



## FOREIGN STUDENTS' MOTIVATION FOR STUDYING IN MALAYSIA

**Muhammad Zeeshan**

*Infrastructure University Kuala Lumpur*

**Sabbar Dahham Sabbar**

*Research Scholar Infrastructure University Kuala Lumpur*

**Shahid Bashir**

*Infrastructure University Kuala Lumpur*

**Rai Imtiaz Hussain**

*Lecturer University of Education Lahore Pakistan*

---

### ABSTRACT

**Purpose** – *With the recognition of the importance of education in economy different countries are responding with changes within their education systems. Education is recognized as a foundation to the continued growth of a country but with the globalization of business, is education becoming a commodity?*

**Objective** - *This paper examines international students' motivation for studying in Malaysia. The second objective is to analyze educational policies and their implementation within Malaysia.*

**Design/methodology/approach** – *The primary data was collected through survey questionnaire and convenience sampling was used. The reliability and validity of the questionnaire was checked and then descriptive statistics and T-test was used to analyze the results.*

**Findings** – *This paper finds that education in the Malaysia has become a commercial product within the international arena.*

**Research limitations** – *The sampling frame for this research was limited to students in two private universities in Malaysia only. It is recommended that future research utilize random sampling methods to ensure the generalizability of results. Future research should also consider a broader demographic profile (not just students of two universities) representing multiple geographical locations in Malaysia given that students motivations are likely to differ across public and private university students.*

**Originality/value** – *This paper engages in a controversy that questions whether the economic value to a nation of education is found only in the numbers of students or can be enlarged to include the results of the education for the students.*

---

**Keywords:** International students, Motivational factors, Education, Malaysia

## INTRODUCTION

With rapid globalization of businesses and cultures, education is also not restricted to national boundaries. Students who are looking for post-secondary education are no longer constrained by national boundaries. Many organizations and universities believe in this idea and work around the world to achieve their goals.

A considerable number of studies are available which investigate the philosophy of education choice and decision making particularly in the perspective of home country students and consumers in the developed world (Mazzarol *et al.*, 2000; Payne, 2001). However, less work is done to explore this idea in the context of international students interested to study abroad (Davey, 2005).

Since the 1990s, universities globally have become more internationally active through greater than before student mobility, staff exchange and the increasingly international dimension of the curriculum (Rami and Amin, 2006). International student mobility has become important element of world higher education. According to Organization of Economic Cooperation and Development (2009) there are 3.0 million foreign students studying worldwide from different countries. Typically, 90% of the foreign students are from countries belonging to Organization of Economic Cooperation and Development (OECD) with core study destinations are United States, United Kingdom, France, Germany and Australia. These main study destinations used to constitute almost 70% of the total foreign students.

According to OECD “international students or foreign students are those who travel to a country different from their own for the purpose of study”. On the basis of international students universities are considered by many as a basis of national pride. More importantly, universities play a pivotal role in economic prosperity and the maintaining of economic development (Naceur, 2009). Economists are generally agreed on the fact that human capital plays a substantial and crucial role in accomplishing higher economic growth and improved labor efficiency for a country (Saravanan and Murali, 2011). It has also been reported that many countries are unable to meet the growing demand for higher education (Marjik, 2003). Higher education in Malaysia remains to be a key factor in the development of the nation.

As claimed by Line Verbik and Lasanowski (2007) there is a major change in the flow of foreign students since last 10 to 15 years specifically after September 11 incident. This drastic change in foreign students flow has further been supported by the improved capacity of world higher education, enhanced awareness through information technology regarding different potential study destinations and positive changes in government’s education policies in Asia continent. For example University Mobility in Asia Pacific (UMAP) was established in 1993 with the aim of achieving better international understanding through increased mobility of university students and

staff. In this regard, a UMAP Credit Transfer Scheme (UCTS) was also introduced to raise student flow to member countries (Morshidi, 2008).

A thorough understanding of international students' decision-making processes creates a sound foundation for developing curriculum programmes that address their real needs. At the same time also being a reliable sounding board for accessing their concerns and anxieties while they study abroad. This paper theoretical base is the field of choice and factor effecting decision making process of international students choosing Malaysia for study purpose, it sought to find answers to the following specific questions:

- 1) What are the push and pull factors which drive International students to study in Malaysia?
- 2) How do International students in Malaysia select a course of study?
- 3) What are their concerns and anxieties about studying in the Malaysia?

In order to foreground the study, extensive literature search was conducted related to around these questions.

## LITERATURE REVIEW

Internationalization has become a fundamental strategic component of universities across the globe (Ayoubi and Massoud, 2007). Consequently, more and more universities are becoming marketing driven organizations and students have become customers for them (Chen, 2008; Mazzarol and Soutar, 2008). Likewise universities have become a brand for these customers i.e. students (Kurz *et al.*, 2008). For example Mr. Tony Blair, the Prime Minister of England said in his speech (1999) that one of the goal of his government is to be a "leader in international education" by seizing 25% of total world international student market share by 2005. The movement of students across cultures and geographic boundaries in pursuits of international education, credential and exposure has been intensified because of the globalization (Prem and Massimiliano, 2009).

Currently Malaysian institutions are endeavoring to attract utmost number of foreign students from all around the globe (Yusliza and Shankar, 2010). So far, Malaysia is quite successful in this aim of attracting international students. As per 2010 World Competitive Yearbook published by the Swiss-based Institute for Management Development (IMD), Malaysia had an overall ranking of 10<sup>th</sup> most competitive countries in the world. IMD's World Competitiveness Yearbook reports on the competitiveness of nations through the Overall Competitiveness Scoreboard which ranks the world's 57 leading economic nations. It takes into consideration an economic performance, government efficiency, business efficiency and infrastructure.

According to Morshidi (2008) high influx of students to Malaysia has been increased after 1996 as a result of restructuring of higher education. Malaysia has become attractive study destination for students from Middle East and Arab World. Selection of suitable international destination for

studies is very vital decision for any student interested in going out of his home country. There is a huge influx of international students in Malaysia last few years, see table 1. It is evident from the fact that numbers of international students holding student passes were 70,259 as on 31<sup>st</sup> December 2008. (Immigration Department, Malaysia). Ministry of Higher Education of Malaysia has an ambition to achieve a landmark of 100,000 international students in year 2010. As Malaysian government has such an aggressive plan for attracting foreign students therefore, special attention should be given to understanding and satisfying the needs and requirement of these international students.

Malaysian government has planned to attract 100,000 international students by year 2010 (Ministry of Higher education Malaysia, National Higher Education Action Plan, 2007–2010). As per OECD there are 3.0 million international students studying worldwide from different nationalities in 2009. It means that Malaysian Higher education department has is endeavoring to get 3.33% share of total world international students market.

It is getting continuously complicated for international universities especially those involve in higher education, to expand and uphold a competitive advantage in their particular target markets (Cubillo-Pinilla *et al.*, 2009; Ahmadreza *et al.*, 2011). Consequently, massive growth of Malaysian education sector in last few years has brought a challenge in terms of maintaining the international education standard for Malaysian education institutions (Yusliza and Shankar, 2010). Since the intensity of local and international competition and consumer demands has increased, educational institutions should search for new means to gain a competitive advantage (Rasli and Naim, 2005).

The impact of September 11 has seen a decreasing number of new applications from Middle Eastern countries to the United States and United Kingdom (Morshidi, 2008). Considerable restrictions in visa polices and university admission policies, increased in cost of tuition fee and availability of better low cost study options in Asia and Middle East partially explain why there is such a rapid decline. At the same time some of the Southeast Asian courtiers like Malaysia, Singapore, Thailand, and Hong Kong have emerged as potential study destination for foreign students. In East Asia China, Japan and Korea have also successfully attracted hundreds of thousands of foreign students (Verbik and Lasanowski, 2007). These countries are marketing themselves as global education hub. The major destinations for international students to study abroad are in Asia, with the top five countries for enrolment in higher education being China, India, Malaysia, Hong Kong, Singapore (Prem and Massimiliano, 2009).

Prem and Massimiliano (2009) observed in their study that language is the main factor influencing the learning and confidence of students, especially those from different backgrounds who may have English as a second language. These students have to struggle more for gaining competence in the everyday affairs and academic. They are often scared to speak in class or ask for help because of lack of confidence in their capability to communicate and fear of embarrassing themselves in front

of or their teachers. As per the study done by (Ina and Michael, 2005) for international students it is sometimes very cumbersome to adjust into a new culture especially if it the first travelling out of home country. Nostalgia, academic demands, racial discrimination, language problem, accommodation problem, adjustment to new weather, difference of culture or religion, change in food intake and many more are most common problems faced by international students.

It could be possible that any unhappy student remains in the institution possibly because of unavailability of other options but may not speak well about the institution to other perspective students or may not be supporting the institution after graduating (Wince and Borden, 1995). As education falls in purely service sector industry and word of mouth is very important in this industry. So, It the responsibility of concerned authorities to make sure that international students have great stay in Malaysia and go back cheerfully to their home countries. This is very critical especially for the survival on long run basis of the international student education industry of the Malaysia (Yusliza and Shankar, 2010).

**Table-1.**Depicts the rapid growth of international students in last few years

<b>ENROLLMENT OF INTERNATIONAL STUDENTS</b>				
<b>Year</b>	<b><u>Public Higher</u> Education Institutions</b>	<b><u>Private Higher</u> Education Institutions</b>	<b>Total</b>	<b>Growth in (%)</b>
2002	22,827	5,045	27,872	
2003	25,158	5,239	30,397	9%
2004	25,939	5,735	31,674	4%
2005	33,903	6,622	40,525	28%
2006	36,449	7,941	44,390	10%
2007	33,131	12,419	45,550	3%
2008	49,916	20,343	70,259	54%
2009	56,525	24,225	80,750	15%
2010 *			100,000	24%

**Source:**Ministry of Higher Education (2010)

As per table I, there is huge increase in the inflow of international students to Malaysia especially after 2007. If we compare the 2010 target with actual figure of 2007 of international students it has approximately doubled in just four years.

### **Decision Making in Education Selection**

Gambetta (1996) proposed in their study that this choice in the context of institutional, economic and cultural constrains imposed upon choosers whose choices and decisions can be predicted along socio-economic, cultural and ethnic lines. Such work has been used to explain participation rates across different socio-economic and ethnic groups. The main criticism against these theories is that they exclude the element of individual rationality from choice making and focus more on the influence of external factors.

As narrated by [Hemsley-Brown \(2001\)](#) that personality and subjective judgment in choice and decision making is important. The problem is that benefits from education are often intangible and hard to quantify so are the opportunity costs forfeited through engaging with higher education for example. Ultimately, students cannot be expected to base their decisions on precise calculations but perhaps on approximate comparisons which themselves are often highly influenced by perception and values held by not only the student, but those significant others who constitute a network of life influences on choosers. [Hemsley-Brown \(2001\)](#) argues that while decisions and choices young people make could be under the influence of economic, cultural and structural forces, they all the same are filtered through layers of preconceptions emanating from family influence, culture, life history and personality.

However, [Hemsley-Brown \(2001\)](#) argued in their study that choice is neither rational nor irrational or random but that it involves three broad elements for any chooser. The first element is the context in which the choices are being made which includes societal, cultural, and economic and policy issues which help shape choices made by young people within any given context. For example, in a country working under the policy framework of education for all, it would be expected that young people will have no choice about participation in certain levels of schooling. The second element brings together the range of choice influencers including schools, teachers the media and the home influence. The third element comprises the choosers themselves in terms of their self-image, perceptions held about available pathways and the estimation of personal gain associated with specific choices.

### **Decision making of overseas education**

[Baldwin and James \(2000\)](#) have investigated patterns and motivations of student migration to other countries including the factors which students consider important in their decision making. Critically, their study suggests that student overseas decision making is modeled by a combination of push-pull factors. Push factors tend to be economic or political and appear to play a more significant role in choice of country. On the other hand, pull factors such as institutional reputation, international recognition of qualification, teaching quality and locational factors appear to exert greater influence on specific institutional choice. What is interesting is that overseas students differ in their motivations for studying abroad. For example Taiwanese students choose to study abroad because they consider the international acceptability and recognition of overseas as a tremendous benefit for their long-term investment. On the other hand, European Union (EU) students choose to go other countries mainly because it provides them an opportunity to learn the English language and the cultural traditions ([Davey, 2005](#)). These motivational divergences have important implications for strategic international student marketing, recruitment and retention.

Researcher has defined decision making in this paper as a multistage and complex process undertaken consciously and sometimes subconsciously by a student intending to enter higher education and by which the problem of choosing a study destination and programme is resolved.

The associated concept of choice is both an outcome and process by which a decision becomes concretized at any given time in the decision-making process. Thus, the two concepts cannot be separated from one another. The outcome of decision making is a choice and both come under the influence of a range of factors including the broad context in which the decision is made, the environmental, organizational and individual influences and the inner personal factors which mark the individual's internal value systems and perceptions.

### **Pull and Push Factors**

Two core reasons for high influx on international students to Malaysia can be grouped into pull factors and push factors. Numerous studies have been done to investigate the possible push and pull factors important for international movement of students (Mazzarol *et al.*, 2000; Tim and Geoffrey, 2002; Gursharan, 2009). Push factors in general are related to the home country specifically those motivate a person to leave that place and go to some other place (Gursharan, 2009). Low productivity, unemployment, underdevelopment, poor economic conditions, lack of facilities, exhaustion of natural resources could be some possible push factors. Whereas pull factors are related to host country to make it more appealing than home country (Gursharan, 2009). Better employment, higher wages, facilities, better working conditions and amenities are some possible pull factors.

### **International Student's Selection of Malaysia for Study Purpose**

In questionnaire students were asked about different questions those can be grouped into Pull and Push factors.

#### **Pull Factors**

Mazzarol and Soutar (2008) found that possible pull factors for international students could be the awareness and reputation of host country and its institutions, personal recommendations or word of mouth, quality of education of host country institutions and parents of guardian recommendation. Other pull factors examined in a study done by Mazzarol (1998) are institution reputation for quality, market profile, range of courses, alliances or coalition, offshore teaching programs, staff experience, degree of innovation, use of information technology, resources, size of alumni base, promotion and marketing efforts.

#### **Push Factors**

As claimed by Mazzarol and Soutar (2008) in their study about that push factors are is the perception that overseas course is superior than local course, difficulty to gain entry in desired program in home country, desire for better understanding of host country and long term plan to migrate after completion of studies. These findings are further synchronized with the findings of another research done by Mazzarol (1998). Other push factor observed by Tim and Geoffrey (2002) in their study are poor economic condition at home country, bad law and order situation,

technological lag, difficulty in getting admission into any university at home country, intentions to settle in host country permanently, study programs of area of interest are not available.

## **RESEARCH METHODOLOGY**

The sample chosen for the current study targeted 110 actual (university students) in two private universities in Selangor, Malaysia. Since the study has been focused towards international students' motivation for studying in Malaysia, therefore, only international students were chosen as research respondents. Convenience sampling was used because the objective was to select only international students regardless of any group. International students are already grouped by different factors so convenient sampling was a better choice. Pre-requisite to select anyone as research respondent for this study was state of being an international student.

The questionnaire was designed to gather relevant data on two dimensions. Part I deals with personal data of the respondents in terms of their age, gender, level of education etc. Part II asks the reasons for choosing Malaysia as study destination. Within survey questionnaire, the close-ended 5 point Likert scale was used. The scale was ranged 1 to 5 (1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree). Survey was indented to ask respondents regarding their demographic characteristics e.g. age, gender, race, etc. The reason was to examine whether difference exist in respondent's demographic characteristics in terms of their preference towards Malaysia for studying.

## **RESULTS**

A total of 116 questionnaires were distributed among international students studying in two different private universities in Selangor, Malaysia. Out of which 110 were received back from the respondents, representing a response rate of 95 %. The demographic nature of the participating respondents are summarised in Table 1. Although Engineering and Business were the most frequently cited courses undertaken by these students, other popular courses were Architecture and Information technology. 65% of the respondents were male. 84% of the respondents were doing their master followed by 12% at bachelor. 36% of the respondents were agreed that they selected Malaysia because of low tuition fee.

Table 3 and 4 show the results of descriptive statistics. It shows that mean value of university admission is easily available in Malaysia is 3.69 and its means that most of people are agree with this statement. And less mean is found of the people satisfied with the standard of education in Malaysia. Its means people are dissatisfied or neutral about this question. The highest mean is found of the statement that they opt Malaysia for higher studies because they want to job there after getting their studies and their parents have university level education so they are also getting university level degree. People are disagree with the statement of "facing difficult in paying fees" and "they have friends from their country only" because their means is on lowest side. Table 5



show the value of one sample T test and it is evident that  $P = .000 < .05$  so it is significant difference between the population mean and sample mean on the bases of gender.

## FINDINGS AND CONCLUSION

This was an exploratory study based on a small sample of international students. While the findings generally support what is already known about overseas decision making, they do not as yet provide a sufficiently robust basis for generalising about international students as a whole. However, there is sufficient data here to generate hypotheses about international students' overseas decision making which can be subjected to further testing through future research. At the same, available data has enabled the development of a tentative mapping of international students' overseas decision making shown in Figure 1. This model was adopted from a study done by [Felix and Steve \(2007\)](#) on International students' motivations for studying in UK higher education.

This model suggests that there are six elements that shape overseas study decision making. Push factors according to [Zimmermann \(1995\)](#) are extremely important in that they provide a basis for a broad conceptualisation of the recruitment environment of the countries of origin. Universities need both to understand and appreciate the fact that many of the international students are either escaping poverty or political crises and may thus need more than just generic support offered to other international students who may just be coming here to improve their language and learn a new culture. Equally, this becomes a compelling rationale for greater financial assistance to international students in terms of scholarships, fellowships and study bursaries. In any case, as the evidence shows, many of these students come here to study, not only because they anticipate gaining an unrivalled international experience, but because they intend to assume leadership positions in their home countries upon qualification and return.

Institutions may deliver greater satisfaction if they incorporate leadership development elements into the course programmes to cater for this need. A second group of elements is about the pull factors operating at country, institution and subject of study levels. Student assesses information from several sources weighing and incorporating but sometimes discarding other information. International students may perceive studying abroad and gaining international experience has tremendous global appeal. Providing concrete evidence of this in prospectuses and institutional web-pages will serve to authenticate the perceptions of students and support students in their decision making. At institutional and subject levels, issues of teaching and research quality, perceived importance and value of the subject in the labour market, labour market factors and issues of post qualification progression appear uppermost in the minds of students. However, these factors are filtered through the moderating influence of perceptions of risks and anxieties associated with making an overseas study decision and for those already studying here, their post purchase experience of the international environment. The objective of the study was to find out the reasons motivating international students to choose Malaysia as study destination. What are the strongest

factors on the basis of which international students decide which country is best for him or her for studies? Particularly what are the enthusiasms for international students to choose Malaysia has been focused in this study. Findings from analysis showed that 36% of the respondents has chosen Malaysia because of low tuition fee of its universities and Malaysia being a safe country. Respondent's response also indicate that they think that Malaysian culture is very acceptable to international students. This is one the major reason of such a high number of students from Middle East and Arab countries coming to Malaysia for studies. As Malaysia is an Islamic country so they found its culture very similar to their home country.

52% of the respondents agreed that their parents have university level education. 42% respondents were agreed that they want to start their professional career in Malaysia. This is one of the reason why majority of the respondents also agreed with the question that they are planning to study the next level degree here in Malaysia. The highest levels of agreement respondents have shown to the question that international students have better understanding to global issues. Parent interest in making their children educated plays a very vital role. This has been proved by the respondents response to the question that majority of their parents have university level education.

## **LIMITATIONS TO THE STUDY**

Firstly, the short time frame in which it was expected to be completed was a limitation for this study. Secondly, this study has used a sample of 110 international students to find out the underlying factors motivating international students to choose Malaysia as their study destination. These 110 people can hardly represent the whole population of international students in Malaysia. Therefore, this small sample size is one of the core limitations for this study. Lastly, the use of convenient sampling could also be a potential limitation for this study.

## **REFERENCES**

- Ahmadreza, S., R. Amran and H. Huam, 2011. Servqual in Malaysian universities: Perspectives of international students. *Business Process Management Journal*, 17(1): 67-81.
- Ayoubi, R.M. and H.K. Massoud, 2007. The strategy of internationalisation in universities. *International Journal of Educational Management*, 21(4).
- Baldwin, G. and R. James, 2000. The market in Australian high education and the concept of student as informed consumer. *Journal of Higher Education Policy & Management*, 22(2): 139-148.
- Chen, L.H., 2008. Internationalization or international marketing? Two frameworks for understanding international students' choice of Canadian universities. *Journal of Marketing for Higher Education*, 18.

- Cubillo-Pinilla, J.M., J. Zuniga, I.S. Losantos and J. Sanchez, 2009. Factors influencing international students' evaluations of higher education programs. *The Journal of American Academy of Business*, 15(1): 270-280.
- Davey, G., 2005. Chinese students' motivations for studying abroad. *International Journal of Private Education*, 2: 16-21.
- Felix, M. and C. Steve, 2007. International students' motivations for studying in uk he. *International Journal of Educational Management*, 21(6): 459-475.
- Gambetta, D., 1996. *Were they pushed or did they jump? Individual decision mechanisms in education*. Westview Press, Boulder, CO.
- Gursharan, S.K., 2009. Push and pull factors to migrate. *Asia Pacific Journal of Social Sciences*, 1(1): 82-116.
- Hemsley-Brown, J., 2001. *Education decision making under scrutiny the impact of local government modernization*. National Foundation for Educational Research, Slough.
- Ina, F. and T. Michael, 2005. Consumerism in education. *International Journal of Educational Management*, 19(2): 153-177.
- Kurz, K., J. Scannell and S. Veeder, 2008. Willingness to pay: Making the best case for institutional value and return on investment. *University Business*, 11(5): 31-42.
- Marjik, C.V., 2003. Globalisation and access to higher education. *Journal of Studies in International Education*, 7(193): 1-15.
- Mazzarol, T. and G.N. Soutar, 2008. *The global market for higher education: Sustainable competitive strategies for the new millennium*. Edward Elgar Publishing, Cheltenham.
- Mazzarol, T., G.N. Soutar and V. Thein, 2000. Critical success factors in the marketing of aneducational institution: A comparison of institutional and student perspectives. *Journal of Marketing for HE*, 10(2): 39-51.
- Mazzarol, T.W., 1998. Critical success factor for international education marketing. *International Journal of Education Management*, 12(4): 163-175.
- Ministry of Higher Education, 2010. *Education development plan for malaysia (2001-2010) malaysia*.
- Morshidi, S., 2008. The impact of september 11 on international student flow into malaysia: Lesson learned. *The International Journal of Asia Pacific studies*, 4(1): 79-95.
- Naceur, J., 2009. Economic and cultural factors affecting university excellence quality. *Assurance in Education*, 17(4): 416-429.
- Payne, J., 2001. *Patterns of participation in full time education after 16: An analysis of the uk youth cohort study*. DFES, London.
- Prem, R. and T. Massimiliano, 2009. The impact of culture on learning: Exploring student perceptions. *Multicultural Education & Technology Journal*, 3(3): 182-195.

- Rami, M.A. and A.H. Amin, 2006. An investigation into international business collaboration in higher education organizations. A case study of international partnerships in four UK leading universities. *International Journal of Educational Management*, 20(5).
- Rasli, A. and A.S. Naim, 2005. *Pengurusanteknologi*. UTM Press, Johor.
- Saravanan, M. and R. Murali, 2011. Affordability of private tertiary education: A Malaysian study. *International Journal of Social Economics*, 38: 382-406.
- Tim, M. and N.S. Geoffrey, 2002. Push and pull factors influencing international student destination choice. *The International Journal of Educational Management*, 16(2): 82-92.
- Verbik, L. and V. Lasanowski, 2007. *International student mobility: Patterns and trends*. The Observatory on Borderless Higher Education, UK.
- Wince, M.H. and V.M.H. Borden, 1995. When does student satisfaction begin? Paper presented at the meeting of the association for institutional research. Boston, MA.
- Yusliza, M.Y. and C. Shankar, 2010. Adjustment in international students in Malaysian public university. *International Journal of Innovation, Management and Technology*, 1(3): 275-278.
- Zimmermann, K.F., 1995. Tackling the European migration problem. *Journal of Economic Perspectives*, 9: 45-62.

**Table-1.** Demographics characteristics of the respondents

Demographic Category	Variable	Respondent's Demographic Profile Characteristics	
		Option Category	Percentage
<b>Level of degree / program</b>	Diploma		4%
	Bachelor		84%
	Master		12%
<b>Area of specialization</b>	Engineering		34%
	Architecture		12%
	Communication and Language Studies		8%
	Information Technology		15%
	Applied Science		7%
<b>Source of funding</b>	Business Management		24%
	Parents/Guardian support		81%
	Sponsorship/Scholarship		6%
<b>Gender</b>	Self-funded		13%
	Male		63%
	Female		37%
<b>Age bracket in years</b>	20 to 25		74%
	26 to 30		22%
	31 to 35		3%
	Above 35		1%
<b>Home country name</b>	Sudan		22%
	China		15%
	Others		63%
<b>Religion</b>	Islam		79%
	Other		21%

**Table-2.**Details of the Cronbach Analysis

<b>Reliability Statistics</b>	
Cronbach's Alpha	No of Items
.794	28

**Table-3.**Mean and Standard deviation scores of students' response

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Low Tuition Fee	110	3.5000	1.23221
Low cost of living	110	3.0545	1.32607
International Affiliation of Universities	110	3.3000	1.09670
Provide opportunity to make International career	110	3.2182	1.26623
Part time work is easily available	110	2.4182	1.45502
University admission is easily available	110	3.6909	.92613
Family or Friend recommendation	110	3.6636	1.24353
No other option was available to me	110	3.0091	1.44308
Study programs are well versed with industry demands	110	3.4909	1.16324
Near to Kuala Lumpur	110	3.4182	1.10364
Lot of people I know here in advance	110	3.0727	1.45078
I didn't get admission somewhere else.	110	2.6364	1.57810
I have plan to study at the next level at this university.	110	2.8181	1.279204
I am satisfied with the standard of education.	110	2.6455	1.18543
University will help me in Job hunting.	110	3.4182	1.12830
Valid N (List wise)	110		

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

**Table-4.**Mean and Standard deviation scores of students' response

<b>Descriptive Statistics</b>			
	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Malaysia is a safe country	110	3.4182	1.10364
Facing difficulties in speaking English.	110	3.4182	1.10364
Have plans to work here after studies.	110	4.0091	1.00909
Malaysian Culture is acceptable	110	3.4182	1.10364
Visited home country during studies.	110	3.5000	1.59558
High quality of Malaysian education	110	3.4182	1.10364
Have plans to change my study programs.	110	3.4182	1.10364
Visited my home country during my stay	110	3.4182	1.10364
Make friends belonging to my country only.	110	2.6273	1.33313
Facing difficulties in paying fee.	110	2.8455	1.25754
Parents have University level education.	110	3.9000	1.40739
Satisfied with the Immigration policies of Malaysia.	110	3.3273	1.18173
International students have better understanding of Global issues.	110	3.9000	1.25581
Valid N (list wise)	110		

(1= Strongly Disagree; 2= Disagree; 3= Neutral; 4= Agree; 5= Strongly Agree)

**Table-5.**One-Sample T-Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	29.640	109	.000	1.37273	1.2809	1.4645

**Figure-1.**Factors affecting decision making process of international students Source: (Felix et al., 2007)

