Do Chinese Students Study in Malaysian Higher Education Institutions? Few Perspectives to Ponder

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ABSTRACT

This research aims to discover the perspectives influencing Chinese students to study in Malaysian higher education institutions. The number of countries competing for Chinese students is continuously increasing. A semi-structured one-on-one interview was employed in this research to satisfy the researcher's needs. Three officers from the government agency responsible for internationalizing Malaysian education are present at this stage. These officers have at least five years of experience working for this organization. They were approached immediately and asked to participate in in-person interviews. The interviews were done at their office, each lasted around an hour. Structured and unstructured questions were asked during the interviews. Students in Malaysia consider a school's ranking and reputation while selecting a university. The government's most renowned educational institutions requested that the Chinese student investigate the reputation and ranking of Malaysian educational institutions. Most Chinese parents know that the Ministry of Higher Education in Malaysia evaluates the ranking and reputation of universities.

Keywords: *Higher education institutions, China, Malaysia*

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INTRODUCTION

Globalization and the knowledge-based culture have increased demand for globally recognized degrees (Abbott & Silles, 2016; Law, 2018; Hussein et al., 2022; Lim et al., 2011; Hussein et al., 2022). Private HEIs regard postgraduate and undergraduate students as economic opportunities that produce foreign cash. Globalization has increased the mobility of foreign students (Ahmad & Shah, 2018), which is boosting the internationalization of Malaysian private universities. Private institutions have also helped create human capital and promote national unity and cohesion. Many Chinese students who study in sophisticated countries wish to remain. Globalization and the internationalization of education have caused a persistent brain drain (Ojo et al., 2016; Zhang & Dai, 2017; Ahmad & Shah, 2018). Growing competition for talent from developed and emerging countries. Changing ageing demographics and poor replacement rates in rich countries have led to the movement of talent from underdeveloped countries. On a global level, the phenomenon is not a decline in human talent but a rebalancing of talent among countries, although emerging countries have considered.

Although globalization of education has made inroads into local educational frameworks, there are constraints to a worldwide free market due to local institutional arrangements (Azam & Moha Asri, 2015; Tham et al., 2017; Udriyah et al., 2019; Dammak et al., 2022). Unshackling and simplifying national institutional systems will need global coordination.

Singapore, Indonesia, Thailand, China, and Cambodia are competing with Malaysia to recruit Chinese students. As competition is severe, PHEIs in Malaysia must design innovative ways to acquire competitive advantage based on three main factors: branding and image, physical features of education including location and facilities, and mode of delivery. Chinese students are studying more in China. This is because China is the world's largest commerce consumer and provider. China has surpassed the US in a number

of tertiary institutions. World-class colleges abound. China's rapid growth has made it an important source of education for Chinese students. Its economic prosperity draws students from throughout the world to do research and learn its language.

More countries are trying to lure Chinese students to study in their institutions. Due to the competitive market, attracting prospective Chinese students has led many HEIs to pursue a number of initiatives. Singapore, Thailand, and Hong Kong have drawn thousands of Chinese students (Jon et al., 2014; Illangakoon et al., 2021; Ismail et al., 2022; Rajapakse et al., 2022). Like Malaysia, these countries market themselves as education centres. Malaysia is seeking to recruit Chinese students to invest in their local HE in country to become the top country for Chinese students to finish their HE. Existing study on PHEIs and foreign student influx into Malaysia focuses on undergraduate demand and is obsolete (Shan et al., 2013; Tsai et al., 2017; Zhang & Dai, 2017). Identifying the demand and developing ways to manage and improve PHEIs in Malaysia requires research.

Existing Malaysian literature focuses on Chinese undergraduates. Build on the current choice model and theory to design a better model to describe Chinese students' choice and decision making process in undergraduate and postgraduate programmes in Malaysian private higher education institutions (PHEVs). College and university policymakers will benefit from understanding the Chinese student's PHEI choosing process and increase their number of recruitment by improving their strategic planning, marketing communications, and recruiting strategy for undergraduate and postgraduate programmes. This critical information will help PHEIs understand the most significant student decision-making factors and offer the correct information to the right person to maximize the university's saleability (Lim et al., 2011; Liu et al., 2018). College and university administrators should improve their recruiting method to increase internationalization.

This research aims to explain the criteria of Chinese student recruiting students that may improve Malaysian PHEIs and to understand the elements of internationalization activities that can make Malaysian PHEIs more competitive in the present globalization trend.

LITERATURE REVIEW

Recent increase in higher education has had an effect on HE markets (James-MacEachern & Yun, 2017). In spite of the fact that the international education market is more fragmented and unpredictable than the domestic market, the same essential operational and strategic capabilities are necessary and may be used so long as they are consistent with the high degree of sophistication and complexity of the sector. Higher education marketing may be able to aid an educational institution in building a recruitment strategy that is competitive to prospective and qualified students (Azam et al., 2021). For contemporary institutions, marketing has become an essential activity in the market in order to satisfy human needs. In order to be successful, higher education institutions, like any other business sector, must define their market and receive enough money, which must then be translated into relevant programmes, services, and ideas (Abubakar et al., 2014).

Professional marketers can explain, articulate, and manage this discussion. In addition to studying and analyzing the other party's requirements, the seller must develop a desired product, adequately explain it, and provide it at the right time (Kotler and Fox 1995).

The primary relationship between this literature review and the research objective (to examine the relationship between institution branding, significant other factors, and other marketing communications that can influence Chinese student choice for specific public higher education institutions) is best explained by the various marketing communications that any institution may employ.

It is essential to recognize that a school's reputation may impact prospective students' college selections. Ideologically, many politicians and government officials believe that market competition may result in a more efficient and responsive interaction with stakeholders. The marketization of higher education is a challenging process since any meaningful system will reside between market and non-market extremes. There is a global trend toward incorporating price competition as a pseudo-market into academic research (Abubakar et al., 2014). Byker (2019) claimed that the demand for education, especially higher education, has

always been fueled by the belief that it may improve the graduate's economic and social position. Christensen and Kowalczyk (2017) said in their paper titled "Choosing Your Institution" that students should evaluate options outside of their academic studies and investigate topics outside the university's infrastructure.

As universities compete for students, marketing higher education is essential. Higher education marketers must understand the viewpoints and expectations of students. It is essential to understand which service features potential students appreciate the most. After high school, choosing a college or university is a crucial choice for all students. Various criteria impact a student's choice of a higher education institution, according to the research.

Physical environment and established college qualities impact a student's selection of an institution of higher education (Pyvis& Chapman, 2007). Ahmad and Shah (2018) found that the quality of facilities influences the study choices of students.

The most significant aspect of a facility is the social life of the university and neighbouring towns. The preferences of students are influenced by library resources, computers, and study spaces (Cardwell, 2020). Social media may portray the social life and physical surroundings of the university. This gives users with a virtual institution experience.

Academic reputation and institution image are potential students' opinions, thoughts, and perceptions (Kotler and Fox, 1995). Their perception of the institution's reputation and image is based upon word-of-mouth, previous experience, and marketing (Chigisheva , 2015). Students in the field of education are sceptical and cautious while choosing institutions (Abubakar et al., 2014). Higher education institutions require a unique image to succeed in the education industry (Cardwell, 2020). A institution's image may influence its selection.

Prospective students feel that course and career information is the most crucial consideration when selecting a college. According to Abubakar et al. (2014), Chigisheva (2015), and Cardwell (2020), prospective students put a premium on learning about study disciplines and information options (Chigisheva, 2015; Cardwell, 2020). Information obtained will be utilized for decision-making.

The choice of a student to study is influenced by personal and social relationships. Students' choices are influenced by parents, other family members, and peers (Chigisheva, 2015; Ahmad & Shah, 2018; Cardwell, 2020). High school teachers also have an impact in college choices (Chapman, 1986). When selecting a college, students consult with family, friends, classmates, teachers, counsellors, and college recruiters.

Students use a variety of information while selecting a college (Alfattal, 2017; Cardwell, 2020; Hussein et al., 2022). Students agree that university websites are the preferable source of information. According to Alfattal, university students in Malaysia and other countries depend extensively on university websites for information (2017). Friends, parents, student counsellors, and education fairs were also important information sources.

Future university students make limited use of social media, such as sharing or actively contributing content like product reviews and blog comments (Byker, 2019). To attract and retain students, higher education marketers must know their perspectives and expectations. Many factors impact the choice of Chinese students to study abroad.

In the 1980s, a journal in the United States began providing university rankings and reputations. Higher education has garnered more respect and earned a better reputation in tandem with the rise in the number of students enrolled there. A ranking is a league table that describes an institution's rating that was produced using the institution's data or their objective as quality criteria to separate them from their rivals, as stated by Alfattal (2017). This rating was issued using the institution's name. Christensen and Kowalczyk (2017) discovered that the reputation and ranking of a university are important factors for Chinese students when choosing a school.

The vast majority of students in China are curious in their schools' relative positions in various rankings for a variety of different reasons. There are several benefits that come with attending a reputable institution. This is as a result of the fact that the rating will simplify and explain the student's perception of a due institution, it may help clarify issues for interested parties outside

of the higher education sector, it can offer the institution free advertising and encourage it to improve its quality, and it can offer the institution free advertising and encourage it to improve its quality.

However, rankings may create a deceptive impression of a school's quality and present position, and they may encourage students and institutions to chase unreachable objectives. The institution of ranking is to display the quality of an institution to prospective students and other institutions.

The institution's quality is determined by the number of competent administrators and academic teachers. When an institution hires highly skilled and competent employees, it may achieve larger achievements and provide superior service to students and the institution (Le et al., 2018). She said, based on their research, that institutions should recruit more competent academic staff in order to improve their brand and provide better education to students.

In support of this, Levy et al. (2015) found that Chinese students would also examine the quality of the teaching staff prior to enrolling in a certain institution, since studying at an institution with quality officers or academic teaching staff may give them more satisfaction.

Tuition and the cost of living are the costs of education for Chinese students. While the majority of Chinese students who study abroad come from rich backgrounds, many are not. Even the most current study based on Liu (2003) reveals that rich students are more likely to study abroad than disadvantaged students, but research also indicates that the cost of education is a significant consideration when Chinese students opt to study abroad. According to Mihut et al. (2017), Chinese students in Indonesia evaluate the cost of education when deciding where to study abroad.

Due to cost, a family's incentive to pay tuition and support a Chinese student's living costs abroad may wane; countries may provide scholarships to entice Chinese students. Chinese students choose a host nation that is not too far from China, since the larger the distance, the greater the logistical expenditures (Moreno et al, 2015).

Migin et al. (2015) discovered that programme availability can influence Chinese students' decision to enrol in Malaysian private higher education institutions because the programme they are interested in may not be available in their home country and they are willing to study in Malaysia if the programme quality is higher or internationally accredited.

According to Maharaja (2018), it may be challenging for certain Chinese students to locate an adaptable degree programme that matches their needs. Probably, the curriculum that Chinese students choose will benefit their future employment, way of life, and social position (Medvedeva, 2015).

A variety of factors, including family, agents, and friends, may inspire Chinese students to study higher education abroad. According to Lupele and Sisitka (2014), family supervision is highly valued by Chinese students. Teachers, advisors, and counsellors may also persuade Chinese students to study overseas (Liu, 2003).

Multiple key factors may be used in Malaysia to attract students to higher education (Zhang & Dai, 2017). These include the nation's reputation and perception, the quality of its institutions, recommendations and simple word-of-mouth remarks amassed over the country, the overall quality of the education, and the endorsement of the student's parents or guardians (Zhang & Dai, 2017). To maximize a university's marketing influence, it is essential to understand the following factors: (Kotler and Fox 1995).

Malaysia has a good reputation, and its future is bright (Kotler and Fox 1995). The Malaysian government has worked relentlessly to improve the country's worldwide reputation, therefore attracting a significant amount of foreign direct investment (FDI) (McBurnie, 2001).

Far Eastern education systems have a reputation for falling short of U.S. countries. Malaysia has fulfilled this requirement by becoming a destination for HE. In comparison to other countries, this one is a significant country (Kotler and Fox 1995).

Malaysia's reputation has developed as a result of the above-mentioned factors (Law, 2018; Merry, 2020). The reputation of Malaysian higher education illustrates that success breeds success. For future admissions, the short history of Malaysian higher education provides students with valuable experience (Law, 2018). As said, foreign direct investment has spurred Malaysia's domestic market and encouraged infrastructural

development. The facilities at colleges and universities are now rather extraordinary (Tham, 2013). These amenities have drawn eminent academics and lecturers to the nation's higher education institutions, therefore boosting the quality of teaching (Zhang & Dai, 2017).

These are the key attractions of Malaysia for Chinese college students. According to the research, the aforementioned qualities are continuously at the top of the wish lists of Chinese students when they rank the most important decision factors (Tham, 2013). Additional, less important factors must be provided. These characteristics include the country's market profile, its selection of courses, its offshore learning programmes, the expertise of its staff, its high level of innovation, the number of countries, the size of its alumni base, and its marketing and promotion activities (Zhang & Dai, 2017).

RESEARCH METHODOLOGY

In this study, a semi-structured one-on-one interview was used, and the sample was drawn from the same sample population as before, but it consisted of individuals who had opted out of taking part in the survey responders group. A one-on-one interview was carried out for the aim of this study, and it was based on the results of the self-administered questionnaire. The purpose of the sample size is to achieve maximum data production while also reducing the number of challenges presented by the transcribing process. Because of this, the sampling method used in this study is convenience sampling, which may readily satisfy the researcher's primary requirements.

The researcher had used the strategy of convenience sampling in order to acquire her sample for the purpose of this research data collection. This was done to aid the researcher in getting the data. Convenience sampling is a type of non-probability sampling in which members of the sample meet the criteria that the researcher had request for, such as they can be easy to access, geographical proximity, time availability, and willingness to participate in the research. Other types of non-probability sampling include random sampling and stratified random sampling. On the other hand, convenience sampling is used most of the time when the researcher also has the opportunity to readily evaluate the sample being collected (Azam et al, 2021). We brought in three officers from the government agency that is responsible for the internationalization of education in Malaysia so that we could complete the data gathering stage. These officers have a minimum of five years' worth of experience working for this particular organization. They were asked in a forthright manner and requested to participate in in-person interviews. Each interview lasted around an hour and was held in their workplace, where the interviews were done. Questions, both structured and unstructured, were asked during the interviews that were conducted.

RESEARCH FINDINGS

For the interviews with the government officers, three government officers who were currently working in the Ministry of Higher Education in Malaysia who mainly focus on the internationalization of higher education market were selected. The officers were e-mailed directly and were asked for a 45 minutes to 1-hour interview session with the researcher. The government officer interviewed was in the industry for more than 5 years. Since the objective of the study was to identify the critical factors of internationalization of the higher education market for private higher education institutions in Malaysia, the information received from the respondents was important. A total of 9 questions with one final remark were put forward to the respondents.

From these interviews, the researcher found more in depth information on what the Ministry is doing for the internationalization activities and gather information on their future planning for the higher education market in Malaysia. Through these interviews, the researcher was able to clarify a few doubts pertaining to matters related to internationalization activities that are conducted currently and planned for the future. In the interviews nonverbal cues were also captured. All these nonverbal cues add valuable information. It is hoped that the government offices answered the researcher sincerely.

On the question on the future of Malaysian higher education, few interesting points had been stated by the respondents on their personal capacity on future of the industry. Their views could be classified into four major aspects; local university

ranking, country trust, affordability and the increasing number of Chinese students.

The Malaysian higher education is improving, and the local universities' ranking had increased from time to time. For example, 6 local universities in Malaysia have ascended in the Global Asia University League ranking. This is seen as a positive sign for the improvement in the Malaysia education system.

The quality and quantity of research output among the local universities has increased tremendously. This had shown the competitiveness of the university had increased and going in the right direction. One interviewee also hopes that the universities in Malaysia will increase their research output in order to increase their ranking better in the future.

All the interviewees agreed that the countries reputation is increasing over time. Currently there are 11 foreign university branches opened in Malaysia. This shows that the foreign investors also trust Malaysia as a country they can do business in. Furthermore, the partnership activities the government had done globally have also managed to spread word of mouth information to the potential students. Being a very peaceful and stable country, Malaysia holds a positive reputation globally.

The government is very committed to increasing their higher education expenditure by doing more partnerships with other Asian countries like Hong Kong, Singapore, Indonesia and Japan. This partnership will be a platform for the Malaysian universities to gain more trust and increase their research activities.

One interviewee mentioned that the higher education cost is still affordable for the local and Chinese students compared to studying in another country. The cost of living is also low compared to other Asian countries. These give Malaysian universities a competitive edge. Another interviewee said that higher education in Malaysia is not only affordable, but the quality of education that is being offered is value of money.

Gauging by the way the number of Chinese students' number is growing, the future of Malaysian higher education is bright. This had shown that the Malaysian higher education can compete globally and can be competitive in the Chinese student market. The influx of Chinese students shows that the students trust the Malaysian higher education because if not it is a risk for them to invest their education in another country.

For this question, the researcher's aim was to understand more in depth on the strategies that the government had used in order to successfully attract the Chinese students to come and study in Malaysia higher education. From this question, 5 points emerged; realigning the scholarship for the Chinese students, increasing education brand, country target, reorganizing the immigration procedure and globalized online learning.

One of the interviewees had pointed out that the government is in the process of realigning the scholarships in order to attract more Chinese students to study in Malaysia. By this exercise, the government will push for more internationalization activities within other countries to participate in the new system that the government is planning to implement. The scholarships will also be offered to Chinese students who are interested in doing their postgraduate studies in Malaysia. This will also create awareness among another Chinese student in Malaysian higher education scholarship opportunities.

Another point highlighted by one of the interviewees was that the government is trying to upgrade the higher education brand globally through international promotion activities and pushing the local universities to improve their ranking to be more competitive in the international market. The exhibitions that the Ministry had participated globally had also made its higher education known worldwide.

Two years ago, the Ministry of Higher Education opened a new department called "Education Ministry Global Service" (EMGS). Its function is to work as a middle organizer between the Ministry and the higher education institutions in terms of recruiting and handling the Chinese students.

EMGS also works as the immigration office for visa application or renewal of visa procedures in their office. The EMGS will regulate the Chinese students' arrivals. There have been many fraudulent entrances in the past. EMGS is also trying to expedite the immigration process and

make it easier for the Chinese students to come and study in Malaysia.

According to one of the interviewees who work in EMGS, there are plans to create a national arrival centre at the airport that can assist the Chinese students upon arrival. EMGS will assist the government in terms of monitoring, tracking and reporting the Chinese student while they are in Malaysia.

All the interviewees had pointed out the fact that the government is pushing the institutions in Malaysia to focus more in online learning. Many Chinese students had come out with the suggestion that the Malaysian higher education could be based on online learning as this will help them save cost of travelling to Malaysia for their higher education studies. For this, the government is building capable academic community and e-learning platform to coordinate and focus on the content development and delivery. This afford will help the government to achieve their target by providing global online learning. The interviewee also mentioned that online learning can be through many channels like video conferencing, live streaming and massive open online courses that can be easily accessed by the Chinese students.

However, one interviewee commented that this globalized online learning will be at risk if it is not monitored well as it could lead to fraud and cheating. The quality of education should be jeopardized in any way.

The policy for the pre arrival procedure remains the same over the years. The institution needs to be aware of the Chinese students' recruitment policy; whether the students understood the terms and conditions to enter Malaysia for their higher education. One interviewee mentioned that the institutions need to always get updates from EMGS on the policy update. The institutions need to make sure the students whom they are accepting have enough funds to enter Malaysia for their higher education.

EMGS is the agency that holds absolute responsibility in approving visas for the Chinese students. The visa application remains the same, but since EMGS was established, the procedure needs to go through the EMGS agency which will process and approve all foreign students' visa applications. The institutions are being advised regularly to follow the policies that are being made by the government or through EMGS to avoid their institutional license being revoked.

The most important reason pointed out by all the interviewees was cost. Cost has been the biggest reason why many Chinese students choose Malaysia as their higher education destination. According to one of the interviewees, the Malaysian higher education tuition fees are much lower than other neighbouring countries and that the quality of education being offered in Malaysia is worth the cost that the students pay. All the interviewees considered that the cost of living in Malaysia, in terms of accommodation, food and transportation is still low and very affordability for the Chinese students. Currency exchange in Malaysia is also favourable compared to other neighbouring countries.

The second reason is that the Chinese students wanted to explore different experiences in their higher education journey. It seems that the Chinese students choose Malaysia because of the diverse culture that Malaysia offers. This made the Chinese students more attracted to experience and learns personally. Many of the universities have a large number of Chinese students from all over the world. This gives a potential for Chinese students to make friends with other Chinese students from another country.

The third point that was highlighted was tourist attraction. Shopping in Malaysia is heaven compared to other neighbouring countries. One interviewee explained that Malaysia offered a wide range of shopping choices from western brands to the local brand for the Chinese students to choose from. Even the islands in Malaysia are listed as top islands in Asia. This had made the Chinese students to choose Malaysia and at the same time explore the beauty of Malaysia.

Due to Malaysian diversity, even the food choices are full of options. The Chinese students are open to a variety of food in Malaysia from Western, Malay, Indian, Thai, Arab and many more. The Chinese students know that while studying in Malaysia, food is not a big issue for them. Food in Malaysia is also cheap compared to other neighbouring countries. Assess to food outlets is also made easy by the efficient public transport in Malaysia.

The universities rankings and reputation is one of the important reasons. Most Chinese students

will choose their higher education institution based on ranking or reputation. Malaysia has few universities that is being ranked top 100 in the Asia university ranking. One interviewee mentioned that the good reputation that Malaysia universities have had also attracted the Chinese students.

The private higher education institutions also provide the Chinese students with scholarships or financial schemes for those who need assistance. This scholarly activity that had been introduced by the private sector had managed to attract more Chinese students to come and study in Malaysia. One interviewee mentioned that the private sector is very optimistic about finding more ways to attract the Chinese students to come to Malaysia.

CONCLUSION AND RECOMMENDATION

All interviewees felt private higher education should promote itself internationally (Rachmawati et al., 2019; Azam and Yusoff, 2020; Azam et al., 2020). Prospective Chinese students may view more information and friendlier alternatives on the private university website. Private universities have more options because of social media promotions. Social information is the best method for Chinese students to learn about Malaysian universities.

Private higher education institutions need to offer more placement and interesting courses, said an interviewee (Azam et al., 2014; Haur et al., 2017; Katukurunda et al., 2019; Dewi et al., 2019; Nguyen et al., 2019). One respondent said the government is merely a policymaker, not a private university promoter in Malaysia. The government has provided private institutions with guidelines. This guideline attempts to change the higher education system to attract more Chinese students. This guideline includes higher education goals.

All interviewees said the government gave support via its national education website, which has direct linkages to private institutions in Malaysia. Providing these connections will prevent misleading information to Chinese students and be a direct promotion for private universities in Malaysia. Many prospective Chinese students visited the Ministry website before private university websites to prevent fraudulence information.

The government has traditionally encouraged private sector participation in international exhibits (Maghfuriyah et al., 2019; De Silva et al., 2017; Kuruwitaarachchi et al., 2019; Pambreni et al., 2019). Government-sponsored international exhibits let private universities promote themselves. One participant stated the Ministry had 13 overseas offices to promote private universities.

Private institutions engage several marketing initiatives to attract Chinese students. For this marketing question, the researcher wanted to know how to improve a private higher education institution in Malaysia. Private higher education can improve two main advances, according to the government.

First, increase promotions to raise Chinese student awareness. Private colleges must promote themselves more. One participant advised private higher education institutions promote themselves using billboards and newspaper ads in foreign countries. Another participant advised private institutions go to foreign schools to recruit Chinese students. This helps develop trust and connections.

All interviewees believed that private universities must increase their research output to compete with public universities. One participant said that private universities should focus on research as well as profit. Private higher education institutions in Malaysia may improve their ranking and reputation. It will increase their brand reputation.

Another noteworthy proposal from the interviewees is that private higher education institutions could collaborate with reputable universities or firms from other countries. This would make universities more recognized worldwide and promote universities in other countries. One respondent said that more private universities in Malaysia are partnering with universities from Japan, Indonesia, Australia, the UK, the US, and more. This action increased university internationalization. It would improve the institutions' standards and reputation. From this question, the researcher aimed to understand the status of Malaysian PHEIs compared to their countries.

One respondent said Malaysian private higher education is on the right track and competitive. There are pros and cons compared to

neighbouring countries. According to interviewees, Malaysia's education prices and living costs are still affordable compared to neighbouring countries.

Malaysian private higher education offers more placements for Chinese students than neighbouring universities. In Singapore, top universities do not admit Chinese students. Another advantage is that higher education in Indonesia and Thailand is primarily in the indigenous languages. Malaysia will attract more Chinese students with its private higher education direction (Chun et al., 2019; Yang et al., 2019).

Moreover, government personnel assert that the government has helped institutions become more competitive. The Malaysian government sponsored conferences and seminars to educate institution administrators on internalizing the market for higher education. The government may support extra awards competitions for the institution in an effort to promote performance. This may enhance the reputation of the institution among Chinese students. Recognition means higher quality, a better reputation, a higher position, and the distinctiveness of a brand. This may facilitate the institution's recruitment of Chinese students and increase its competitiveness. Institutions and the government must continuously study Chinese students in order to get the most current information.

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