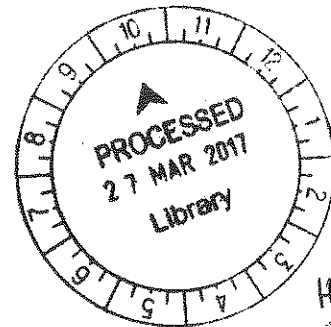


**INTI INTERNATIONAL UNIVERSITY****MASTER OF BUSINESS ADMINISTRATION (MBADI)**

**FACTORS THAT INFLUENCE FOREIGN STUDENTS DECISION TO ENROL INTO  
TERTIARY PRIVATE EDUCATION IN PRIVATE UNIVERSITIES IN NILAI, NEGERI  
SEMBILAN, MALAYSIA.**

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**Submission Date: 15TH DECEMBER  
2016**  
**Ethics Number: BUS/PGT/CP/02664**  
**Final Word  
Count: 28,507**



HD  
31  
AHM  
2016

***FACULTY OF BUSINESS COMMUNICATION AND LAW***

## ***ABSTRACT***

Malaysian education industry has been growing aggressively along with the aspiration of being a regional education hub by achieving the goal of gaining 200,000 international students to pursue their education in Malaysia by 2020. However, there is little knowledge regarding to international student's university choice in terms of continue pursuing study in private higher education institutions in Nilai Malaysia. This research focuses on three independent variables which are Effort Expectancy, Facilitating Condition, Social Influence institutional information and people (lecturers, peers and friends) and it aims to determine what are the factors influence international student's intention to continue pursuing study in Nilai, Malaysia. A total of 200 international undergraduates from different countries who are currently studying in Nilai, Malaysia were selected by using convenient sampling method to answer the structured and self-administrated online questionnaires. The collected data was analyzed using normality test, reliability test, validity test and multiple regressions by Statistical Package for the Social Sciences - SPSS. Results indicate factors that influence foreign students decision to enroll into tertiary private education in private universities in Nilai, Negeri Sembilan, Malaysia. Although the rest of the three independent variables failed to established significant relationships with the dependent variable, facilities and social influence and effort expectancy were highly ranked by the respondents as important factors as well; whereas the other variables were ranked as the least important factors to their intention of continue pursuing studies in Nilai, Malaysia.

## ACKNOWLEDGEMENTS

I would like to express my gratitude to my parents who have been a source of inspiration for me throughout my MBA journey and I would like to take this opportunity to thank them for their unconditional love, care and support. Especially I would like to express my sincere gratitude towards my supervisor Mr. Anthony Vaz for his excellent guidance, immense patience, encouragement and constructive feedback throughout my thesis work without his instructions, this piece of work and its outlook was not possible. Along with him, I am also thankful to Mr. Francis for his guidance and timely feedback which helped me to improve my dissertation. Last but certainly not the least I would like to express my gratitude towards a number of individuals for their contributions and their support throughout this research project as this was the most challenging project that I have undertaken and successfully completed in my academic life.

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AHMED MOHSIN

15/12/2016

## DECLARATION

I hereby declare that this thesis is my own work and effort and that it has not been submitted anywhere for any award. Where other sources of information have been used, they have been duly acknowledged.

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AHMED MOHSIN

15/12/2016

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## Chapter 1

### Overview

This chapter is regarding the explanation of factors that influence foreign students' decision in enrolling into private tertiary education. As for now, our goal is to find factors that causes foreign students to sign up for tertiary private education. Apart from that, this chapter also describes the study limitations, research objectives, research questions, research assumptions as well as research significance.

### Background

Malaysia's education is overseen by the Ministry of Education (Kementerian Pendidikan). This ministry oversees an Education Department in order for every state and federal territory to coordinate any issues regarding education. The focal regulations governing education is controlled by the Education Act of 1996 (Ahmadreza, 2011).

The systems in education can be allocated to tertiary education, secondary education, preschool education, primary education as well as post-secondary education (Ahmadreza, 2011). One can achieve education at a bilingual public school system whereby it gives out free education to all Malaysia citizens, otherwise through private schools or homeschools (Anderson et al, 1994). It is mandatory by law to achieve primary education (Ahmadreza, 2011). Currently, there are 414 private colleges, 7 non local university branch campuses, 37 private universities as well as 20 private university colleges in Malaysia (Kirmani et al, 2008).

As mentioned recently by the UNESCO Institute for Statistics, it is announced that China is located among the mobile students at main countries in the Global Flow of Tertiary level students. In 2016, China owns about 712,157 students who are furthering their studies abroad. Only about a quarter of students in countries such as South Korea, China and India that pursue their education abroad (Griner & Sobol, 2014). Beyond of their country's origin as well as students from China now amount one in every mobile student that are study internationally (Griner & Sobol, 2014).

Along with the assumption of Malaysia's aim as an international and a regional education hub before the year 2020 and also achieving the goal of gaining the amount of 200,000 international students, Idris believes that Malaysia is on the right track (Cubillo et al, 2006). Last year on 31 December, Malaysia had an amount of 135,502 international students that are from 160 nations, furthering their education here in public and private higher education institutions and international schools (Chen, 2008). According to Gursharan (2009), he describes that among this big number, there was an increase of 29.9% from 2013 whereby 74,996 international students chose local private tertiary institutions to further their education as well as 32,842 of them chose public institutions. There were 10 countries that provide the highest amount of new applicants such as Bangladesh, Indonesia, Kazakhstan, China, India, Nigeria, Sudan, Yemen, Libya and Pakistan last year (Felix & Steve, 2007).

The multi-cultural society as well as the inexpensive living cost is always the main reasons that attract foreign students to further their studies in Malaysia (Deshields et al, 2005). To encourage and enforce the ties in educations, Malaysia has arranged the agreement of mutual recognition with China which explains why the number of foreign students pursuing further education here are expected to grow (Deshields et al, 2005). As a result, this shows that in Malaysia, the largest group of foreign students is Chinese students (Davey, 2005). Although their academic in their home country consist of a strong culture, Chinese students are also among the international students that go through difficult challenges similarly to studying abroad and this is why in standardized exams, Chinese students are able and are known to outdo most of the students from other countries in the world (Hemsley, 2001).

The development of the country's economic and social conditions is definitely connected to the foreign students' choice of private tertiary education (Soutar & Tuner, 2002). The foreign students' private tertiary education choice is a very important aspect in order to create high quality graduates that would most likely be shaped into manpower and good leaders for a country similarly might be accountable for the country's social and economic development (Tim & Geoffrey, 2002). To measure the students' choice of education provider has been emphasized as their choices are as well as the challenging aspects of its academic literature most likely to be influenced by personal, environmental, economical, psychological and social factor. Although these aspects are most likely to be different for every country as well

as each person, the student's private education tertiary choice would be greatly influenced by the above aspects (Wince & Borden, 1995).

### Problem Statement

Malaysia is considered as one of those countries with the bigger proportions in the world and this is enabled by Malaysia possessing a 10:1 average ratio for local students against non local students in the whole world (Yamamoto, 2006). Datuk Seri Idris Jusoh, which is the second Education Minister described that in the recent decade in Malaysia, the amount of non local students are increasing rapidly, possessing an annual growth greater than 16% and it has transformed into one of the favorite destinations for foreign students (Yusliza & Shankar, 2010). Even though foreign students might have achievements in their own country previously, the anticipation of their performance in overseas campuses is not as high, this is not regarding of the surprising numbers showing the attractiveness of Malaysia's education industry (Zimmermann, 1995).

As mentioned by YB Dato' Kamalanathan, the Deputy Minister of Higher Learning II and Education, he stated that two crucial aspects are able to connect to the decrease in international student's achievement in academic performance (Yusliza & Shankar, 2010). Firstly, in the upcoming years of the pathway of education, the reason of foreign students resulting in choosing their tertiary private education is the social influence and facilitating conditions that is showed to them not being able to get used to their way of learning in other countries (Verbik & Lasanowski, 2007). Besides that, it is not quite different in the Malaysia's system of education at the same time, the true goal in many countries on qualification achievements and study describes that apart from the self motivation from students, numerous adolescents register in higher education is due to family or tensions from job market (Soutar & Tuner, 2002).

According to the Student's Motivation for Studying Abroad by Rohaizat (2004), it is a supporting literature which defines that the motivation of international students may be separated into many aspects which are globalization persuasion, reverse motivation, parental influence, personal dynamic and other aspects as well. Personal dynamic explains about the individuals desire to further their education; reverse motivation defines the reasons that

international students continue to study in other countries for any length of time (Rowlands, 2005). The world globalisation as well as the current openness of China's global market influences the student's desires as linked by globalization persuasion. Parent's desires are revolved around the parental factor while experience as well as international demographics affect the student's choices (Rami & Amin, 2006). Finally, outlying reasons such as random factors for the motivation of students include the knowledge regarding opportunities studying abroad and relationship status (Prem & Massimiliano, 2009).

International students tend to highlight Malaysia's achievements in choices of their education provider (Payne, 2001). It doesn't matter whether the students are in primary, secondary, university or upper secondary level, choice of a tertiary provider has been a part of majority of the students' lives (Navarro et al, 2006). Certain findings trust that there might be a positive outcome on international students' choice of tertiary private education whereas other findings believe that there is a negative outcome on international students' tertiary private education (Naceur, 2009).

#### Research Objective

To find out if effort expectancy influences the intention of signing up in tertiary private education in Nilai.

To find out if social influence influences the intention of signing up in tertiary private education in Nilai.

To find out if facilitating conditions influences the intention of signing up in tertiary private education in Nilai.

### Research Question

How does effort expectancy influence the intention of signing up in tertiary private education in Nilai?

How does social influence the intention of signing up in tertiary private education in Nilai?

How does facilitating conditions influence the intention of signing up in tertiary private education in Nilai?

### Significance of Study

#### Academic/Industry

Recent times, studies focus on many aspects such as financial, extracurricular activities, class environment, technology used in class and exam systems, activities regarding family and work, schedules of the class, textbooks in English, homework, the size of the class and many more (Morshidi, 2008). By having the students' attitude to be altered towards learning, enhancing facilitating students and procedures of teachings ensures these private learning institutions in Malaysia to practice and create the policies to enhance the education quality and also the intention of signing up among international students.

#### Society/Community

The conclusion of the research is most likely to be used by parents in problem resolving regarding the international student's problems in choosing a better tertiary private education (Mazzarol, 1998). International students are also most likely to be aware regarding their rights and responsibility to gain higher education in a better environment.

### Limitations of study

A number of limitations appear when I was in the process of this research. It is because there are many variable in aspects that would affect the decision of international students in this execution, hence there is a limitation to extent the research. Other components were not counted in due to the result of the given timing to complete this research.

The source of information is limited because of not having the capability to meet face to face and the limited amount of time. The amount of people is not similar to the specimen's size as it requires to be completed by an analyzing time reserve as well as one spending plan. Apart from that, it is not proper to have seven-points in a Likert scale since the sample size is not big. By furthering the observation on the intention of signing up for tertiary private education in Nilai, people who do research in the future will most likely to take into considerations about these limitations.

## Chapter Organization

### Chapter 1: Introduction

The chapter describes the information as a whole including the aspects that result regarding the research and in the research. Other than that, this chapter also explains the inquiries and aim of the research. It also includes the difficulties of this research.

### Chapter 2: Literature Review

This section review the factors that will cause Malaysia's international student's decision in choosing their tertiary private education to be affected and the different important points of interest. How different researchers observe the aspects that would cause Malaysia's international students choice of private tertiary education to be affected is the main goal of discussion.

### Chapter 3: Methodology

This section discusses about the different instruments used by the author to complete the research. Apart from that, similar to the research, moral matters are also defined in this section.