Factors Influencing Chinese Students to Study in Malaysian Higher Education Institutions: A Conceptual Underpinning

Liu Rong[1] , Ali Khatibi[2], S. M. Ferdous Azam[3], Jacquline Tham[4]

[1]E-mail: 1243512744@qq.com, [2]E-mail: alik@msu.edu.my, [3]E-mail: drferdous@msu.edu.my, [4]E-mail: jacquline@msu.edu.my

Management and Science University, University Drive, Off Persiaran Olahraga, Section 13, 40100, Shah Alam, Selangor, Malaysia

ABSTRACT

This conceptual underpinning research is being conducted with the intention of identifying the factors that influence Chinese students to study in higher education institutions in Malaysia. The rapid expansion of higher education institutions around the globe has led to an increase in the level of rivalry between these institutions; as a result, the majority of HEIs are fighting for their very existence. The number of countries that are competing to accept Chinese students is growing rapidly. When choosing a university in Malaysia, students took into consideration both its ranking and its reputation. The government's most prestigious educational institutions had requested that the Chinese student investigate the reputation and ranking of Malaysian educational institutions. The majority of the parents of Chinese students are aware that the Ministry of Malaysian Higher Education routinely reviews the rating and reputation of Malaysian higher education institutions.

Keywords: *Conceptual underpinning, Influential factors, Students, Higher education institutions, China, Malaysia*

DOI Number: 10.14704/nq.2022.20.9.NQ44363 **Neuro Quantology 2022; 20(9):3141-3152**

INTRODUCTION

More and more countries are moving quickly to attract Chinese students to study in their institutions. Due to the current competitive market, attracting potential Chinese students has led many higher education institutions to take various actions (Lim et al., 2011; Hussein et al., 2022). Southeast Asian countries like Singapore, Thailand and Hong Kong have successfully attracted thousands of Chinese students to higher education institutions. These countries also promote themselves as global education hubs like Malaysia (Abbott & Silles, 2016; Law, 2018; Hussein et al., 2022). It has already been demonstrated that Malaysia is trying its best to attract Chinese students to come and invest in their local HE, with the target of being the prime country for Chinese students to complete their HE.

Public higher education institutions face an additional challenge within the higher education industry of sustaining themselves by raising their funding, especially when compared to a fully funded government university (Azam & Moha Asri, 2015; Tham et al., 2017; Udriyah et al., 2019; Dammak et al., 2022). With the increasing trend of Chinese students coming to Malaysia to gain a HE qualification, public higher education institutions have the advantage of seeing it as an opportunity for their institute (Ahmad & Shah, 2018). Common marketing problems need to be identified and resolved in order for the public higher education institutions to turn their promotional activities to benefit the university by attracting these Chinese students (Ojo et al., 2016; Zhang & Dai, 2017; Ahmad & Shah, 2018).

In the Higher Education market, it is a significant challenge for public higher education institutions to compete with each other in the international market concerning attracting Chinese students. With the current market situation, due to internationalisation, it is forecasted that by 2025, a total of 7.2 million students will be seeking foreign education (Pham et al., 2017).

The existing literature on public higher education institutions and the international inflow of

students into Malaysia is focused on undergraduate demand, and much of the published literature is now outdated. Therefore, it is crucial for research to help identify the demand and identify strategies to manage and improve public higher education institutions in Malaysia. The existing literature, in the Malaysian context, is mainly focused on Chinese students at the undergraduate level. There is a need, therefore, to build on the existing choice model and theory to develop a better model to explain the Chinese students' choice and decision-making process in undergraduate and postgraduate programs in Private higher education institutions in Malaysia.

College and university policymakers will benefit by knowing the Chinese student's public higher education institutions' choice process and thus increase their recruitment by refining their strategic planning, marketing communications, as well as their recruitment strategy for undergraduate and postgraduate programs (Tsai et al., 2017; Zhang & Dai, 2017). This crucial information will enable public higher education institutions to be more aware of the most critical aspects of the student decision-making criteria and thus provide the correct information to the right individual to maximise the saleability of the university. College and university administrators interested in increasing their internationalisation activities can further improve their current recruitment system.

Furthermore, this research aims to underpin the criteria of recruitment strategy of Chinese students that can improve the Malaysian public higher education institutions and understand the factors of internationalisation activities that can persuade the Malaysian public higher education institutions to be more competitive in the current globalisation trend.

While it is anticipated that this study will add to the knowledge of how the internationalisation of higher education marketing impacts Malaysia, it can also add to the base of understanding of the factors relating to international students' choice of public higher education institutions (Shan et al., 2013). It is also hoped that the results will help to motivate public higher education institutions to focus specifically on how to sustain their internationalisation of higher education marketing and identify the significant influencing factors that attract undergraduate and postgraduate Chinese students to study in Malaysia (Lim et al., 2011; Zhang & Dai, 2017; Liu et al., 2018).

This research will help reveal some of the current probable marketing methods for attracting Chinese students in different institutional behaviour in a certain market. It can also provide beneficial facts that lead rational decision-makers to make better and more effective decisions for their institute. These research findings can contribute to the long term planning of any institution that operates within the same business activity.

Also, in order for this potential Chinese student to study in a particular Malaysian public higher educational instititions will somewhat depend on the higher education institutions response and approach to the recruitment and enrolment of their Chinese students (Lim et al., 2011; Liu et al., 2018). Yet, all institutions should be able to benefit from an understanding (from the student's perspective) of the Chinese student's reasons for choosing a specific college or university.

In terms of business strategy, the government policies and encouragement to the industry hold a big part in promoting internationalisation (Illangakoon et al., 2021; Rajapakse et al., 2022), which is applicable within Malaysian higher education institutions as well. The government completes a great deal of country promotion and internationalisation liaison within the political sphere. This study helps identify the best decision-making process to maximise the effectiveness of higher education institutions marketing strategies.

Nevertheless, the Malaysian Ministry of Higher Education was aware that the higher education in Malaysia keep on evolving. Therefore, in order for Malaysian HE to be competitive with the complex demand in the institutions trend, the Ministry began to develop the Malaysian Education Blueprint 2015-2025. This Blueprint acts as an input for sources from local or international education experts and information about higher education for Malaysian HE industry. In the end, it is hoped that this Blueprint can be a guideline for Malaysian institutions experts (Jon et al., 2014; Ismail et al., 2022).

The facts of Chinese students studying in Malaysian higher education have many financial, political and cultural benefits to the institution, community and the country. If the findings in this study increase the number of Chinese students who come to Malaysia, the study will have made an important contribution to the instititionss industry. The development of the Higher education internationalisation activity is rapidly increasing but changes towards the policy or demand for it is difficult to predict. As a result, this study may serve as a foundation on which other researchers can build upon for Chinese student choice models that can be differentiated from the western model; integrating both undergraduate and postgraduate programs as a reference point for a wider range of future studies.

Finally, the result of the study may also play an important role to attain the Malaysian national vision where Malaysian as a country wants to become a global education hub with retaining many of their local students who may otherwise go overseas, attracting quality local and international academic staff while may also attract many of Chinese students that can enrich their country's overall economy.

LITERATURE REVIEW

In recent years the growth dimension in HE has highly impacted the HE markets (James-MacEachern & Yun, 2017). Although the International education market is more diverse and volatile than the home market the same basic set of operational and strategic skills are required and can be utilised provided they are aligned to the understanding of the high level of sophistication and complexity required in the international education market. With the correct methodology (Azam et al., 2021), HE marketing can always help an institution get a suitable competitive promotion strategy that interacts with both the current and potential student (Alfattal, 2017).

Growing out of the quest to meet the human need effectively, marketing has acted as a central activity in the modern institutions market. To be successful higher education institutions, like any other business sector, must know their market and attract sufficient funding, this funding, then needs to be converted into appropriate programs, services and ideas, which are then effectively distributed to the various consumer groups (Abubakar et al., 2014).

A professional marketer should be skilled enough to interpret, explain and manage this exchange. The seller must also know how to explore and interpret the other party's demands, design a valued offering, communicate the offer effectively and introduce it at the proper spot at the proper time (Kotler and Fox 1995).

The main connection of this literature review with the research aim (which is to investigate the relationship between the institutions branding, significant other factors and other marketing communications that can strike the Chinese student choice for specific public higher education institutions) can be best explained by the different marketing communications that can be applied by any institution.

An understanding that an institution's aim to promote its image can affect the students' decision process to choose their higher education institutions has become essential. Ideologically, there is also a strong belief among many government and policymakers that market competition can lead to a more efficient and responsive relationship with stakeholders. Therefore, the marketisation of higher education will always be a complex process, with every major system falling somewhere between the market and non-market extremes. There is a clear international trend towards introducing greater competition, including price competition, as a quasi-market into the supply of academic research (Abubakar et al., 2014).

In addition, Byker (2019) also said that the demand for education, particularly higher education, has traditionally been driven by the expectation that it has the ability to raise the economic and social status of the graduate. Christensen & Kowalczyk (2017) when writing in their news column about "choosing your institution" advised students to look at the opportunities that are offered outside of their normal academic course; they then also emphasised that student's need to explore other factors that fall outside the facilities of the university.

Factors that influence Chinese students to study aboard

As competition to recruit students among universities intensifies, marketing of higher education has become vital. Higher education marketer needs to have a thorough understanding of student's perception and expectations. It is crucial to understand which attributes of the service offerings are most valued in the decision making process of prospective students. Choosing a higher education institution to further their post-secondary study is a critical stage for all students upon completing their secondary school studies. According to literature, there are many attributes affecting a student's decision-making choice of a higher education institution.

Physical Aspects, Facilities and Resources

The physical environment and fixed college characteristics are one of the external influences that influence a student's decision making choice for a higher education institution (Pyvis & Chapman, 2007). Ahmad & Shah (2018) found that when provided with a high standard, facilities are considered as a relevant factor in influencing the students' selection to pursue their studies.

The most important factor related to facilities is social life at the university and its surroundings. Other physical factors that influence student's choice are library facilities, availability of computers, and availability areas for self study (Cardwell, 2020). The physical aspects of the university representing the social life of the university and its physical surroundings can be shared via social media. This will provide consumers the virtual experience of the instituiton.

Value of Education

Academic reputation and the image of the institution are the sum of opinions, ideas and impressions that prospective students have of the institution (Kotler and Fox, 1995). Their opinion about the reputation and image of the institution are formed from word of mouth, past experience, and marketing activities of the institution (Chigisheva , 2015). Students nowadays are becoming extremely critical and analytical when choosing their education institutions (Abubakar et al., 2014). With growing competition in the education market, higher education institutions need to maintain and develop a distinctive image in order to be at a competitive advantage (Cardwell, 2020). A positive image can strongly influence the decision to choose a particular institution.

Institutional Information

Course and career information is reported to be the most important information when prospective students are making a choice of higher education institution. (Abubakar et al., 2014; Chigisheva , 2015; Cardwell, 2020). Studies have indicated that prospective students place strong emphasis on the need to gather information such as area of study, and future career opportunities (Chigisheva , 2015; Cardwell, 2020). The information gathered will be used as comparisons for the decision-making process.

Significant People

A student's decision to pursue their studies is normally influenced by people around them with personal or social ties. Parents, other family members, and to some extent, peers have the largest influence on students' decision making process (Chigisheva , 2015; Ahmad & Shah, 2018; Cardwell, 2020). High school personnel (teachers) is also a significant person in student's college choice process (Chapman, 1986). In other words, when students must make the decision concerning which institution to enrol in, they tend to consult family, friends, peers, teachers, counsellors, and college recruiters.

Source of Information

Students use a combination of sources of information in their decision making process to choose a higher education institution (Alfattal, 2017; Cardwell, 2020; Hussein et al., 2022). The most widely used source of information is the university websites, and students also consider website as the most important source of information. As stated by Alfattal (2017), high reliance on university websites as a source of

information for students has also been found in other universities, both within Malaysia and other countries. Other significant source of information was friends, parents, student counsellors and education fairs.

An interesting finding (Byker, 2019) is that future university student make limited use of social media when it comes to more active forms of use like sharing content of different forms or actively contributing content like product reviews and writing comments on blogs and forums. Marketers of higher education institutions need to understand the perceptions and expectations of students and translate them into marketing activities that would attract and retain students. Besides, there are various factors that had influence Chinese students study aboard.

Push vs. Pull

Zhang & Dai (2017) had successfully conducted one of the earliest researches that investigate the reasons that had influenced this Chinese student's decision making process. From their research, they had managed to create two models that explain the flow of Chinese students that comes to the overseas for their HE destination which the Chinese students come from 18 different developing countries. Where one of the models explains the "Push" model, focusing on the availability of Higher education and the economic strength of the host country. Where the second model is the "Pull" model that made the Chinese students to choose the US as their higher education destination.

It was we known that Tsai et al., (2017) had manage to create the push and pull model that being highly cited and used by other researcher. Although most of the push and pull model were developed based on develop country either in UK, US or Australia. There are also knew trend of education marketing which investigate this Chinese student factor in developing country for example Zhang & Dai (2017) produced a push-pull model that studies on the attraction of this Chinese students towards their private higher education institutions in Malaysian. Still, this push and pull model are the most famous tool that being used by various research to explain and investigate the Chinese students' decision making factors to study aboard.

Along with the basic push factors for this Chinese students are likely because not many places that is being provided in their homecountry, the unavailability of programs, not satisfying quality or recognition by the institution in their home country and lack of opportunity to find jobs after graduation. However, the pull factors reflect mostly towards the opportunity for these Chinese students to get a world leading academic certificate, to develop their language skills and to understand the different culture, gaining an international qualification that can add value in their home country and perhaps allow them to migrate from their home countries on a permanent basis.

Ranking and Reputation

Historically in the 1980s, the awareness of university ranking and reputation starts from a magazine in the U.S publishing about the university latest university ranking status. From this, the expansion of ranking and reputation of Higher education has developed along with the growth of the higher education expansion number. Based on Alfattal (2017) ranking is a league tables that described an institutional ranking that were published through the institution data or their objective that were then be produced as a quality measure to differentiate them from the competition. Too add research study that was done by Christensen & Kowalczyk (2017), states that the two most influential factors that attract Chinese students were ranking and reputation of the institution.

Most Chinese students will look into the institution ranking due to various reasons. There are many benefits for an institution to have a good ranking for themselves. This is because the ranking will simplify and clarify the student's picture about a particular institution, it can also help to clarify matters for interested parties outside the higher education sector, and it can provide the institution with free publicity and promote more incentive for the institution to improve their quality.

However, ranking can also provide a misleading picture of quality towards the institutions, provide misleading picture in terms of their current situation, a misleading picture that is not from the institution and also can encourage unreasonable behaviour on the part of students

and institution. But ranking is always seen as one of the methods that can show institution quality towards any potential students or other institution.

Institution Officers and Academic Teaching Staff

The quality of the institution can be reflected in the amount of their highly qualified officers and academic teaching staff. When the institution recruits highly trained staff and higher qualified teaching staff, it can produce better outcome for the institution and deliver better service to the students and institution (Le et al., 2018). Based on their research as well, she states that it is important for institutions to recruit more highly qualified academic staff in order to improve the institution's brand and deliver better knowledge to the students.

To support this, even the recent research that is being done by Levy et al., (2015) states that Chinese students will also look into the quality of the teaching staff before considering to study in a certain institution because studying in an institution that have quality officers or academic teaching staff can provide a better satisfaction for them.

Cost

Cost of education for the Chinese student can be divided into two which is their tuition fees and cost of living. Despite the fact that most Chinese students that choose to study aboard is perceived as wealthy. Even the latest study based on Liu (2003) states that rich students are more likely to study aboard compared the less privileged students but thereisalso research that shows that cost of education is an important factor when the Chinese students want to study aboard. For example, Mihut et al. (2017) research study states that in Indonesia, the cost of education is the most important factor that is considered by the Chinese students when they want to study aboard.

Due to this cost issue, it can also influence the ability of family willingness to pay fees and support the Chinese students living costs when they are studying aboard; it is also advisable for countries to provide scholarship alternatives in order to attract Chinese students. Relating towards the cost aspect, there are also Chinese students that choose a host country that is not too far from their home country, due to the further the host country that the Chinese students choose, the more expensive the logistic cost is affordable (Moreno et al, 2015).

Program Availability and Quality

Migin et al. (2015) states in her research that program availability has a positive respond that can influence Chinese students to choose to study in Malaysian private higher education institutions because maybe the programme that they are interested in are not available in their home country and they are willing to study in Malaysia if the program quality is much more qualified or internationally accredited.

Maharaja (2018), the program availability can be an issue due to some Chinese students' aspect that the potential institution can provide a range of programs for them to study, a flexibility of degree program that can satisfy their demand. The program that Chinese student most probably choose are expected to give them benefit for their future in term of employment, lifestyle and status (Medvedeva, 2015).

Language Issue

This language issue can be one of the major factors that had managed to become an influence points for the Chinese students to choose to study aboard. Based on Merry (2020), states that the Chinese students that they had interview does not see studying in a branch campus in their home country as an alternative to get the UK experience, they still prefer to study in UK to get the best experience and improve their language skills. Even studies had provided feedback that the Chinese students choose to study in some Western countries because of the language opportunity, they want to study in a country that has English as their native language this is to avoid miscommunication and improve their communication skills.

In UK, US and Australia, they have an advantage being a country that English language is a common usage and the language is fully conducted in their higher education institution.

But it had also reflected towards the countries that had been colonies by British before like Malaysia, New Zealand, South Africa, Hong Kong and Singapore where their higher education is also conducted in English. There is no problem for Chinese students to choose Malaysia as their higher education destination due to the language issue, In Malaysia the higher education is conducted fully in English and a lot of higher education nowadays are starting to enrich and introduce English as their method of teaching due to encourage more globalisation activity in their institution (Mezirow, 2003)

Influence from Family/Agent/Friends

There are many influencers that can push this Chinese students choosing to study aboard for their higher education, the most common influencer are family member, agent and friends. Based on Lupele & Sisitka (2014) research study states that advice or recommendation that the Chinese students got from family are the most important factor. Despite these factors, teachers, guidance, counsellors can also influence these Chinese students to study aboard (Liu, 2003).

Environment

According to Zhang & Dai (2017), the impression about the higher destination is also the key factor that can reflect the potential Chinese students' decision making process. This is because potential parents and students will consider studying aboard if the host country has a good security and safe for this Chinese student to live in. It is important for them to consider this aspect, due to the potential Chinese students are likely to stay in that country for a long period and it is far from their home country.

The Factors that Attract Chinese Students to Malaysian Higher Education

When evaluating the most prominent factors that can be used to attract students to HE in Malaysia, there are a number of important factors to address that standout from the rest (Zhang & Dai, 2017). These factors are: the reputation and perception of the country, the quality of the institutions within a country, the recommendations and simple word of mouth comments that have been built up over the last ten years, the overall quality level of the education, and finally the student's parents and guardians recommendation (Zhang & Dai, 2017). It is vital to have a comprehensive understanding of these factors to maximise the higher education institutions marketing impact (Kotler and Fox 1995).

Reputation and Perception of Malaysia

Malaysia has built an extremely strong reputation and an upwards trajectory is forecasted for the future (Kotler and Fox 1995). The Malaysian government has made a conscious and consistent effort to build the country's global reputation, with the result that it has successfully attracted an extreme amount of foreign direct investment (McBurnie, 2001).

Quality of Education Delivery

There still remains a stigma attached to far eastern countries education provision that implies that they do not achieve the standards of those in the Malaysia has certainly been bridging the gap in this area, being viewed as a country of destination for HE. This is a huge pull factor, especially when the country is compared with other countries within a similar geographical location (Kotler and Fox 1995).

Word of Mouth

Possibly as a by-product of the above pull factors, word of mouth of what Malaysia has to offer has become extremely vocal (Law, 2018; Merry, 2020). It is the classic notion of success breeding success, and the reputation of Higher Education in Malaysia provides strong evidence of this principle. The experience students have had in the short history of Malaysian higher education has proved to be a prominent pull factor to stimulate future admissions (Law, 2018).

Quality of Teaching

As discussed, FDI has been mentioned as a key variable that has stimulated the domestic market and helped encourage infrastructure development within Malaysia. The colleges and universities have undoubtedly gained from this

as the facilities have become extremely impressive (Tham, 2013). These facilities have in turn attracted top lecturers and professors to the country's higher education institutions; this has significantly bolstered the teaching quality of these facilities (Zhang & Dai, 2017).

These are the main pull factors that give Malaysia its competitive advantage when trying to attract HE Chinese students to the country. The literature review seems to suggest that the above factors are consistently at the top of the Chinese student's requirements lists when they rank their most significant choice factors (Tham, 2013). There are however other factors although deemed slightly less important that must be mentioned. These factors are; the countries market profile, its range of courses, the significant offshore learning programs, the experience of its staff, its large degree of innovation, the mass of resource that is apparent, the alumni base size and finally the marketing and promotional efforts (Zhang & Dai, 2017).

CONCLUSION AND RECOMMENDATION

Several recommendations to improve internationalisation of Malaysian higher education have been suggested by the participants in this study. The five major recommendations are; institution branding, global partnership, increase promotion strategy, variety program in the institution. This recommendation, if implemented effectively, will help the institutions that are looking forward to recruit more Chinese students.

The first recommendation is branding. This is given the first perception about the university that they are considering. The institutions need to make more effort to participate in variety education and accreditation activities to get more acknowledgements from reputed agencies and the institutions' reputation and ranking will increase (Rachmawati et al., 2019; Azam and Yusoff, 2020; Azam et al., 2020). For the students studying aboard in a good institution that have high ranking and reputation is worth the value that there being paying because for them institution that have high ranking and reputation are of high quality.

The advertisement activities through website, social network, TV, road billboard and newspaper need to be more detailed in order to show what are offered by the institutions. Using the right advertisement strategy will contribute towards better recruitment and optimise cost. It was agreed that with the latest trend, the students preferred advertisements that are in internet, such as in website and social network. Both of these sources are cheap, fast and easy for the students to get access. Institutions need to also increase the brand trust for the Chinese students to feel that their institutions meet their expectation.

The second point that was raised is "Global partnership", which is defined by many researchers in different contexts (Azam et al., 2014; Haur et al., 2017; Katukurunda et al., 2019; Dewi et al., 2019; Nguyen et al., 2019). Nowadays students are looking forward to global opportunities. For example, doing an exchange program abroad at the institution partner university will create an opportunity to learn from other institutions in another country. For this, more and more institutions are actively building global partnerships with other universities. By doing global partnership (Maghfuriyah et al., 2019; De Silva et al., 2017; Kuruwitaarachchi et al., 2019; Pambreni et al., 2019), institutions also have the opportunity to do staff exchange. One of the participants in this study highlighted that the university sent their lecturer to another institution in another country and in exchange they had a lecturer from the international university. This had given the opportunity for the students to learn diverse experiences.

The third recommendation is for the institution to create more programs for the Chinese students to choose from. Besides looking forward in getting the best education by studying aboard, most Chinese students stated that they prefer institutions that are active in program evaluation and improvement (Chun et al., 2019; Yang et al., 2019). These programs will create more opportunity for the international to learn, network and gain experience.

The fourth recommendation was to hasten the enrolment process. Some of the respondents in the focus group agreed that the fast response that they got from the university had built their trust towards the institution. Fast enrolment also

makes the Chinese students feel more satisfied during the enrolment stage.

The fifth recommendation is that institutions need to raise their Chinese students' platform in their institutions. When the Chinese students have their own platform, they will feel more welcome and they have their own community and they can help each other in the institution. This will create a stronger bond between the Chinese students and their institution. It is believed that when the Chinese students feel more welcome in their institution, they will most likely spread a good word-of-mouth and attract more potential Chinese students to the institution.

The sixth recommendation is that the institution needs to work along with the Malaysian Ministry of Higher Education to promote more internalisation activities for the institutions. Based on the interviews with the government officers, the government has provided assistance to help institutions to be more competitive. For example, the government agency in Malaysia provides workshops and seminars for institution officer to participate and learn new things that is trending in the internalisation of the higher education market. The government holds the responsibility to encourage more recognition contest towards the institution to provide more recognition and motivate the institution to work harder. This recognition can help the institution to build their value in the perception of the Chinese students, more recognition means better quality, higher reputation, higher ranking and brand differentiation.

Seventh recommendation is for the institution to be always aware of the trend that international education is evolving. For example, in the UK the latest trend "Flipped teaching". But in Malaysia no institutions are applying this teaching method. Flipped teaching is the key movement of modern education. The institutions need to put in more effort to increase their quality of teaching and learning.

One of the recruitment agents from the interviews mentioned that one of the latest trends in marketing to recruit the Chinese students is inviting the Chinese students to come to Malaysia and see the institution that they had recommended. This was seen more effective, due to seeing the institution themselves had made them believe more towards the institution and satisfy their curiosity about the institution. It is advisable for private institutions to provide a virtual 360-degree view of their universities to allow the Chinese student to view more about the campus. Adding this element in institution marketing strategy can help the institution become more effective in recruiting these Chinese students and be more competitive in the higher education market. It is also essential for institutions and government to conduct studies on a continuous basis to obtain the latest information from the Chinese students.

REFERENCES

Abbott, A. and Silles, M. (2016), "Determinants of international student migration", The World Economy, Vol. 39 No. 5, pp. 621-635.

Abubakar, A.M., Shneikat, B.H.T. and Oday, A. (2014), "Motivational factors for educational tourism: a case study in Northern Cyprus", Tourism Management Perspectives, Vol. 11, pp. 58-62.

Ahmad, A.B. and Shah, M. (2018), "International students' choice to study in China: an exploratory study", Tertiary Education and Management, Vol. 24 No. 4, pp. 325-337.

Alfattal, E. (2017), "International students' college choice is different", International Journal of Educational Management, Vol. 31 No. 7, pp. 930-943.

Azam, S. M. F, Mohd Shukri, S., & Ab Yajid, M. S. (2020). The impact of dynamic factors on the successful implementation of SAP. International Journal of Psychosocial Rehabilitation, 24(7), 5366–5376. https://doi.org/10.37200/IJPR/V24I7/PR270497

Azam, S. M. F. and Moha Asri A., (2015)."Differential Roles between Owner and Manager in Financial Practice That Contributes to Business Success: An Analysis On Malaysian Small Business", Academic Journal of Interdisciplinary Studies, 4 (1 S2): 123-134

Azam, S. M. F., & Yusoff, S. K. M. (2020). Investment and financing analysis of automotive industry of China. International Journal of Psychosocial Rehabilitation,

24(7), 4848–4857. https://doi.org/10.37200/IJPR/V24I7/PR270464

Azam, S. M. F., Haque, A., Sarwar, A. and Anwar, N. (2014), "Training Program Effectiveness of Service Initiators: Measuring Perception of Female Employees of Bank Using Logistic Approach", Asian Research Journal of Business Management, 1 (2): 98-108

Azam, S. M. F., Yajid, M. S., Tham, J., Hamid, J. A., Khatibi, A., Johar, M. G. M. & Ariffin, I. A. (2021). Research Methodology: Building Research Skills. 1st Ed., McGraw-Hill Education (Malaysia) Sdn. Bhd.

Byker, E.J. (2019), "Study abroad as social and emotional learning: framing international teaching with critical cosmopolitan theory", Journal of Research in Innovative Teaching and Learning, Vol. 12 No. 2, pp. 183-194, DOI: 10.1108/JRIT-02-2019-0023.

Cardwell, P.J. (2020), "Does studying abroad help academic achievement? ", European Journal of Higher Education, Vol. 10 No. 2, pp. 147-163, DOI: 10.1080/21568235.2019.1573695.

Chigisheva, O. (2015), Globalization and Its Influence on Comparative Education Methodology, Bulgarian Comparative Education Society.

Christensen, B.J. and Kowalczyk, C. (2017), "Introduction to globalisation: strategies and effects", in Christensen, B.J. and Kowalczyk, C. (Eds), Globalisation: Strategies and Effects, Springer, pp. 1-16, DOI: 10.1007/978-3-662-49502-5_1.

Chun, L., Tham, J. and Azam S. M. F. (2019). Corporate Competence Determining Factors in China Telecom Industry in Achieving Customer Satisfaction, European Journal of Management and Marketing Studies, 4 (3), pp.75-101

Dammak, H., Khatibi , A. And Azam, S. M. F. (2022). Washback of the High-Stakes English Baccalaureate Exam: Empirical Investigation of 4th English Language Teachers' Attitudes and Practices in Tunisia, Journal of Positive School, Vol. 6, No. 5, 5106–5126

De Silva, A. D. A., Khatibi, A. and Azam, S. M. F. (2017). Do the Demographic Differences Manifest in Motivation to Learn Science and Impact on Science Performance? Evidence from Sri Lanka, International Journal of Science and Mathematics Education, 16(S1), 47–67

Dewi, N, Azam, S. M. F. and Yusoff, S. K. M. (2019). Factors influencing the information quality of local government financial statement and financial accountability, Management Science Letters, 9 (9): 1373-1384

Haur, C. H., Khatibi, A. and Azam, S. M. F. (2017), "Antecedents of Consumers' Perception towards Online Advertising in Malaysia: The Structure Equation Modeling Approach", European Journal of Management and Marketing Studies, 2 (3): 15-30

Hussein, S.H., Kusairi, S. and Ismail, F. (2022), "Modelling the demand for educational tourism: do dynamic effect, university quality and competitor countries play a role?", Journal of Tourism Futures, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JTF-09-2020-0144

Illangakoon, A. G., Azam, S. M. F. and Jaharadak, A. A. (2021). Impact of Risk Management towards Sustainability of Microfinance Industry in Sri Lanka: A Case Study. International Journal of Social Sciences and Economic Review, V3 I4 01-07

Ismail, M. , Khatibi, A. & Azam, S. M. F. (2022). Impact of School Culture on School Effectiveness in Government Schools in Maldives . Participatory Educational Research , 9 (2), 261-279 . DOI: 10.17275/per.22.39.9.2

James-MacEachern, M. and Yun, D. (2017), "Exploring factors influencing international students' decision to choose a higher education institution: a comparison between Chinese and other students", International Journal of Educational Management, Vol. 31 No. 3, pp. 343-363.

Jon, J.-E., Lee, J.J. and Byun, K. (2014), "The emergence of a regional hub: comparing international student choices and experiences in South Korea", Higher Education, Vol. 67 No. 5, pp. 691-710.

Katukurunda, K. G. W. K., Yajid, S. M. A, Khatibi, A. and Azam, S. M. F. (2019). Students Satisfaction towards Biosystems Technology; Does Programme Quality Matters? (Evidence From Sri Lankan Perspectives), European Journal of Open Education and E-learning Studies, 3 (2): 174-190

Kotler, P., and Fox, K. (1995) Strategic Marketing for education institution. 2nd edn. New Jersey: Prentice Hall

Kuruwitaarachchi, N., Yajid, S. M. A, Khatibi, A. and Azam, S. M. F. (2019). Enhance the use of Internet Based Advanced Communication Technologies in Small and Medium Scale Enterprises in Sri Lanka, European Journal of Social Sciences Studies, 3 (2): 44-57

Law, S.H. (2018), Applied Panel Data Analysis: Short Panels, Universiti Putra Malaysia Press, Selangor.

Le, Q., Ling, T. and Yau, J. (2018), "Do international co-curricular activities have an impact on cultivating a global mind-set in business school students? ", Journal of Teaching in International Business, Vol. 29 No. 1, pp. 62-75, DOI: 10.1080/08975930.2018.1455942.

Levy, O., Beechler, S., Taylor, S. and Boyacigiller, N.A. (2015), "Global mindset", Wiley Encyclopedia of Management, American Cancer Society, pp. 1-4, DOI: 10.1002/9781118785317.weom060094.

Lim, Y.M., Yap, C.S. and Lee, T.H. (2011), "Destination choice, service quality, satisfaction and consumerism: international students in Malaysian institutions of higher education", African Journal of Business Management, Vol. 5 No. 5, pp. 1691-1702.

Liu, Y. (2003), "Developing a scale to measure the interactivity of websites", Journal of Advertising Research, Vol. 43 No. 2, pp. 207-216, DOI: 10.2501/JAR-43-2-207-216.

Liu, Y., Kamnuansilpa, P. and Hirofumi, A. (2018), "Factors affecting international students' decisions on destination for studying abroad: a case study in China", Frontiers of Education in China, Vol. 13 No. 1, pp. 93-118.

Lupele, J. and Sisitka, H.L. (2014), Learning Today for Tomorrow: Sustainable Development Learning Processes in Sub-Saharan Africa, 1st ed., SADC REEP, DOI: 10.13140/2.1.3559.2643.

Maghfuriyah, A., Azam, S. M. F. and Shukri, S. (2019). Market Structure and Islamic Banking Performance in Indonesia: An Error Correction Model, Management Science Letters, 9 (9): 1407-1418

Maharaja, G. (2018), "The impact of study abroad on college students' intercultural competence and personal development", International Research and Review, Vol. 7 No. 2, pp. 18-41.

McBurnie, G. (2001), "Leveraging globalisation as a policy paradigm for higher education", Higher Education in Europe, Vol. 26 No. 1, pp. 11-26.

Medvedeva, T.A. (2015), "University education: the challenges of 21st century", Procedia - Social and Behavioral Sciences, Vol. 166, pp. 422-426.

Merry, M.S. (2020), "Can schools teach citizenship?", Discourse: Studies in the Cultural Politics of Education, Vol. 41 No. 1, pp. 124-138, DOI: 10.1080/01596306.2018.1488242.

Mezirow, J. (2003), "Transformative learning as discourse", Journal of Transformative Education, Vol. 1 No. 1, pp. 58-63.

Migin.,W.,M.,Falahat.,M.,Yazid.,M.,S.,A., and Khatibi ., A. (2015) 'Impacts of intitional characteristics on Chinese students choice of private higher education institutions in Malaysia'. Canadian center of Science and Education.5(1) pp 31-42

Mihut, G., Altbach, P. G., and Wit, H. de (Eds) (2017), Understanding Higher Education Internationalization: Insights from Key Global Publications, Sense Publishers, DOI: 10.1007/978-94-6351-161-2.

Moreno, J.F., Torres, L.E., and Jackson, S.C. (2015), "The study-abroad experience in enhancing cross-cultural tolerance and communication", in Taras, V. and Gonzalez-Perez, M.A. (Eds), The Palgrave Handbook of Experiential Learning in International Business, Palgrave Macmillan, pp. 597-614.

Nguyen, H. N., Tham, J, Khatibi, A. and Azam, S. M. F. (2019). Enhancing the Capacity of Tax

Authorities and its Impact on Transfer Pricing Activities of FDI Enterprises in Ha Noi, Ho Chi Minh, Dong Nai, and Binh Duong Province of Vietnam, Management Science Letters, 9 (8): 1299-1310

Ojo, B.Y., Yusof, R.N.R., Aziz, Y.A. and Awang, K.W. (2016), "Choice of Malaysia as an edu-tourist destination among international edu-tourists: an exploratory factor analysis", Pertanika Journal of Social Sciences and Humanities, Vol. 24, November, pp. 63-83.

Pambreni, Y., Khatibi, A., Azam, S. M. F. and Tham, J. (2019). The Influence of Total Quality Management toward Organization Performance, Management Science Letters, 9 (9): 1397-1406

Pham, T.D., Nghiem, S. and Dwyer, L. (2017), "The determinants of Chinese visitors to Australia: a dynamic demand analysis", Tourism Management, Vol. 63, pp. 268-276.

Pyvis, D and Chapman, A (2007), 'Why university students choose an international education: A case study in Malaysia', 27, (2), pp.235–246

Rachmawati, D., Shukri, S., Azam, S. M. F. and Khatibi, A. (2019). Factors Influencing Customers' Purchase Decision of Residential Property in Selangor, Malaysia, Management Science Letters, 9 (9): 1341-1348

Rajapakse, R.M.D.A.P., Azam, S. M. F. and Khatibi, A. (2022), "The role of environmental incentives in greening the small and medium-sized enterprises: a developing economy perspective", Management of Environmental Quality, Vol. 33 No. 5, pp. 1167-1186.

Shan, B.Y., Shah, N.A.R.T. and Suat, O.B. (2013), "International student's perception on Malaysia as a destination for tertiary hospitality and tourism education", Interdisciplinary Journal of Contemporary Research in Business, Vol. 5 No. 5, pp. 435-456.

Tham, J., Yazid, M. S. A, Khatibi, A. A. and Azam, S. M. F. (2017), "Internet and Data Security – Understanding Customer Perception on Trusting Virtual Banking Security in Malaysia", European Journal of Social Sciences Studies, 2 (7): 186-207

Tham, Y,S. (2013) 'Internationalising Higher Education in Malaysia : Government Policies and University Response'. Journal of Studies in International Education 17 (5), 648-662

Tsai, Y.C., Trang, L.T. and Kobori, K. (2017), "Factor influencing international students to study at universities in Taiwan", International Journal for Innovation Education and Research, Vol. 5 No. 1, pp. 1-11.

Udriyah, U., Tham, J. and Azam, S. M. F. (2019). The Effects of Market Orientation and Innovation on Competitive Advantage and Business Performance of Textile SMEs, Management Science Letters, 9 (9): 1419-1428

Yang, Z. Z., Tham, J. and Azam S. M. F. (2019). Negative Psychological Factors and Online Shopping Behaviour: A Review Among College Students' At Tongren City in China, European Journal of Management and Marketing Studies, 4 (4), pp.40-58

Zhang, S. and Dai, L. (2017), "Factors that influence the international students' decisions to study in Malaysia", Management Science and Engineering, Vol. 11 No. 2, pp. 35-38.