalization helping the institutions to increase the enrolment of students.

China had also fulfilled the demands of globalization by participating in the shaping of globalization. The Belt and Road initiative is an undeniable expansion of China's comprehensive opening up and the necessary trend for a social reborn. Cheng, Song & Huang (2017) noted that China only focuses on opening up to developed Western countries under the "Reform and Opening Up" policy before this, but now China is opening up to other developing countries. Globalization that China performing is not only exporting products but also exports a development pattern to the world, China encourages other countries to join as part of them in the Belt and Road initiative as this is a new proposal for reinforcing the globalization. China planning to strengthen the five areas of relations by having Belt and Road initiative: policy, infrastructure, trade, and people-to-people exchanges (Aoyama, 2016). The education sector is lying under one of the elements of people-to-people exchanges, China sending millions of students abroad, stimulating international experience and create opportunities for higher education cooperation to support the globalization in education (van der Wende & Zhu, 2016). Through belt and road initiatives, more and more China-Chinese students are actively participating in mobility movement, tend to study abroad more than locally.

2.3 Conceptual/ Theoretical Framework

Push and pull model proposed by Zeeshan et al. (2013) has been used as a reference in this study to identify the pull and push motivation factors that influence the China-Chinese students to study in Malaysia. Referred from a similar study in Krairit & Shar (2016), it tested the pull factors of that influencing the international students decision to study at Thailand. In contrast, the push factors are referred from the study of Ahmad & Buchanan (2017) which study about the motivation factors in students decision to study at Malaysia. From the push and pull factors in other studies, they stated there cost, quality, reputation, safe, environment, social links, and personal will motivate the international students to study abroad. Therefore, 4 main motivation factors were summarized from the push and pull models and forms the framework of this study. The 4 main motivation factors are quality of the institution, reputation, cost, and social influence.

Figure 2.1: The conceptual/ theoretical framework of this study



Source: Krairit & Shar. (2016). *Pull Factors Influencing International Student Destination Choice of Thailand*; Ahmad, S. Z., & Buchanan, F. R. (2017). Motivation factors in students decision to study at international branch campuses in Malaysia. *Studies in Higher Education*, 42(4), 651-668.

2.4 Motivation Factors that will Influence the China-Chinese students' Decision Making in Selecting Study Destination

The paper highlights the quality and reputation of an institution or program, as well as the average cost incurred to study in higher education institutions shown a deep impact during the selection of students in study destination. Besides, it also appears foreign students tend to influence by the recommendations of friends, relatives, and education agents.

2.4.1 Quality of Institution

Wilkins, Balakrishnan & Huisman (2012) stated that the quality of education of an institution is one of the most common factors that affect the foreign students' choice of destination. The quality of education is seen to be important and crucial for a student, they tend to study overseas when there is a lower quality of education in their home countries. Students' tendency to involve in discrimination becomes higher and more requirements when they select institutions (Petruzzellis & Romanazzi, 2010). Students would like to choose a foreign institution because they have a perception of the quality of other country's course was better than their local course (Zeeshan et al., 2013). In other words, they desire a higher quality of education and it can be achieved by study abroad (Lee, 2017).

Zeeshan et al. (2013) also argued that students always consider whether the institution's learning environment fulfills their educational needs. For instance, well-equipped facilities in the institutions. Students always determine the quality of facilities by the size and available reference books of the library in the institutions (Seng and Lattimore, 2012). They need to ensure that the selected higher education institution physically supports their campus life during the study (Dora, Ibrahim, Ramachandran, Kasim & Saad, 2009). Yee & Mokhtar (2013) noted that good service quality also one of the needs of students, they request more opportunities to

communicate with the academic staff, they even happier if they provided psychological support.

The tendency to study abroad will be stronger when the course they wanted to study cannot be found (Wilkins et al., 2012) or it is difficult to enter that particular program in their home countries (Zeeshan et al., 2013). The result in the survey of McCarthy, Sen & Fox Garrity (2012) also shown that the unavailability of place in a course in the home countries persuades students to study outside of their countries. There are plenty of courses available to study all around the world, so when a foreign country provides more programs and courses, it will motivate the students to choose that country as a study destination (Chu, Foong, Lai & Pang, 2015).

OECD (2010, p.322) stated that students believe English is a must to learn as it is an international language and may see study abroad is an opportunity to improve their English language skills. They have high expectations for the use of the English language in most of the teaching in the class (Rajab, Rahman, Panatik & Shaari, 2012). China-students desired to improve their language level and therefore they would like to study abroad, for instance, China-Chinese students have been tempted to study in Universities of Hong Kong due to their international reputation (Counsell, 2011). The English-speaking environment also set as one of the factors foreign students choose Malaysia as a study destination in the research by Ahmad & Buchanan (2017).

2.4.2 Reputation

According to Mazzarol (1998), a positive image will influence an international student to choose a destination to study higher education. University's world ranking and reputations are the main elements to form a positive image of an institution because it is the simplest way to ensure the quality of an institution. Moreover, teacher quality and satisfied alumni also one of the helpful resources of word of mouth for the university to connect them with foreign students (Zhang & Zhou, 2018; Mazzarol & Soutar, 2002). The importance of reputation is in line with the interview results in the study of Zhang & Zhou (2018), ten out of ten China-

Chinese students interviewees agreed about the reputation of an institution as a pull factor to attract them study in a foreign university. The results of Mazzarol & Soutar (2002) shown that the reputation of institutions highly influences the students in Taiwan, India, China, and Indonesia with 83%, 94%, 77%, and 93% respectively.

Recognition of qualification of the foreign institution in the home country holds the power to decide whether that student will apply for that particular institution. According to Naidoo & Wu (2011), foreign students view international qualifications as a competitive advantage in their future job searching path. It is not shocking that international recognition is an essential element of the decision, only a minority of students intend to study in a foreign country if the qualifications of universities were not accepted at home country (Mazzarol & Soutar, 2002; Li & Bray, 2007). This explained the reason why the United Kingdom can attract a huge number of international students, their qualifications were recognized worldwide (Russel, 2005, p.73). However, Mazzarol & Soutar (2002) mentioned that the host country institutions must also have a reputation for the quality of education, a good ranking in the world and easy to find out their related information on education services plus with the recognition of qualification to result in the decisive impact.

When discussing the qualification recognition, China-Chinese students are stressed in Project 985, 211. According to Zong & Zhang (2019), Project 211 was implemented by the Ministry of Education (MOE) in 1995, spending more than 17 billion RMB to increase the research standards of the 100 key universities in China. After the implementation of Project 211, Project 985 followed in 1999 where 39 universities from Project 211 has chosen. MOE has a high expectation that all the best resources could be concentrated on these universities in China and be the world-class universities. Most of the time, they will tend to search for those universities listed on Project 985, 211 because those universities are selected by the government which means the quality of an institution is recognized. After they graduated from university, the job opportunities will be broader as some of the big companies only will recruit students who graduated from the universities listed in Project 985, 211.

In the study of Cubillo, Sánchez & Cerviño (2006) and Li & Bray (2007), the higher status found in the international students who study abroad. Especially from the students coming from developing countries to developed countries. Studying in the United States will give international students extra prestige if compared to the local institution.

2.4.3 Costs

Education is intangible high-cost services that need high involvement in the buying decision process. It can be categorized as a complex buying behavior, foreign students trying hard to create better value for their money, searching for the high quality of institutions at affordable prices. The cost factor has been the most aspect of the tuition fees, but it would also include the living costs, accommodation costs and also the opportunity of getting a scholarship (James-MacEschern & Yun, 2017). When the total costs increase, the enrolment rates of foreign students tend to drop (Padlee, Kamaruddin & Baharun, 2010).

Foreign students are not allowed to work full-time in most of the countries during their study period, according to Migin, Falahat, Yajid & Khatibi (2015), working in Malaysia is definitely restricted, foreign students must bear their own costs in the host country. Therefore, students will consider much on the costs of education before determining their destination to study in higher education, this statement had been applied in several studies in New Zealand, Indonesia, Australia and Malaysia (Joseph & Joseph, 1998; Joseph & Joseph, 2000; Mazarrol & Soutar, 2002; Padlee et al., 2010).

Ng & Tang (2008) found out that scholarship is also important for students to cover the high living costs overseas, especially poor family backgrounds from Asian countries. However, the number of scholarships will always not enough to reach all the poor students (Zhang & Zhou, 2018).

2.4.4 Social Influences

Word of mouth can be the one most effective advertising way that helps higher education institutions to attract more students (Ahmad & Buchanan, 2017). Opinions of friends and family give students crucial influences on the decision of choosing institutions to enter, they can change the student's decision although that particular student had chosen their ideal university. The families may also recommend if any family members have been visited a foreign country before, and they have a good impression of that country (Ahmad & Buchanan, 2017).

A negative impression of parents towards a foreign country such as the safety concern is an important issue that restricts students' selection of their ideal institutions overseas. According to Zhang & Zhou (2018), China-Chinese students have repeatedly become the targets of criminals in recent years, the family will more concerned about crime and racial discrimination. For instance, research by Chen & Zimitat (2006) had stressed that after the devastating incident of 911 in the USA, it gives advantages to other countries as the parents more confidence in the safety and security of other countries rather than in the USA. Sometimes, parents not only counsel but there is a phenomenon where parents become the one who chooses the institutions for their children without holding a discussion with their children (Dauber, 2013). However, according to Wilkins & Huisman (2011), the China-Chinese students as the interviewees in the survey did not agree with the statement above, they will receive advice from parents but they will make their own decision.

A small portion of students will try to get information from their peers, the persuasion of peers will directly influence the family members especially when the peers have a good or bad experience of a particular institution after they graduated (Wilkins et al., 2012). Ahmad & Buchanan (2017) stated that students may influence by their families who graduate from a foreign institution, but this situation is rarely seen in China-Chinese students because of the one-child policy implemented by their government in China, and there are only a few numbers of students study abroad before the 1990s. A result in Zeeshan et al. (2013) also mentioned that if students tend to study in an institution overseas, they will choose

to refer to a foreign country where their families and friends living in. Besides that, advice by education agents such as information will also give an impact on the decision of a study destination (Pimpa, 2004). The education agents may have different comments due to their experiences and their students' experiences (Wilkins et al., 2012). However, Ahmad & Buchanan (2017) stressed that education agents give fewer impacts on the students' decisions if compared to families.

2.4.5 Other External Factors

Lee & Tan (1984) mentioned that students tend to study in a foreign country that speaks with a common language. There will be higher levels of home country student moving from local to a foreign branch campus, they can meet and make friends easily without culture shock and communication barriers. They feel it is relatively easy to communicate, relatively fewer language barriers between foreign students with peers and education agents (Anderson & Bhati, 2012) Also, Perkins & Neumayer (2014) stressed that there will be less involvement in costs to study abroad because language training for a foreign student is not necessary. China-Chinese students having the common language not only with their home country's peers but also Chinese in Malaysia using Mandarin. As a result in Smith (2016), the common language was studied as one of the most important factors in the decision to study in the United States.

Bodycott (2009) and Nilsson (2015) had shown that there will be a deep influence on students who enjoy education services overseas. This point of view also coincided with the findings of Wilkins & Huisman (2011), nine out of ten China-Chinese students interviewees of the survey agreed that one of the motivation factors to choose study destination is earning international/ intercultural experience. Students find the international experience as a benefit of study abroad, the special experience of living overseas, get to know new cultures and people will increase the interesting and attracting them (Cubillo, Sánchez & Cerviño, 2006; Li & Bray, 2007). In a study by Mazzarol & Soutar (2002), they mentioned that China-Chinese students desire to gain accurate and deep insight into the foreign culture. An

international experience will prepare the students to work in a multinational organization or a foreign country (Reisberg, 2015).

China-Chinese students are likely to plan for immigrating to the country they study after they adapt to the local culture. Boycott (2009) has a perspective that immigration can be a critical pull factor that motivates international students to study abroad. Flexible immigration policies can increase the potential to select by foreign students as a study destination (Zhou & Zhang, 2018). They would like to get a work visa and permanent resident status after they finished their studies.

2.5 Previous studies

There are several previous studies related to the topic of the motivation factors of international students to choose a higher education institution in a foreign country. The exploration to better understand the motivation factors for international students to study abroad were carried in three studies before.

First of all, there is a study in Canada exploring into a higher education institution to understand the factors influencing international students' decision to choose a higher education institution. This study compares the differences in driving factors between China-Chinese students and other foreign students. All full-time and part-time foreign students in that particular selected higher institution were likely to as a respondent of the study, and the convenience sampling was applied. The in-depth interview method was implemented by requested the students into a classroom to finish the questionnaire, the results of the study were measured by 5 points Likert scale. The pull factors had categorized into reputation and academic programs, expenses and grants, opportunities after the study, ease of the process, environmental cues and educational facilities, values in the home country, and physical environment and recreational facilities. As a result, China-Chinese students were higher driven by "environmental cues and educational facilities" and "opportunities after the study". 3 dimensions of reference groups also been analyzed and identified China-Chinese students were higher probable to be affected by "people" and "family and recruitment agency" yet "the institution" was less important. This study presents picturesque insight and extra knowledge about international student's decisions in selecting a higher education institution (James-MacEachern & Yun, 2017).

Besides, a study regarding Indian students chooses to study at Australian universities in Singapore was conducted by Anderson and Bhati (2012). The enrolment of Indian international students increased in Singapore and therefore there was a fall-down in Australia. The purpose of the study is to identify the reasons the Indian international students choose to study in Singapore instead of in Australia. Focus group interviews were used in this study, the questionnaire was categorized

into different groups which were "global exposure", "safety/ racism issue", "proximity to home", "familiar culture", "costs" and "job opportunities/ educational/ financial hub in Singapore". Among all the reasons listed above, safety/ racism, cost of living, proximity to India and better job opportunities were the elements that most influenced the decision of Indian students. The study recommended universities some ways to attract and cater to international students in the future.

In Zhang & Zhou (2018), the number of Chinese international students is increasing due to Chinese families investing in their children's education. Sweden is displaying one of the places that bring a large number of China-Chinese students. The factors of "family influence", "gaining international experience", "expectation", "language", "scholarships", "tuitions", "expectation", "language", "immigration policy", "security factors", and "social culture" had been analyzed in this study to identify the main reasons influencing China-Chinese students in Sweden. The qualitative research method was applied, there were three groups of target respondents, China-Chinese students, Swedish teachers, and Chinese teachers were interviewed in this study. In short, they realized that gaining international experience, expectations, a good reputation, and identification of the host culture were important to influence China-Chinese students to decide to study in Sweden.

CHAPTER 3: METHODOLOGY

3.1 Research Design

Research design can act as a tool to help the researchers to plan for their study, especially for the data collection part in order to determine the types of research whether the study is about exploratory research, descriptive research or causal in nature. Causal research was conducted to identify the cause and effect of the China-Chinese students' selection. For example, when there is recognition qualification in an institution, there will be China-Chinese students to study overseas.

A qualitative approach is implemented in this research as a research approach design. The qualitative methodology can be seen as the broadest sense to research because it records respondent answers using the respondent's own words and sentences. The qualitative methodology emphasizes and concerned with the people they investigate in order to understand how people give meaning to their environment or how they see the world. A group of respondents will participate in an in-depth interview. The one-to-one interview's period was 45 minutes, information was collected through the interview and converted into information that explains which motivation factors are most important to influence China-Chinese students to choose their study destination.

3.2 Sampling Design

3.2.1 Target Population

The first step in the sampling process is the target population. According to Asiamah, Mensah & Oteng-Abayie (2017), the target population is a portion of individuals that having similar characteristics a researcher is interested in studying. The target population is China-Chinese students who are currently

studying in a local private university and international branch university. The sampling element is the single unit of the target population chosen in the sampling process, China-Chinese students currently studying at Xiamen University Malaysia and Universiti Tunku Abdul Rahman Sungai Long Campus were the sampling element in this study.

3.2.2 Sampling Frame and Location

The second step in the sampling process is to determine the sampling frame and location. The sampling frame is a list of all the elements in the population from which the sample is drawn (Stevens et al, 2012). There is no sampling frame in this study because the sampling method used is snowball and convenience, which is known as non-probability sampling. UTAR offered the first intake in 2002 and ranked 501 in Times Higher Education (THE) World University Rankings 2019. The World University Rankings by Times Higher Education is a higher education institutions' ranking annually (Study Portals, n.d.). It is a well-known private university in Malaysia or even in the world, and the ranking is higher than any other private university in Malaysia while XMUM began its enrolment in December 2015 and do not have any ranking yet for this current period (UTAR, n.d.; Xiamen University, 2019). Both universities are close to each other, in the Selangor area, however, the number of China-Chinese students studying in UTAR is relatively low compared to XMUM.

3.2.3 Sampling Technique

The third step in the sampling process is the sampling technique. Sampling techniques can be separated into two dimensions, which are probability and non-probability techniques (Taherdoost, 2016). For the probability sampling method, all people have the same opportunity of being selected to be a sample from a population, and there must have a set of sampling frames from the population. Simple random, stratified random, cluster, systematic and multi-stage are included in probability sampling. Besides, non-

probability sampling is involving the researchers to draw samples from a population that excluded the requirement of random selection while this gives researchers greater control over the selection process (Henry, 1990).

A non-probability sampling method is used in this study, the sample was selected based on the snowball and convenience which assists the researcher to find and recruit the next participants that may be hard to reach. According to Henry (1990), the snowball method will need to have an initial set of participants and then asking them to introduce other potential participants who are relevant to the study topic; the convenience method was used because the researcher does not have the lists of China-Chinese students in both university.

3.2.4 Sampling Size

According to Vinal (2017), since the qualitative methods' goal is to observe for meaning to understand the how and why behind things, the richness in data is more focused on the in-depth understanding instead of the representativeness which stressed on the quantitative methods in research. The participants will keep on increase until the information collected for study repeated as the previous results – saturation occurs. Therefore, the total sample size of respondents in qualitative methods is small but covered the widest range of information. As long as the qualitative methods are used properly, the small sample size will be adequate to investigate in the study. Thus, the potential sample size in this study is five China-Chinese students from UTAR and six from XMUM due to the convenience to get the interviewee.

3.3 Data Collection Methods

3.3.1 Primary Data

Primary data is the first-hand sources of raw information obtained by the researchers for the research purpose (Sekaran and Bougie, 2009). Primary data can be categories into qualitative and quantitative. The information of the primary data is reliable and accurate because they are not mixed up with other unrelated topics. In other words, the primary data can help the researchers to carry out the most systematic answer related to the research objectives.

In this research, an in-depth interview was chosen as a research instrument to collect first-hand information from the targeted respondents. Although it may spend more time and high traveling costs if compared to other instruments, in-depth interview lets the researcher to gain some benefits such as social cues (voice, intonation, body language) that may give the researcher a lot of extra information, more spontaneous answer because there is no time delay between question and answer, can be tape-recorded with the permission of the interviewee that make the report more accurate and more easy than other interview methods. (Opdenakker, 2006)

3.3.2 Secondary data

Secondary data is the information gained from the existing sources of others (Sekaran and Bougie, 2009). It is data collected for different desires and goals in other research studies (Hox & Boejie, 2005). It is easier to gather if compared to primary data, one of the reasons researchers would like to use secondary data is due to it play a role as the conceptual understanding of the topic of research by screening the related topic journals or research done by others. It is such a preliminary work done by the researchers so that they know what they should proceed for their next step to complete their project.

The reliability of data can be based on the collectors, sources, proper collecting methods and the production year of the data. The data is reliable if the sources or collectors are known and accepted, and the production year should be as new as possible. The object, scope, and nature of the data should be similar or the same to the project, if not then it is not suitable to use as a reference. The adequacy of the data is determined by the purpose of the data, it is considered inadequate if there is any big difference to the project.

Therefore, the researchers need to take their own risks to only use the secondary data when it is reliable, suitable and adequate. In this research, the data is collected mostly from books, newspapers, journals on online search engines such as Google. The hypotheses and research questions were formed by the secondary data. The examples of interview session is shown in appendix 3.1 and appendix 3.2.

3.4 Questionnaire and Selecting the Interviewees

For the in-depth interview, 2 groups of candidates were selected, five from the private local university and six from the international branch university. The interviewees for the interview are China-Chinese students who currently studying in UTAR or XMUM in Malaysia. To protect their privacy, the names of the interviewees are kept anonymous. Examples of China-Chinese students interviewed are shown in Table 3.1 and Table 3.2. To measure the four main motivation factors, several journals were referred to form the questionnaire. For example, "Does the ranking of a university motivate you to study in Malaysia?" was referred to as the study in Mazzarol (1998). Details of interview questions can refer to Appendix 3.3.

Table 3.1 Example of interview questions in XMUM

Name of students	Anonymous
Gender	Female
Age	18
Current university studying	XMUM
Highest level of academic qualification has achieved	Bachelor's Degree
Number of years study in Malaysia	1

Table 3.2 Example of interview questions in UTAR

Name of students	Anonymous
Gender	Female
Age	19
Current university studying	UTAR
Highest level of academic qualification has achieved	Bachelor's Degree
Number of years study in Malaysia	1

CHAPTER 4: DATA ANALYSIS

4.0 Introduction

In this chapter, the data collected through a short interview session will be shown. There is a total amount of 11 interviewees from two universities in Malaysia. 6 interviewees from Xiamen University Malaysia (XMUM) and 5 interviewees from Universiti Tunku Abdul Rahman (UTAR) at Sungai Long Campus. The objective of the findings is to help researchers to understand and identify the motivation factors of the China-Chinese students to choose their study destination. The grouped data according to themes will give a better review of the findings.

4.1 Demographics of the Interviewees

Table 4.1: Demographics of the interviewees

Characteristics	XMUM	UTAR
Course	Most of them are from Digital Media Technology	Most of them are from International Business
Female	4	2
Male	2	3
Age	17-20 years old	17-21 years old
Number of years study in XMUM/ UTAR	2 first year students, 1 second year student and 3 third year students	4 first year students and 1 second year student

The interviewees are from 2 different universities, which are XMUM students and UTAR students. The interviewees' characteristics such as gender, age, and the number of years study at respective universities were recorded. All interviewees are pursuing their Bachelor's Degree, in different programs which are 4 Digital Media Technology, 1 New Energy Science and Engineering and 1 Finance in XMUM and 3 International Business, 1 Graphic Design and 1 Broadcasting in UTAR. For the gender section, 4 interviewees in XMUM are female and 2 interviewees are male; while UTAR has 2 female and 3 male interviewees. Moreover, all the interviewees from XMUM aged between 17-20 years old, while the interviewees from UTAR students are 17-21 years old. 2 interviewees from XMUM are first year's students, only 1 of them is second year's student, and the rest are third year's students. All the interviewees are pursuing their first year in UTAR, only one of them is currently second years. Their points of view were derived and interpreted accordingly.

4.2 Research Findings

According to the previous studies mentioned in chapter 2, 4 themes will influence international students to study abroad, therefore, every question conveyed during the interview session is designed into 4 themes for the findings in our research. The original transcript of the conversation will be attached in the Appendix 4.1.

4.2.1 Theme 1: Quality of Institution

XMUM

All the interviewees think the *quality of education* is very important, however, due to the NCEE restriction, sometimes they are forced to search for quality universities out of China. They want to find those universities listed in *Project 985, 211* because the listing makes them feel confident about the quality of education of the university. Therefore, China-Chinese students choose the branches of China's University in overseas, such as XMUM. *Reputation* is the component stick for measuring the quality of education in most of the situation. Besides that, *the teaching force* is also essential to 'rate' the quality of the institution. Most of them are satisfied with the facilities and services provided in XMUM, however, some of the interviewees are happier when they have a *fully furnished hostel, more facilities/ amenities*, and bus services for free as part of the quality of an institution as well. English as a teaching media also considered one element that promotes the quality of institutions for the XMUM campus as they wish to enhance their *English skills* during the studies in XMUM.

UTAR

Compared with XMUM, China-Chinese students in UTAR also agreed that the *quality of education* is important. UTAR's *ranking* also helps in rating the quality of a university as it is one of the best universities in Malaysia. Some of the China-Chinese students concentrated on *lecturers' capabilities, reputation, opinions of friends*, and word of mouth through the *Internet* in relates to the quality of UTAR. They have a lot of complaints about *facilities, amenities*, and

services. For instance, there is one interviewee said that the *response time* handling administrative work in UTAR especially the application process will be very long, and it could be seen as a restriction to the quality of the institution. English teaching as a medium is an extra benefit for them to comment on the quality of a university, some of them wish to improve their *English skills*, but some of them feel hard to understand English especially during the first-semester study in UTAR.

Table 4.2: Keywords repeated by interviewees from theme 1
(Quality of institution)

XMUM	UTAR
Common Keywords	
Quality of education, Reputation, Ranking, Lecturers' capabilities, English as teaching medium, and Facilities/ amenities	
Unique Keywords	
Fully furnished hostel	Opinion leadership
	Quicker response time
	Internet (WOM)

4.2.2 Theme 2: Reputation

XMUM

All the interviewees believed that *reputation* is associated with the quality of education, they had mentioned the reputation in relates to rating the education quality of an institution. This demonstrated that the statement in Mazzarol (1998) is true, the university's reputations is the main element to form a positive image of an institution to ensure the quality of an institution. The purposes of asking the question of reputation are to test whether the ranking of a university, academic ability, famous alumni, and qualification recognition will be linked to a good reputation and as a pull factor to bring foreign students to study in Malaysia. All the interviewees mentioned that the reputation of an institution is significant before choosing the study destination. They admitted that ranking of a university will motivate them to select an institution, however, the ranking they referred to is Xiamen University in China, not XMUM. Only one interviewee disagreed because he sees the affiliation with Xiamen, China more than reputation.

Most of the interviewees do look at the lecturers' research output and also the *academic reputation of the lecturers*. Due to a portion of the teaching force in XMUM, it came from the main campus in China, so they think that the teaching quality will be good as well. Some of the interviewees stressed that the ability of lecturers to manage a class is more important than their academic reputation. There is no distinct influence of prominent alumni among the interviewees, but the *close alumni* (senior members in university) have more influence on the interviewees. Reputation and name might be secondary motivation factors while the *qualification recognition and accreditation of degree* by China government is more significant because most of the China-Chinese students want to go back to China after graduating. However, one interviewee mentioned that she may go third-countries to *pursue her Master's Degree*, so the recognition of the certificates in China is not an issue as long as it is recognized by the overseas universities. And another interviewee mentioned that if the qualification of XMUM is not recognized by China, it proves that the quality of XMUM is low, therefore, she will not consider

studying here. Only a few of them have the feeling of higher status and prestige when studying in Malaysia.

UTAR

From the viewpoint of UTAR’s students, most of them choosing a study destination by focused on the *reputation* of an institution. They were motivated to choose a *high_ranking* university. However, one interviewee believed that the importance of the program's reputation will overwrite the reputation of an institution. Some of them responded that *academic ability* such as lecturers' Ph.D. certificate and research output affected them to come to UTAR, but the rest holds that it does not make any changes for their study destination's decision. All of them did not influence by their alumni in UTAR when choosing a university. All of them agreed that they willing to come to Malaysia due to *qualification recognition by China*. Most of them refused to study in Malaysia if the qualification is not recognized by China because they will work in China after graduating. Same as the XMUM’s interviewee, one of them will pursue his *Master’s Degree in third-countries*, UTAR is acting as a stepping stone for further studies. All of the interviewees deny that studying in Malaysia will give them higher status or prestige.

Table 4.3: Keywords repeated by interviewees from theme 2 (Reputation)

XMUM	UTAR
Common Keywords	
Reputation, Ranking, Academic ability/ reputation, Qualification recognition by China, Further study in third country	
Unique Keywords	
Close Alumni	-
Higher status and prestige	

4.2.3 Theme 3: Costs

XMUM

In XMUM, most of the interviewees spend around RM1000 to RM1500 every month in Malaysia, they pointed out that expenses in Malaysia will be estimated RM300 - RM500 more than in China. One of the interviewees deduced that his *expenses in China may be more* than Malaysia because different states in China, the cost of living will also be different. First-tier cities will cost him more than RM1000 which is more than his expenses in Malaysia. Some of the interviewees addressed that food prices in China's university are cheaper than in Malaysia because they have a dedicated canteen to serve the university's community. Although Malaysia's expenses are higher than in China, all of them feel that the expenses are in the acceptable range. *Tuition fees at XMUM are higher* than study locally but the trade-off will be the English environment and reputation of the university. Besides that, school fees are not a major concern. Some of the interviewees' study costs off-set by generous *scholarship* and sponsorship.

UTAR

According to UTAR's interviewees, they mentioned that *low tuition fees* are off-set by *high living costs*. One interviewee among them spends at the least because he is currently staying at relative's house. The average expenses for the rest of the interviewees in UTAR are RM1000 to RM3000 because students need to rent for a room/house around the Sungai Long area, no hostel provided by UTAR, therefore, cost of living will higher than in XMUM. One of the interviewees having a *scholarship* from China's government every month.

Table 4.4: Keywords repeated by interviewees from theme 3
(Cost)

XMUM	UTAR
Common Keywords	
Scholarship	
Unique Keywords	
Lower costs of living	Lower tuition fees
Relatively high tuition fees	Relatively high costs of living

4.2.4 Theme 4: Social Influence

XMUM

Most of the interviewees influenced by the *family* and *opinion leadership* to come to XMUM but does not affect by their friends. There is one interviewee's *family went to Malaysia* before and have a good impression here. Half of the interviewees' parents concern about their daily life and *safety issues* in Malaysia. Only one interviewee referred to the information given by *education agents*, which is a professional private consultation.

UTAR

One of the interviewees has *relatives staying* in Malaysia, and another one interviewee's *mother traveled to Malaysia* before and encouraged her to study here. There are some of them influenced by their *friends through sharing experiences* studying in Malaysia. All of the interviewees' parents agreed or support them to study in Malaysia but worried about their safety issues in Malaysia. There are only 2 interviewees collected information from *education agents*, which is also the same as the XMUM's interviewee, they consulted with the professional private consultant.

Table 4.5: Keywords repeated by interviewees from theme 4 (Social Influence)

XMUM	UTAR
Common Keywords	
Family traveled to Malaysia, Encouragement of Family, Education agents	
Unique Keywords	
No safety issues	Family staying in Malaysia
	Experience sharing from friends

4.2.5 Extra Comments from Interviewees

In the study of Smith (2016) and Lee & Tan (1984), they mentioned that *common language* is one of the essential elements that drive foreign students to study in a foreign country. The interviewees think that Malaysia makes China-Chinese students feel more comfortable and convenience because local-Chinese in Malaysia can speak mandarin and therefore communication in daily life are easier. They also believed that study in Malaysia can let them gaining *international or intercultural experience*, this is critical to help them to expose to job opportunities and career development in the future. Besides that, some of the interviewees may consider seeing *Malaysia as their second home* if they can get permanent resident status without affecting their resident status in China. One of the interviewees mentioned that if she can find a job in Malaysia she will stay in Malaysia because of the lovely environment. Some of the interviewees think that the *climate of Malaysia* will be an extra benefit motivates them to come to Malaysia, because the climate here is comfortable, feel like summer all year round.

4.3 Conclusion

This chapter has covered the findings and analysis of the data had been presented. The interviewees had highlighted plenty of the motivation factors of choosing a study destination, the findings are summarized for all questions from every perspective that being implemented for interview.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter is separated into 4 segments. The first segment presented the discussions of findings and how the study achieved its research objectives that had been mentioned in chapter 1. The second segment discussed the implication of this study, the third segment pointed out the limitation of this study while suggestion and recommendation were provided in the end.

5.1 Discussion of Findings

Ranking and reputation is the drawing point for the China-Chinese students to study in Malaysia, no matter it is the international branch campus or local university in Malaysia. These results are parallel to the study of Mazzarol & Soutar (2002) and Zhang & Zhou (2018), China-Chinese students are highly influenced by the reputation of an institution. Teaching staff's reputation does play a role, the teaching staff with very good class management skills could be an extra draw for the students to come here as the quality of education. Although reputation is very important in defining the quality of university in theme 1, some softer reputation such as star lecturer and star alumni will see as a secondary drawing force. The more important factor is that if the program's qualification is recognized by the china government, or worldwide, it will help them to enhance their job opportunities in their home country.

Relatively similar costs structure between both universities due to the living costs and tuition fees cover back each other. Cost is not an important issue when come to study abroad, rather than decreasing the cost, the China-Chinese students tend to create better value for their money. This result is in contrast with the study in Padlee,

Kamaruddin & Baharun (2010), the study says that decreasing the cost of study abroad is crucial when selecting a study destination. That is the reason why most of them want to enhance their English skills in Malaysia because the cost is relatively low here with an English teaching medium compare to universities in third-countries which is mentioned in the research by Ahmad & Buchanan (2017). They tried to choose the best university at an affordable price.

China-Chinese students may go for a professional private organization, but parents, close relationship and opinion leadership will play a role in choosing a study destination. Based on the study of Dauber (2013), the decision to come overseas to study in international branch campus or local university is made by parents instead of students while the interview session in Wilkins & Huisman (2011), mentioned that China-Chinese students will only receive advice but make their own choice. However, through the interview in this study with two universities, the interviewees insist that they made the decision alone or made the decision along with the advice or discussion with the parent.

On top of these 4 themes, to a lesser extent, the opportunity for multicultural and multilanguage study environment can stimulate their thinking perspective and hence able to enhance their job opportunities worldwide if they choose to work in a multinational company. Malaysia's conducive learning environment and also multicultural experience could help them in more adaptable in the globalization of business. Nowadays, globalization is the trend no matter in the workplace or business perspective, therefore, if China-Chinese students can expose to the diversity in Malaysia, they can easily enter the multinational company without culture shock or failed to relate themselves to the specific culture. Therefore, study in Malaysia can be a good experience or enhance their study experience in Malaysia.

5.2 Implications of the Study

China-Chinese students will always mix up the reputation with the quality of education. Therefore, the education quality and reputation will come hand in hand, institutions that getting recognized by China's government or internationally might be more important than the reputation of institutions. Listed in Project 985, 211 is the main motivation factor for China-Chinese students to study in the international branch campus in Malaysia. However, for the local university in Malaysia, they will look more into the ranking and reputation. From the institution perspective, locally set up university need to stress on their traditional reputation, while the international branch campus needs to get the recognition from Project 985, 211. This is very important and explained the reason why foreign students are all interesting to study in the United Kingdom (Russel, 2005, p.73).

From the marketer standpoints, the universities have to advertise and recommend to the international students so that they know about the ranking of the university, what is the course of university, benefits of entering the university and so on. There are too many universities in the world, sometimes, international students have limited information, and therefore professional private consultants can guide and advise them on the most suitable university. When international students want to study abroad, they have no direction, therefore, professional private will play a vital role in increasing the enrolment of international students. Other social influences will be the opinion of family or sharing experience of friends.

5.3 Limitations of the Study

Challenges are to get more feedback from the interviewee as the interviewees might tend to give very short answers, the description given by them in the interview session was limited and therefore it was more difficult to analyze data in general.

Due to the interviewees need to be China-Chinese students, it is relatively hard to get if compare to local students, convenience and snowball sampling method might be a suitable way to gather the interviewees. The researcher cannot choose the respondents, most of the XMUM's interviewees will be concentrated in Digital Media Technology course while interviewees in UTAR are International Business course's students, therefore, they may have common views because they are from the course of arts and social science.

Besides that, there is limited literature as a reference for this study since there is difficult to have qualitative research about the motivation factors of international students to choose their study destination. It is also rare for research about the enrolment of international students in Malaysia, most of the research focus on overseas study in third countries or the focused respondents are not China-Chinese students.

Next, the data collected in the study is all about XMUM and UTAR's students. The interviewees for the China-Chinese students only focused on the Selangor area but not the whole of Malaysia's international branch campus and local private university. The university's environment, systems, and lecturers are different, opinions, thoughts, answers, and feelings of the students will be different for each individual in a different university.

5.4 Recommendations for Future Research

When the interviewees try to give a very short answer, further probing questions need to implement. Probing questions are helpful to let the interviewees think deeply about the issues and get the interviewees to give more about their opinions and feelings.

Besides that, future researchers should find the universities that have more China-Chinese students, when the numbers of interviewees are not limited, they can more diverse on the degree programs of students studying and perhaps science students may have different views. When the degree programs are diversified, the course reputation of a university as a motivation factor may able to study more deeply.

For future research, they can look for other universities in Malaysia include West and East Malaysia as target universities. Malaysia has a big number and variety of higher education institutions, researchers can research another local private university in Malaysia. Plus, they can compare more than two universities' students to see any differences in different university's environment.

5.5 Conclusion

From the findings, the result shown the motivation factors that influence China-Chinese students' decision to study in Malaysia (higher education) and understand the similarities and differences between the motivation factors of China-Chinese students to study at a local private university and international branch university in Malaysia. The main motivation factors are the 4 themes in the study, quality of institution, reputation, costs and social influence. The research objectives are achieved and research questions are answered.

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APPENDICES

Appendix 3.1: Interview China-Chinese student in UTAR.



Appendix 3.2: Interview China-Chinese student in UTAR.



Appendix 3.3 Questionnaire



UNIVERSITI TUNKU ABDUL RAHMAN
Faculty of Accountancy and Management
BACHELOR OF INTERNATIONAL
BUSINESS (HONS)
FINAL YEAR PROJECT

**The Motivation Factors of China-Chinese Students to Study at
International Branch University VS Local Private University in
Malaysia: The case of XMUM and UTAR (Sungai Long Campus).**

Dear respondents,

I am an undergraduate student in Bachelor of International Business (Hons) at Universiti Tunku Abdul Rahman (UTAR). The purpose of this survey is to study the intention to study at international branch university or local private university by the push and pull factors. This survey is conducted as a part of dissertation to complete my final year project for my degree program.

These interview questions consist of **TWO (2)** sections and the completion of this survey will take you approximately 20 minutes. Please answer **ALL** questions in **ALL** sections to the best of your knowledge. All responses will be kept strictly confidential and only for academic purposes. Your participation will greatly contribute to this survey.

Thank you for your participation in this survey.

Yours faithfully,

LOW WEN XIU

17UKB06353

Section A: General Information

Please tick ONE answer.

1. Gender:

Male

Female

2. Age:

17 - 18

19 – 20

21 and above

3. University:

XiaMen University Malaysia (XMUM)

Universiti Tunku Abdul Rahman (UTAR)

4. The number of years study at XMUM/ UTAR:

1

2

3 and above

Section B:

Motivation factors that affect the intention to study in XMUM or UTAR

Please answer each question with your own words the space provided.

Quality

1. Do you think that quality of education is an important issue to consider when choosing an institution?

- a. Do you study here because of the higher quality of education?

- b. If no, please give reasons for your answer.

- c. If yes, tell me how did you 'rate' the quality of education. (in terms of lecturers capabilities, ranking, reputation or others)

2. Tell me about your educational needs such as facilities and services when choosing an institution.

3. Does Malaysia provide you an opportunity to access a unique degree program which will difficult to get or cannot be found in your home country?

4. What do you feel about English to be used as a major medium of teaching and study?

- a. Do you wish to improve your English skills in Malaysia?

Reputation

5. When you looking for the ‘ideal’ study abroad destination, will you focus more on institutional in terms of reputation of an institution?

- a. If yes, how much reputation of a university motivate you to study in Malaysia.

Very much	Somewhat	Undecided	Not Really	Not at All
5	4	3	2	1

- b. Does the ranking of a university motivate you to study in Malaysia? (Ranking in Malaysia or China)

- c. Does the academic ability such as lecturers’ Ph.D. certificate and research output of lecturers in university motivate you to study in Malaysia?

- d. Does the famous alumni (senior) in your university motivate you to study in Malaysia?

- e. Is your current university in Malaysia is your ‘ideal’ university?

6. Would you consider a university’s qualification recognition (ACCA, MQA, Bachelor's Degree Certificate) in your home country when you choosing your study destination? (Local/ International Branch)

- a. Did you study in Malaysia because of qualification recognition?

- b. Would you still choose to study in Malaysia if the qualification is not recognized in your home country but internationally? (choose to work oversea)

7. Does study in Malaysia give you a higher status and a certain prestige?

Costs

8. What is the average cost of living in Malaysia and in home country?

a. Do you think the expenses in Malaysia are acceptable?

b. Please give reasons for your answer.

9. What is your opinion about the tuition fees of your current university in Malaysia? (Local / International Branch)

a. Do you compare the range of tuition fees of University in Malaysia before you make the decision to come here?

b. Does it one of the reasons that make you decide to study here?

10. Are there any scholarships, sponsorship, or financial aid opportunities available for you to study in Malaysia?

Social Influence

11. Which of the following influence you when you made your decision to study in Malaysia?

- a. Family background (Some of the family members staying in Malaysia or they come to visit Malaysia before).
- b. Friends sharing their experiences with their university.
- c. Opinions of family and friends (encouragement).

12. Tell me about your family's reactions when you decide to study abroad.

- a. Do they worry about your safety or security issues?

13. Did you refer to the information given by education agents in order to select your university in Malaysia? (educational advisor and consultant)

Others external factors

14. Did you choose to study in Malaysia because it is relatively easy to communicate using mandarin?

15. Did you choose to study in Malaysia for international/intercultural experience?

a. How do you think this experience will affect your career development and salary?

16. Did the easier apply of entry visas promote your decision to study in Malaysia?

17. Did the political conditions (liberal or stable) promote your decision to study in Malaysia?

18. Would you migrate to Malaysia, if you have the possibility to get the permanent resident status?

a. Do this motivate you to study here?

19. How did you know about UTAR/ XMUM?

a. What is the marketing effort that builds your awareness to study here? (Internet, Education Ministry)

- b. Did you get our information through any official channel? (school, teacher of your secondary school, education minister website)

20. What do you think about the climate of Malaysia?

- a. Do you feel the climate is comfortable for you to live?

- b. Would it be one of the reasons to restrict you or motivate you to study here?

Appendix 4.1: Interview Response

	1st respondent (XMUM)	2nd respondent (XMUM)	3rd respondent (XMUM)
1. Do you think that quality of education is an important issue to consider when choosing an institution?	Yes. Most of the Chinese students will stress on the quality of education. However, the higher the quality of education, the higher the scores required in the National College Entrance Examination. Moreover, only a few of the China-Chinese students in a state can enter the highest quality of institutions such as Tsinghua University and Peking University.	Yes, a critical issue when choosing an institution.	Yes.
a. Do you study here because of the higher quality of education?	Yes. Although Xiamen is not the best in China it is still a good choice. Xiamen University is located in Project 985 and Project 211, which are conducted by the government of the People's Republic of China, pay attention by the government, and the National College Entrance Examination's scores to enter will also higher than those universities not listed in Project 985 and Project 211.	Yes. Quality of education is the second reason I came to study in XMUM.	Yes.
b. If no, please give reasons for your answer.			
c. If yes, tell me how did you 'rate' the quality of education. (in terms of lecturers capabilities, ranking, reputation or others)	The reputation of the Xiamen University is good, therefore I believed that the Xiamen University branch in Malaysia will also be up to the standard. The marks needed to enter the headquarters is estimated 50-60 higher than the branch, this is the Sichuan's (a state name) requirement, every state has different marks allocation (Different state different standard/difficult/ easy), therefore the marks required for each state will not be the same, some of the high school implement own exam questions, some follow the unifies examination. As my marks are not enough to enter the headquarter of Xiamen University, so this is my best choice. Thus, the marks required can also rate the quality of education.	I think the quality of education is the dual communication between the lecturers and the students, how the lecturers deliver the message to the students, let them understand the contents of the topic. Because I think most of the lecturers have their Ph.D. certificate so that the quality of education should be traced with the communication ways, ways of teaching, and speed of lecturing.	I believed the quality of Xiamen University, so I think that their branch will also as excellent as the headquarters. According to Project 985 211, Xiamen University in China is included in the listing.
2. Tell me about your educational needs such as facilities and services when choosing an institution.	I wish to have a clean and fully furnished hostel but did not have much request for the services at University.	Facilities in XMUM is very new and excellent, here provide a swimming pool, badminton court, football field, playground, gym room and plenty of them with free of charge. I like the facilities so much because most of China's universities need to pay for the extra facilities. Bus service in XMUM everyday convenience me to hang out with my friends in a cheaper way.	I do not have much request for the facilities and services. I think that the services will only know after you enter those particular institutions.
3. Does Malaysia provide you an opportunity to access a unique degree program which will difficult to get or cannot be found in your home country?	Normally China-Chinese students will take a look at the university first, then only see the degree program provided.	There is no unique degree program found in XMUM. My course is a common degree program that could be found in any university.	XMUM does not allowing me to explore a unique program, but I came here because the Bachelor of Economics in Finance is the top in Xiamen.
4. What do you feel about English to be used as a major medium of teaching and study?	I feel great about it because I love the English language so much.	I think English as a major medium of teaching and study can help me pass my International English Language Testing System (IELTS).	I feel great for English teaching here because this has trained and improved my English skills. My English level now is greater than my friend who is a bachelor's degree in English in my home country. I think speaking English in daily communication helps me a lot to practice language skills.
a. Do you wish to improve your English skills in Malaysia?	I expect to improve my English skills.	Yes, I need to pass my IELTS before I graduate.	Yes, I wish to improve my English skills and I was able to accomplish the wish.

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	4th respondent (XMUM)	5th respondent (XMUM)	6th respondent (XMUM)	1st respondent (UTAR)
1. Do you think that quality of education is an important issue to consider when choosing an institution?	Quality education... I think that as long as the quality of education of an institution is not too bad, I am okay with it, I think university is a place to train the students to learn themselves, be independent.	Quality of education is important.	Yes, must be important.	Yes.
a. Do you study here because of the higher quality of education?	Yes.	Not only because of this factor so I choose XMUM. I think XMUM is considering an international university, and it is not easy for China-Chinese students to choose a university with an English teaching environment.	Apart from the factors was due to the quality of education, there was too many consideration for study abroad.	Yes.
b. If no, please give reasons for your answer.				
c. If yes, tell me how did you 'rate' the quality of education. (in terms of lecturers capabilities, ranking, reputation or others)	Firstly, it is a branch of Xiamen University in China; second, it provided me an English speaking environment in the class.	Through lecturers, their academic abilities, the teaching style.	I will look at the reputation of the institutions, and also the opinion of the graduated students. However, XMUM did not have much-graduated students that give feedback to this university.	I will focus on the lecturers' capabilities.
2. Tell me about your educational needs such as facilities and services when choosing an institution.	I am not giving special concerns on this part, but if I have the opportunity to have better facilities and services, I will feel great.	If compare to the same level of universities, I wish I could find the best facilities and best services that a university can provide me.	The better the services and facilities the institution provide, the higher the satisfaction I have. And actually, XMUM is far better than what I could have imagined.	I love campus life full of entertainment facilities such as a swimming pool and badminton court. No request for services.
3. Does Malaysia provide you an opportunity to access unique degree program which will difficult to get or cannot be found in your home country?	My course is nothing unique, can found in China or any of the universities.	No, because XMUM is considered a new university, there is more degree programs to choose from in China's universities.	No.	No.
4. What do you feel about English to be used as a major medium of teaching and study?	I thought that this XMUM is teach in Chinese, but then realize that they are English teaching, I feel great as I am having an extra benefit if compare to the universities listed in Project 985 in China.	It is a good opportunity for us to learn English skills.	English teaching is also one of the factors push me to come here because the environment can force me to speak and learn English, it is different from the way they teach English in China.	Yes... I feel like it is a bit difficult for me to understand the lecture when I first come to Malaysia in the first year first semester.
a. Do you wish to improve your English skills in Malaysia?	Yes, better English skills can act as an extra capability when I go to work.	Yes, I wish to improve my skills.	I do not have this thought, I think learning English is just an extra advantage that I can gain while studying in XMUM.	Yes.

	2nd respondent (UTAR)	3rd respondent (UTAR)	4th respondent (UTAR)	5th respondent (UTAR)
1. Do you think that quality of education is an important issue to consider when choosing an institution?	Yes.	Yes.	Yes.	Yes.
a. Do you study here because of the higher quality of education?	Yes.	Yes.	Yes.	Yes.
b. If no, please give reasons for your answer.				
c. If yes, tell me how did you 'rate' the quality of education. (in terms of lecturers capabilities, ranking, reputation or others)	First, I will look at the ranking of the universities. Second, awards of the universities, and also students' s' activeness in participating after-school activities (co-curriculum).	In terms of ranking, reputation, and also friend's opinion(word of mouth).	Ranking is the only one I rate an institution.	I go through the ranking for definitely, and also search the relevant information in the Internet, they encourage China-Chinese students to select UTAR as the overall quality of UTAR is consider good.
2. Tell me about your educational needs such as facilities and services when choosing an institution.	I only want the basic facilities such as table, chair, air-conditioner, microphone for lecturers, and so on... And I think the services in UTAR is unsatisfied as their response is slow.	No requests, satisfied with what UTAR provided for current situation.	I actually prefer the facilities and environment in UTAR, Kampar, but ended up select here because the course I interesting to study only provide in UTAR, Sungai Long Campus.	Nothing much.
3. Does Malaysia provide you an opportunity to access unique degree program which will difficult to get or cannot be found in your home country?	No.	No	No	No
4. What do you feel about English to be used as a major medium of teaching and study?	I cannot get used to the accent of the lecturers in UTAR, may be will be better after half year, because I cannot understand almost half of the contains in one lecture class although one semester had pass by.	Nothing much because previously in my home country, my university also used English teaching in the lecture class.	I purposely come here due to the English teaching because I think a better English skills can help me a lot in my career development, may have more opportunity to access to big company in my home country after graduated.	English teaching really attracting me when I choosing my study destination, the course I studying is Broadcasting, my previous company even mentioned that, anyone who can conduct a full English program, will have a salary at least with 8000RMB, that is why I am here now.
a. Do you wish to improve your English skills in Malaysia?	Yes, of course.	Yes	Yes	Yes, can consider it as my main purpose study here.

	1st respondent (XMUM)	2nd respondent (XMUM)	3rd respondent (XMUM)
5. When you looking for the 'ideal' study abroad destination, will you focus more on reputation of an institution?	I will focus more on the reputation of a university when looking for "ideal" study abroad destination.	I will definitely focus on reputation as when I did not know anything about an institution, my first impression will be the reputation, so if the reputation is good, then I will continue to gather more information about that particular institution.	Reputation is important.
a. If yes, how much reputation of an university motivate you to study in Malaysia.	4	3	4
b. Does the ranking of a university motivate you to study in Malaysia? (Ranking in Malaysia or China)	Ranking of the university will motivate me to study in Malaysia.	The ranking of Xiamen University motivates me to study here.	Ranking motivates me to study here.
c. Does the academic ability such as lecturers' Ph.D. certificate and research output of lecturers in university motivate you to study in Malaysia?	The academic ability of a university motivates me to study in Malaysia. One-third of the lecturers from Xiamen University headquarter are shift and teaching at the branch, the ability of lecturers are recognized by the China-Chinese students, therefore this has directly made a promise on the academic ability of the university and motivate me to come here to study.	I heard from my high school teachers, one-third of the lecturers of XMUM come from Xiamen University in China, so I think the academic capability is more promise, motivates me to come here.	When the XMUM approach me, they say that lecturers from China XM will come to Malaysia for a short period, I am not sure if it is true or not, but the lecturers' quality for this current stage is fine.
d. Does the famous alumni (senior) in your university motivate you to study in Malaysia?	I do not have alumni that affect me to study in Malaysia.	No alumni affect me.	I have one Malaya University senior, but she does not motivate me.
e. Is your current university in Malaysia is your 'ideal' university?	It is even better than what I imagined for my "ideal" university, the hostel in Xiamen University Malaysia is more comfortable than in China because of Malaysia's hostel is usually 1-2 students per room but China is 4-8 students per room, very rare to have 1-2 students per room due to the large population.	Yes, it almost is my ideal university.	Almost the same as my 'ideal' university.
6. Would you consider a university's qualification recognition (ACCA, MQA, Bachelor's Degree Certificate) in your home country when you choosing your study destination? (Local/ International Branch)	I study in Malaysia because of qualification recognition.	Of course, I do consider the qualification recognition of XMUM in China. The graduation certificate in XMUM is same as the Xiamen University in China, listed in Project 985 211, that is one of the reasons I come here.	It is just as important as the reputation, I must consider this because it will affect my future career path.
a. Did you study in Malaysia because of qualification recognition?	I have done research on the qualified recognition of the university in China before choosing to study here.	The main motivating factor to choose XMUM as my study destination is qualification recognition in China.	Yes, study here because of qualification recognition.
b. Would you still choose to study in Malaysia if the qualification is not recognized in your home country but internationally? (choose to work oversea)	I will not consider studying in Malaysia if the qualification is not recognized in China because I may work overseas in a short period after graduation but will go back and work in the home country after that. Many China-Chinese students come to study at Xiamen University Malaysia are due to the listing in project 985 and 211. China stresses on the project 985 and 211, even some of the big companies in China stated that they will only make an interview with those students who graduated from the university listed in the project 985 and 211.	If the certificates here are not qualified by the Project 985, I would highly refuse to study here, but if I decide to go overseas to continue my Master Degree, there is a 50% possibility to make me choose to study at XMUM because study in an overseas university makes it easier to pursue a Master Degree in the future.	Although I have the idea to work overseas, after a certain period I will go back to China and find a new job, therefore, I will not choose to study in Malaysia if the qualification is not recognized.
7. Does study in Malaysia give you a higher status and a certain prestige?	No, I am more admire who studying at Tsinghua University and Peking University.	Study in Malaysia is not giving me any status or prestige, because some of the universities in China which listed in Project 985 and Project 211 have a similar level as XMUM. However, the English communication level may be higher than those who studying in China.	Nope, there is no higher status and prestige exist although studying overseas.

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	4th respondent (XMUM)	5th respondent (XMUM)	6th respondent (XMUM)	1st respondent (UTAR)
5. When you looking for the 'ideal' study abroad destination, will you focus more on reputation of an institution?	Reputation is very important when I choosing an institution.	Yes, reputation is also important. In China, reputation is one of the factors that we rank the universities, good reputation equal to good university.	Yes.	If my NCEE's marks can let me to go to an institution with higher reputation, yes, I will definitely happy.
a. If yes, how much reputation of an university motivate you to study in Malaysia.	5	5	5	5
b. Does the ranking of a university motivate you to study in Malaysia? (Ranking in Malaysia or China)	My hometown is Xiamen, China, so I will prefer to select Xiamen University rather than any other universities. It is nothing related to the ranking of Xiamen University.	Yes, the ranking of a university is decide by the reputation and the quality of education, so if the ranking is high, means that the reputation and quality of education are also high.	Yes, of course.	Yes.
c. Does the academic ability such as lecturers' Ph.D. certificate and research output of lecturers in university motivate you to study in Malaysia?	No, I did not concern on the academic ability of lecturers, I just need the lecturers to teach us well, let us understand the lecture. Ph.D. is just something that recognized lecturer's ability, but not a must that they will teach very well.	Yes, one third of the lecturers in Xiamen University in China come to XMUM motivates me to come her to study. However, this is just a part of the motivation factors, not the main factor.	Yes.	Yes.
d. Does the famous alumni (senior) in your university motivate you to study in Malaysia?	Yes, I have a wechat group that full of the senior that graduated in the XMUM, they had give me a lot of advice.	No.	No, most of us do not have any alumni here.	No.
e. Is your current university in Malaysia is your 'ideal' university?	Yes, I think this university is better than my "ideal" university as the hostel here giving me more private space, there are two choices, single room or double-sharing room. In China, most of the hostel are four-sharing or even eight-sharing room.	Yes, among the same level universities, international context, English teaching environment, new facilities are all extra benefits that I can get when I choose to study in XMUM. Moreover, I can choose the best programe to study in XMUM.	Actually... The main reason that I come here is because I got an unfavorable result on my NCEE, therefore, XMUM is the best university among those universities that I can choose from.	No.
6. Would you consider a university's qualification recognition (ACCA, MQA, Bachelor's Degree Certificate) in your home country when you choosing your study destination? (Local/ International Branch)	Yes.	Yes.	Yes, this is the most important factor that push me to come here, if you want me to rate how much this will affected me to come XMUM, I will give six marks out of five.	Yes.
a. Did you study in Malaysia because of qualification recognition?	Yes, it is affected me more than the alumni and academic ability of lecturers.	Yes.	No.	Yes.
b. Would you still choose to study in Malaysia if the qualification is not recognized in your home country but internationally? (choose to work oversea)	Yes, but maybe I will choose to study in other universities in Malaysia, not XMUM.	Maybe not, because this university is consider a new university, so if XMUM's qualification is not recognized in China, this means XMUM is not a completely developed university, the risk to study in XMUM will be high.	Still not, I did not consider to work overseas before this, so I think the possibility that I go back to China is 90%.	No.
7. Does study in Malaysia give you a higher status and a certain prestige?	No, most of my friends also have the ability to come to XMUM, their marks in NCEE are similar as mine, but they did not choose to study here. So I think I do not have any higher status or prestige when studying in Malaysia.	May have a little prestige but not so much because Malaysia is not like the United Kingdom or United States, the quality of education in Europe and America will be higher.	Xiamen University is in the listing of Project 985, it is a kind of prestige for Xiamen students I think, but this prestige is not due to studying in Malaysia.	No, nothing at all.

	2nd respondent (UTAR)	3rd respondent (UTAR)	4th respondent (UTAR)	5th respondent (UTAR)
5. When you looking for the 'ideal' study abroad destination, will you focus more on reputation of an institution?	I would like to focus more on the program's reputation in an institution rather than the reputation of the institution. For example, University in SiChuan, the most popular course is for who wanted to be dentists.	Yes	Yes, I think that there is a relationship between reputation and quality of education. A institution must have good quality of education therefore, the reputation of that particular institution will also be good, quality of education will affect the reputation.	Yes
a. If yes, how much reputation of an university motivate you to study in Malaysia.	3	4	4	4
b. Does the ranking of a university motivate you to study in Malaysia? (Ranking in Malaysia or China)	Yes.	Yes	Yes	Yes
c. Does the academic ability such as lecturers' Ph.D. certificate and research output of lecturers in university motivate you to study in Malaysia?	As long as their Ph.D. certificates are recognized in China, then I think it will motivates me to come here to study.	No	No, actually we cannot even know anything about the lecturers' Ph.D. certificate and research output before come to Malaysia, we will only get some information about that after apply the university.	No
d. Does the famous alumni (senior) in your university motivate you to study in Malaysia?	No.	I had one graduated senior in UTAR, but he does not affected me study here.	No, no alumni in UTAR.	No
e. Is your current university in Malaysia is your 'ideal' university?	No.	No, although I'm satisfied what UTAR providing me, but I would like it more if there are sports classes provided.	No, I will be happier if my course provided in UTAR at Kampar Campus.	No, the assignment, deadline, and too many rules and regulation in this university, university students are having more freedom than us (no assignment), and more entertainment in the university area.
6. Would you consider a university's qualification recognition (ACCA, MQA, Bachelor's Degree Certificate) in your home country when you choosing your study destination? (Local/International Branch)	Yes.	Yes, but actually most of the university in Malaysia is qualified in my home country, such as SEGI, MONASH, TAYLOR, and most of the government universities.	Yes	Yes
a. Did you study in Malaysia because of qualification recognition?	Yes.	Yes	Yes	Yes
b. Would you still choose to study in Malaysia if the qualification is not recognized in your home country but internationally? (choose to work overseas)	Yes, I can graduate here and go to another university to study my Master Degree.	No, although I may work in Malaysia after graduated but there will always have uncertainty, I may go back to China then it will be difficult for me to find job with my high school certificate.	No, will go back to China immediately after graduated.	No, I will miss my family so much if I stay overseas.
7. Does study in Malaysia give you a higher status and a certain prestige?	Study in Malaysia may attract others concern such as lecturer will talk to me after class and my classmate will curious about me but not giving me higher status.	No, study overseas has become common things in China, there is no prestige or higher status found.	No.	No, too much friends study overseas, there is nothing proud.

	1st respondent (XMUM)	2nd respondent (XMUM)	3rd respondent (XMUM)
8. What is the average cost of living in Malaysia and in home country?	My average cost of living in Malaysia is RM1500. I spends more on food, as some restaurants cost around RM20 for each meal and the fruits in Malaysia are more expensive. I needs to spend more than the average if I hangs out with my friends. I think that money spent in the home country will definitely lower than in Malaysia if they did not hang out frequently. It will not exceed RM1000 because the price per meals in their canteen is as cheap as RM5.	Both average cost of living in China and Malaysia are RM2000.	RM1200 in Malaysia every month, and about RM1200 to RM1500 in China.
a. Do you think the expenses in Malaysia are acceptable?	The expenses in Malaysia are acceptable.	Malaysia's expenses are acceptable.	Yes, acceptable.
b. Please give reasons for your answer.	The canteen at the university of China purposely serves students but Xiamen University is following the normal price, therefore Malaysia will spend more.	There is not much difference.	It is similar to my friends who study in Shanghai, China.
9. What is your opinion about the tuition fees of your current university in Malaysia? (Local / International Branch)	The tuition fees in Xiamen University Malaysia are more expensive, around RM23,000 per year. However, it is still acceptable as the other popular university in Malaysia or overseas may cost much more than Xiamen University Malaysia.	For sure, the tuition fees are more expensive than China's university, but as an overseas university and compare with other international branch universities, it is still acceptable.	I think that as a English teaching environment in university, the tuition fees are in a normal range and even cheaper than the other countries (RM40,000 VS RM120,000).
a. Do you compare the range of tuition fees of University in Malaysia before you make the decision to come here?	I had done research on the tuition fees in many universities.	I do not compare the tuition fees in other Malaysia's universities.	Yes, I did compare the tuition fees with other universities.
b. Does it one of the reasons that make you decide to study here?	It does motivate me to study here because as I compare the quality, reputation, and ranking of the university, Xiamen University is such a good choice, therefore although the tuition fees in Malaysia will be more expensive, it is still worth studying here.	It does not motivate me to study here.	I feel that this university is worth the price, so I came here to study.
10. Are there any scholarships, sponsorship, or financial aid opportunities available for you to study in Malaysia?	Every student with a result's ranking of 2/100, 10/100 and 30/100 in each program will provide scholarships annually. The amounts of scholarships are RM4000 for top 2%, RM2500 for top 10%, and RM1500 for top 30% in each program. I tooke the top 30% scholarship before, we have no other sponsorship or financial aid opportunities available.	I did not receive any financial aid.	I took the scholarship RM1500, top 30% of the CGPA per year, but it does not affect my decision to choose study destination.

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	4th respondent (XMUM)	5th respondent (XMUM)	6th respondent (XMUM)	1st respondent (UTAR)
8. What is the average cost of living in Malaysia and in home country?	I think the cost of living in both country is similar, maybe a bit higher in Malaysia but not much different, around RM1200 to RM1500.	Average spend for RM1000 per month in Malaysia, because this is my third year of Bachelor's Degree, I my school work keep me busy and no time for hang out. If in China, the average cost of living will definitely cheaper than in Malaysia, because the food in cafeteria is about RM4, so they will spend about RM600 per month.	RM1000 in Malaysia, because I do not have so much place to spend money besides of food. If in China, different states will have a different cost of living, if in Xiamen, Shanghai, Guangzhou, Shenzhen and Beijing, it will definitely more than RM1000.	RM2000-3000 in Malaysia, China will about one-third cheaper than Malaysia.
a. Do you think the expenses in Malaysia are acceptable?	Yes.	Yes.	Yes, it is consider low costs.	Yes.
b. Please give reasons for your answer.	I think expenses in Malaysia will RM200 higher than China, still in the acceptable range.	The food prices in Malaysia are higher than in China.	If I study in China, I may go the the "key schoo" which located in Xiamen, Shanghai, Guangzhou, Shenzhen and Beijing, the expenses at there will higher than Malaysia.	It is same as I estimated before I coming to Malaysia.
9. What is your opinion about the tuition fees of your current university in Malaysia? (Local / International Branch)	It must be expensive than China, in China, only need about RM20,000 for 4 years; XMUM need about RM24,000 per year.	I think the tuition fees in XMUM are a bit higher than other universities, but it is in the range that I can accept.	I do not have much though towards tuition fees of XMUM, definitely it costs me much more than if I study in China, but it also means that I spend more money of the tuition fees but I can get a better certificate and also the English teaching environment. And also, if I study in Xiamen University in China, I can only choose to study nursing programme that I do not interested in, due to my result in NCEE. Therefore, if I want those university that have a same level as Xiamen University, XMUM is the best university I can choose, tuition fees are not that important.	Expensive than study at China's universities, the higher the ranking of China's university, the cheaper the tuition fees of the university.
a. Do you compare the range of tuition fees of University in Malaysia before you make the decision to come here?	No, I only compare the price of XMUM with the universities in China.	No, I only look at the benefits of studying in XMUM.	No.	Yes.
b. Does it one of the reasons that make you decide to study here?	No, I have been considered for many times that do family need to spend so much on my education, the fees only will act as a restriction for me to come here.	No.	No.	Yes.
10. Are there any scholarships, sponsorship, or financial aid opportunities available for you to study in Malaysia?	No, my family pay all the fees and expenses for my education.	No.	Yes, I got the scholarship from XMUM, every students that in the lists of top 30% can get the scholarship.	No, nothing at all.

	2nd respondent (UTAR)	3rd respondent (UTAR)	4th respondent (UTAR)	5th respondent (UTAR)
8. What is the average cost of living in Malaysia and in home country?	RM2000-3000, my rental is RM1000 in Malaysia. In China, the rental fees may be higher but the food will be cheaper. We always order delivery food at midnight because it is very convenient, so I think the cost of living is almost the same.	RM400-RM500, because I stay at my cousin's house, I no need to pay any rental, electricity or water bill, my daily use no need to pay, even my dinner also eat at his home. If in China, RM1000 to RM1500.	RM1000 include rental fees, my rental fees are RM400 and in my home country, RM1500.	RM1500 include rental fees, my rental is rental but RM1200 in China, a little bit cheaper than Malaysia.
a. Do you think the expenses in Malaysia are acceptable?	Yes.	Yes	Yes	Yes
b. Please give reasons for your answer.	I already here so I have no choice but only can accept it.	I spend less than overall of my China's friends in China and in UTAR.	It is just the currency problem, maybe will a bit expensive here.	Not much different.
9. What is your opinion about the tuition fees of your current university in Malaysia? (Local / International Branch)	It is much cheaper than other universities in Europe and America.	Is a little bit expensive. But I still choose UTAR because it is an overseas university, and it provides me an opportunity to speak English in my daily life.	It is similar with my previous university in China.	It is consider cheap as UTAR is the second best ranking in Malaysia, with English teaching environment.
a. Do you compare the range of tuition fees of University in Malaysia before you make the decision to come here?	Yes.	Yes, I do. Especially UPM, the tuition fees is actually similar in UTAR, around RM50,000.	No	Yes, I did compare the price so that I think it is cheap.
b. Does it one of the reasons that make you decide to study here?	Yes, one of the factors that motivates me to come here.	No	No	Yes.
10. Are there any scholarships, sponsorship, or financial aid opportunities available for you to study in Malaysia?	No, the scholarship of UTAR only provide for Malaysian.	Yes, I came from a small town, so I receiving RMB3000 every year from People's Republic of China's government, according to my result in NCEE.	No	No

	1st respondent (XMUM)	2nd respondent (XMUM)	3rd respondent (XMUM)
11. Which of the following influence you when you made your decision to study in Malaysia?			
a. Family background (Some of the family members staying in Malaysia or they come to visit Malaysia before).	My family members have been travel to Malaysia before and mentioned that the air is fresh here and Malaysian are friendly.	None of my family visit to Malaysia before.	No, do not have family members stay or visit to Malaysia before.
b. Friends sharing their experiences with their university.	No friends study in Malaysia before.	I am the first among my friends to study overseas.	No, do not have friends affects me to study here.
c. Opinions of family and friends (encouragement).	I discussed with my parents and makes the decision together before coming to Malaysia.	They respect my decision rather than giving me their opinions.	No, do not affected by the opinions of family and friends.
12. Tell me about your family's reactions when you decide to study abroad.	My parents make the decision with me, agreed with my decision.	Although my parents do not want me to stay far away from them, they still give me the chance to make the final decision on the study destination.	My father propose this XMUM to me; my mother does not want me to study overseas because I am singleton.
a. Do they worry about your safety or security issues?	As long as in the area of the university, my parents will not worry about my safety issues, because they think that the security system of the university will be as good as in China.	They really worry about my safety issues, but they think as long as I stay in the university area, my personnel safety is assured.	A bit worried, but they do not contact me too frequently to give me more private space and time.
13. Did you refer to the information given by education agents in order to select your university in Malaysia? (educational advisor and consultant)	I did not refer to the education agents but buy a referral book that introduces plenty of University.	After my National College Entrance Examination, my parents and I approach to a professional private consultation, they provide me with all the professional information and let me choose my university among a few institutions. Is a type of consultant.	I do not refer to education agents.

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	4th respondent (XMUM)	5th respondent (XMUM)	6th respondent (XMUM)	1st respondent (UTAR)
11. Which of the following influence you when you made your decision to study in Malaysia?				
a. Family background (Some of the family members staying in Malaysia or they come to visit Malaysia before).	No, my family never go overseas due to busy working.	No, none of them.	No, they went to Singapore but not here.	No, my family does not visit Malaysia before I come.
b. Friends sharing their experiences with their university.	I am one of the first batch of my friends that study abroad, as all my friends are same age or younger than me.	Yes, I have friends in INTI College, and one in Kuala Lumpur area university, I do not remember the name of the university.	No.	I have a friend in INTI College and he advised me to study here.
c. Opinions of family and friends (encouragement).	Yes, my family do encourage me to make the decision to come XMUM, they say do not worry about the tuition fees, choose the university that I want to.	Yes, my family had encouraged me before I make my decision.	No, there are no encouragement, my parents and I discussed together and made the decision.	No, I decide by myself.
12. Tell me about your family's reactions when you decide to study abroad.	They do not have too much reaction, just follow my decision. My parents wants me to make decision by myself, they said that this is the first time that I can make the decision without any restriction.	They worry about my daily life because I never travel alone or stay far away from my home.	Actually come to XMUM do not let my family and I have the feeling of study abroad, because XMUM is a China's university, and also, the duration I fly to Malaysia and the duration I fly to Beijing are the same, 3 hours. Therefore, besides of using the passport, I think there is not much difference.	They feel great and no worry because I have two friends that accompany me to come to Malaysia.
a. Do they worry about your safety or security issues?	No, they feel safe in Malaysia.	Yes, of course, I do not have any friends or someone I know before I come to Malaysia.	Yes, although if I study in China, they will also worry about me.	They feel great and no worry because I have two friends that accompany me to come to Malaysia.
13. Did you refer to the information given by education agents in order to select your university in Malaysia? (educational advisor and consultant)	No, I did not get any information from education agents.	No.	No.	I get information through the professional private consultation of education because my family and I know nothing about study abroad, so we think that take the professional advice is a good choice.

	2nd respondent (UTAR)	3rd respondent (UTAR)	4th respondent (UTAR)	5th respondent (UTAR)
11. Which of the following influence you when you made your decision to study in Malaysia?				
a. Family background (Some of the family members staying in Malaysia or they come to visit Malaysia before).	No, my family come to Malaysia for the first time when I decided to study here.	Yes, my cousin stay here and my family will visit to Malaysia at least once in a year.	Yes, my mother traveled to Malaysia before and think that the environment and climate is suitable for me to study.	No
b. Friends sharing their experiences with their university.	No, I am the first person around my friend to study in Malaysia.	Yes, I got a friend graduated from UTAR, one in Sunway University, and one in HELP University.	No	No
c. Opinions of family and friends (encouragement).	No, they did not encourage me.	Yes, they think that Malaysia is suitable for China students to live and study.	Yes, my mother encourage me to study here after she ended her Malaysia trip.	No
12. Tell me about your family's reactions when you decide to study abroad.	My parents do support me after I made the decision.	They respect my decision, they actually much more happier that I come Malaysia to study as my parents love Malaysia so much.	They feel happy and satisfied.	They respect my decision.
a. Do they worry about your safety or security issues?	Yes, they definitely worrying about my safety issue but they would not text me all the time.	Yes, but not a big deal because my cousin stay here also, any problem they can take care of me.	Yes, I think that Sungai Long is not a very safe place to live, robbery case happened before, the scene of robbery was just around UTAR.	Yes, although UTAR's security guard will go out on patrol everyday but I think that they did not take it seriously.
13. Did you refer to the information given by education agents in order to select your university in Malaysia? (educational advisor and consultant)	No, I did not get any information from education agents.	No	I get information directly through the professional private consultation of education as my family and I already discussed and chosen Malaysia as a study destination.	No

	1st respondent (XMUM)	2nd respondent (XMUM)	3rd respondent (XMUM)
14. Did you choose to study in Malaysia because it is relatively easy to communicate using mandarin?	I did not choose to study in Malaysia because of easy to communicate.	I did not know Chinese in Malaysia using mandarin to communicate, I did worry about the communication problem before coming to Malaysia, I thought they all speak in English only.	Yes, I choose to study here due to easily communicate, my classmate can help me a lot if I do not understand the lecture by translating it to Chinese language. I can always use Chinese language to communicate if I feel that English is too difficult for me to convey the message. Study here can act as a springboard to improve my English level before I pursue for Master Degree in the future.
15. Did you choose to study in Malaysia for international/intercultural experience?	The lifestyle and ways of thinking among the China-Chinese are almost the same, so I want to go overseas to experience a different culture and exotic.	Yes, as China's education and overseas education are different, overseas education may focus more on the practical study, so I think XMUM can provide me a broader perspective of anything that I am studying.	Yes, I choose here to gain more international experience.
a. How do you think this experience will affect your career development and salary?	I think that I may have merit in my future working company, can have the opportunity to join a multinational company and the salary can be higher than the local company.	I think studying in Malaysia will not make my salary higher, but I think this can help my career development by improving English level. Through a new environment, I can explore new cultures and traditions, widen my perspective to see things differently, it may help me to increase my knowledge and enhance my emotional quotient (EQ) to solve the problem in my workplace.	There are many multinational companies nowadays, so the company will stress on the international experience as it affects one person to accept the difference of cultures between colleagues. The company may also think that someone with international experience will be more suitable as a "middleman" to communicate with other countries' companies so the salary also will be higher than others as I'm doing the extra works.
16. Did the easier apply of entry visas promote your decision to study in Malaysia?	Almost all the procedure of entry visa is settled by the university, China-Chinese students only need to get the tourist visa by themselves, and pass up the required documents and passport to the Xiamen University by parcel post.	Did not pay much attention to the entry visa, but I think come to Malaysia is consider convenience as Xiamen University helped us to settle all the procedure.	No, I think the entry visas are similar to other countries, does not motivate me to study here.
17. Did the political conditions (liberal or stable) promote your decision to study in Malaysia?	Consider stable political conditions in Malaysia, and there is rarely seen extremist in Malaysia, lower crime rate, and University provided pick up service for the first time enter Malaysia, therefore, is considered safe.	I think the political problems will occur in every country, but I think studying in Malaysia is not affected by this issue.	No, I think China is safer than Malaysia. The security issues in China is strict, I even walk alone at 2 o'clock in the midnight to eat super.
18. Would you migrate to Malaysia, if you have the possibility to get the permanent resident status?	I will choose to stay in the home country because of the environmental factor, the better security system, future development, and family.	I would not consider migrating because my family and friends are far away, and I will work in my home country after graduation. I am more familiar with the culture in China and get used to it.	No, unless my parents can also migrate and get permanent resident status, as I said, I am a singleton.
a. Do this motivate you to study here?	Nope, not at all.	Does not motivate me to study here.	No.
19. How did you know about UTAR/ XMUM?			
a. What is the marketing effort that builds your awareness to study here? (Internet, Education Ministry)	Internet. After the National College Entrance Examination, the Internet is full of information about the University.	I mostly followed what the professional private consultation advised, I also had gathered some information through the Internet.	Special talks in my town that introduce plenty of universities.
b. Did you get our information through any official channel? (school, teacher of your secondary school, education minister website)	The teacher of secondary school had introduced Xiamen University to me.	I did not get any information through official channels.	No.
20. What do you think about the climate of Malaysia?	I like the climate of Malaysia.	Among the 4 seasons which are winter, summer, autumn, and spring, I like summer the most. Therefore, although Malaysia does not have four seasons, I feel like summer all year round.	In my opinion, the climate in Malaysia is very suitable for me despite it is very hot, my skin conditions in my home country are worst than I live in Malaysia.
a. Do you feel the climate is comfortable for you to live?	Comfortable whether for me to stay.	Comfortable, I would like Malaysia rather than the polar climate in the United States and Canada.	Comfortable.
b. Would it be one of the reasons to restrict you or motivate you to study here?	Do not restrict or motivate me to study here.	I think the climate serves as a bonus to study in Malaysia, not a direct motivating factor.	No, it does not make me want to study here.

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	4th respondent (XMUM)	5th respondent (XMUM)	6th respondent (XMUM)	1st respondent (UTAR)
14. Did you choose to study in Malaysia because it is relatively easy to communicate using mandarin?	I know that it is mix with madarin and English, but I do not come here because of this. I think this is extra benefit for me.	No, I would like to speak English with my classmate to improve my English, so I am not come to here because of easier communicate.	I know local-chinese use mandarin to communicate but this will not affect me to come XMUM.	Yes, I think that communication in daily life could be easier.
15. Did you choose to study in Malaysia for international/intercultural experience?	No, I think that Asian culture is almost the same.	Yes, I think that this is a good experience that I cannot gain if I choose other universities that have a same level with Xiamen University.	Yes, I think this can help me when I want to pursue my Master Degree in Singapore or United Kingdom.	No, I did not think about it, I just wanna come to study my Bachelor's Degree.
a. How do you think this experience will affect your career development and salary?		Of course this can help me in my future career development, some of the company are more interesting to recruit those students abroad.	No, I do not think so.	
16. Did the easier apply of entry visas promote your decision to study in Malaysia?	I do not think that the application of entry visas is easy, although Xiamen University guide us with the procedure but all the application form will need us to fill in by ourself but we just graduated from NCEE, our English skills are not that good, we found that it is hard to fill in the form with English.	No, I do not think the apply of entry visas is easy, the scanning of passport really make me frustrated and we need to send all the related documents to Xiamen University.	Yes, the procedure is easy but it would not affect me to come to XMUM.	I know nothing about it because the professional private consultation done it for me, so I think that easier apply of entry visas does not make me come here to study.
17. Did the political conditions (liberal or stable) promote your decision to study in Malaysia?	If I want to compare the political conditions, I will prefer to study in China, not Malaysia.	I do not consider about the political conditions, only focus about the institution itself.		I think the political conditions in Malaysia does not related to my study.
18. Would you migrate to Malaysia, if you have the possibility to get the permanent resident status?	Although Malaysia is consider a developing country that suitable to work for, I think China is more better for me to compete with each other as China is the second "strong country" in the world now.	Yes, maybe I will migrate to Malaysia if I can work in the company that I want, as the environment is comfortable for me to live, I like the environment.	First, I will pursue Master Degree after I graduated from XMUM, and I will go another country to pursue my Master Degree not Malaysia. However, if I can get the permanent resident status in Malaysia without affect my resident status in China, I will migrate to Malaysia.	No, because family and friends are all stay in China, I will be alone here.
a. Do this motivate you to study here?	No.	No, this will be the consideration only after I had make my decision.	No.	No.
19. How did you know about UTAR/ XMUM?				
a. What is the marketing effort that builds your awareness to study here? (Internet, school, teacher of your Education Ministry)	I go through the Internet to see the introduction of the branches of universities in China, then I realize that Xiamen University has a branch in Malaysia.	I read from the book that introduce the universities, and then my mother help me to call Xiamen University to know more about the details and information in XMUM.	Actually I do not know about XMUM, I had plan to go to Xiamen University before this, but unfortunately, my result is worse than I had imagined. Then I go for the plan B, searching through Internet to get any university that is similar to Xiamen University, then I found XMUM.	No, all information was provided from the professional private consultation.
b. Did you get our information through any official channel? (school, teacher of your secondary school, education minister website)	Yes, I do go through the official Xiamen University website to get more information about XMUM, at that time I know that we need to take part in IELTS before graduated.	No, my high school did not recognized the qualification in XMUM, XMUM is not popular, many of us do not know about the branch of Xiamen University.	No, I remember that I already made my decision before I receive any information from my high school, although there were speech provided to introduce those university listed in Project 985 and Project 211.	No.
20. What do you think about the climate of Malaysia?	Xiamen, China hot than Malaysia.	Yes, I think the climate is better than in the north of China.	Climate is comfortable, suitable to live.	Not much opinion about the climate.
a. Do you feel the climate is comfortable for you to live?	Not comfortable, hope Malaysia's temperature can keep at 25°c	Comfortable.	Yes.	Not comfortable as what the weather forecast said will not true sometimes, it will rain suddenly.
b. Would it be one of the reasons to restrict you or motivate you to study here?	No, it does not affected me.	Yes, I had consider about the climate before I come to Malaysia but this is not a big issue.	No.	No, does not play a part in my decision of study destination.

	2nd respondent (UTAR)	3rd respondent (UTAR)	4th respondent (UTAR)	5th respondent (UTAR)
14. Did you choose to study in Malaysia because it is relatively easy to communicate using mandarin?	A part of the factors, because previously my marks in NCEE can let me to go into University of Malaya but I did not ... because the local-chinese students in that university is lesser, so I prefer to study here because I can ask local-chinese students if I do not understand the English.	No, although is easy to communicate but this does not affect me at all.	No, I know that Chinese in Malaysia can speak Chinese language, but I do not know there is full of Chinese students in UTAR.	Yes, I had been searching information through Internet, they recommended China-Chinese students to go to Malaysia or any country that speak Chinese as well while using English education. This is due to many students abroad in the native English speaking countries said that they are suffering there because they cannot speak fluent English but none of the local people understand Chinese. Therefore, I want to study in Malaysia and Singapore, but due to the higher cost living and tuition fees in Singapore, I choose to study in Malaysia.
15. Did you choose to study in Malaysia for international/intercultural experience?	No, if I want to learn intercultural experience, I will prefer to go to non-Asian country.	No	Yes, I think that study overseas can learn something new and different, the communication way, the food, the thinking way, and others as well.	No, I know I can gain international/intercultural experience but it does not affect me to study here.
a. How do you think this experience will affect your career development and salary?			Yes, I think gaining more knowledge and experience can act as materials and give me more ideas to design because my course is graphic design. Salary will of course higher if I have creative design.	
16. Did the easier apply of entry visas promote your decision to study in Malaysia?	I did not consider about application of entry visas, all of the procedure are done by my teacher in high school.	No, the process China people apply entry visas in many country is the same, so there is no big difference for me.	No	No, I will not be affected by the easy or hard visas progress, as long as I want to come here.
17. Did the political conditions (liberal or stable) promote your decision to study in Malaysia?	No concern about the political conditions in Malaysia.	Yes, because my family will worried about me if the political condition are not stable.	Yes	Yes, I would not go to somewhere got war or any places with turbulent.
18. Would you migrate to Malaysia, if you have the possibility to get the permanent resident status?	No, because I only know ChengDu, China is very convenient to people to used those public transport, such as ShareBike by just scanning the Wechat Pay. In Malaysia, I only can take bus or Grab to go somewhere very near, and it is quite expensive if compare to China. Also, the payment methods here usually are using cash, very rare have Alipay and Wechat Pay. Lastly, the food delivery in Malaysia is not available after 12 midnight, but in China, we are 24 hours.	Yes, because I feel that Malaysia is kind of my second home, it is comfortable for me to stay and work.	No, I come to Malaysia only for study.	No, I will choose to stay with my family, I even miss them from the first day I reach UTAR. So I will get back to China after graduated, will not stay in Malaysia.
a. Do this motivate you to study here?	No.	No, this is something will happen in the future, will not affect me when choosing institution.	No	No
19. How did you know about UTAR/ XMUM?				
a. What is the marketing effort that builds your awareness to study here? (Internet, Education Ministry)	Special talk in my high school is my first impression towards UTAR.	Internet	UTAR was introduced by a private education organization, they are focusing who want to study abroad to Malaysia. They said that UTAR is the best choice in Malaysia, therefore I come here.	Internet.
b. Did you get our information through any official channel? (school, teacher of your secondary school, education minister website)	My teacher in high school do advised and encouraged me to study here.	No	No	Yes, I go through the education minister website to understand about the qualification recognition of UTAR.
20. What do you think about the climate of Malaysia?	I need to bring umbrella everyday to avoid the heavy rain, sometimes it is not very useful even though I have umbrella because the wind is too strong.	I stay in Guangdong, China, exceed 50% of our time in a year is summer seasons, our spring and autumn is very short, shortest is 2-3 days, longest is 2-3 weeks. So I think that the climate here is similar with my home.	Nice, it is more likely having 4 seasons everyday because of the temperature changing, morning is autumn, afternoon is summer, evening is spring and midnight is winter.	It is more comfortable than summer but less comfortable than spring in my home country.
a. Do you feel the climate is comfortable for you to live?	Not comfortable for me.	Yes	Yes	Yes
b. Would it be one of the reasons to restrict you or motivate you to study here?	No, I think it is a minor part that I do not consider.	No, it is an extra benefit.	Yes, it motivate me to study here.	No, it does not affect me to choose my institution.