

ROLES OF INTERNAL CAPABILITIES, GOVERNMENT SUPPORT AND
MARKETING-MIX STRATEGY ON INWARD EXPORT PERFORMANCE
SATISFACTION OF MALAYSIA'S HIGHER EDUCATION PROVIDERS

PANTEHA KHODAKARAMI

UNIVERSITI TEKNOLOGI MALAYSIA

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DEDICATION

I dedicate this thesis to all who have touched my life in this chapter. To my beloved parents, Mohammad and Mozghan, you have always been there for me, even from far away. I hope I have made you proud. To my kind friends, Farab and Shahla, for their friendship and motivation. Together for a lifetime, I hope. To those remarkable humans who have dedicated their lives to research. I aspire to be one.

*"Human Beings are members of a whole
In creation of one essence and soul
If one member is inflected with pain
Other members uneasy will remain
If you have no sympathy for human pain
The name of human you cannot pertain"*

Saadi Shirazi

ABSTRACT

Export services play a vital role in the development of a country's economy. The service sector provides opportunities not only for the firms to expand their businesses but also to contribute to national economic growth. Recently, many Malaysian higher education institutions (HEIs), the providers of educational services, have been facing a decline in international students' enrolment. The resulting reduction in the export of higher education services has thus become an area of concern for the Malaysian government, which has urgently begun to seek solutions. However, there is scant knowledge about the determinants of inward export performance (IEP) satisfaction in Malaysia's higher education (HE). Therefore, the objective of this study is to examine the direct and indirect impact of internal and external factors influence the IEP satisfaction of Malaysian HEIs through marketing-mix strategy (programme, price, prospectus, prominence, people, promotion, premiums). Data was collected from 152 international student officers working in Malaysian HEIs. The data was analysed descriptively using IBM SPSS 24, while PLS-SEM was used for inferential analysis and hypotheses testing. The structural model analysis revealed that the determinants, including service innovativeness, management commitment, cultural sensitivity, business technology strategy, government support, and marketing-mix strategy, were positively related to the IEP satisfaction of HE. The results also support the mediating role of the marketing-mix strategy on the relationship between service innovativeness, management commitment, business technology strategy, service climate and IEP satisfaction in higher education. However, the marketing-mix strategy did not mediate the influence of cultural sensitivity and government support on IEP satisfaction. The findings of this study contribute to the literature on export performance, IEP satisfaction, export marketing, systematic literature review in HE export, and measuring marketing-mix strategy adaptation/standardisation. Malaysian HE may use the results in designing its strategies to attract international students. Malaysian HEIs seeking success in the inward export market should consider using an adapted export-marketing strategy with respect to the price, people, prospectus, and promotion.

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Thank you all.

ABSTRAK

Eksport perkhidmatan memainkan peranan penting dalam pembangunan ekonomi negara. Sektor perkhidmatan menyediakan peluang bukan sahaja untuk firma mengembangkan perniagaannya tetapi juga kepada pertumbuhan ekonomi negara. Kebelakangan ini kebanyakan Institusi Pengajian Tinggi (IPT) Malaysia menghadapi penurunan dalam jumlah pendaftaran pelajar antarabangsa. Penurunan dalam eksport perkhidmatan pengajian tinggi ini boleh memberi kesan kepada ekonomi negara. Oleh itu, isu penurunan eksport perkhidmatan pendidikan tinggi telah mendapat perhatian serius kerajaan Malaysia, yang perlu ditangani dengan segera. Namun, pengetahuan tentang penentu kepuasan prestasi eksport masuk ke dalam perkhidmatan pendidikan tinggi Malaysia agak terbatas. Oleh itu, objektif kajian ini adalah untuk mengkaji kesan langsung dan tidak langsung faktor dalaman dan luaran yang mempengaruhi kepuasan prestasi eksport masuk IPT Malaysia melalui strategi campuran pemasaran (program, harga, prospektus, keunggulan, orang, promosi, premium). Data kajian telah dikumpul daripada 152 pegawai pejabat antarabangsa yang bertugas di IPT Malaysia. Data telah dianalisis secara deskriptif menggunakan SPSS IBM 24, manakala PLS-SEM digunakan untuk ujian inferensi dan hipotesis. Analisis terhadap model struktur menunjukkan penentu seperti inovasi perkhidmatan, komitmen pengurusan, sensitif budaya, strategi teknologi perniagaan, sokongan kerajaan, iklim perkhidmatan dan strategi campuran pemasaran berkait secara positif dengan prestasi eksport masuk pendidikan tinggi. Hasil kajian juga menyokong peranan pengantara yang dimainkan oleh strategi campuran pemasaran dalam hubungan antara inovasi perkhidmatan, komitmen pengurusan, strategi teknologi perniagaan, iklim perkhidmatan dengan prestasi eksport masuk pendidikan tinggi. Walau bagaimanapun, strategi campuran pemasaran didapati tidak menjadi pengantara kepada sensitif budaya, sokongan kerajaan dengan prestasi eksport masuk pendidikan tinggi. Hasil kajian ini menyumbang kepada literatur terdahulu dalam aspek prestasi eksport masuk, pemasaran eksport dalam industri pengajian tinggi, dan adaptasi/penyeragaman strategi campuran pemasaran. Dapatan kajian juga boleh digunakan oleh IPT Malaysia dalam merangka strategi untuk menarik pelajar antarabangsa. IPT Malaysia yang mencari peluang dalam pasaran eksport harus menggunakan strategi pemasaran eksport yang sesuai khususnya berkaitan harga, orang, prospektus dan promosi.

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LIST OF ABBREVIATIONS

AVE	-	Average Variance Extracted
BTS	-	Business Technology Strategy
CMV	-	Common Method Variance
CR	-	Composite Reliability
CS	-	Cultural Sensitivity
CT	-	Contingency Theory
EP	-	Export Performance
IEP	-	Inward Export Performance
IEP Satisfaction	-	Inward Export Performance Satisfaction
EMO	-	Export Market Orientation
GDP	-	Gross Domestic Product
GS	-	Government Support
HEI	-	Higher Education Institution
HRM	-	Human Resource Management
HTMT	-	Heterotrait-Monotrait
MC	-	Management Commitment
MoHE	-	Ministry of Higher Education
MoE	-	Ministry of Education
PGR	-	Programme
PLS	-	Partial Least Squares
PP	-	People
PR	-	Price
PREM	-	Premiums
PRM	-	Promotion
PROMI	-	Prominence
PROS	-	Prospectus
QQ plot	-	quantile-quantile plot
RBV	-	Resource-Based View
SC	-	Service Climate
SD	-	Standard Deviation

SEM	-	Structural Equation Modeling
SI	-	Service Innovativeness
SPSS	-	Statistical Package for the Social Sciences
UM	-	University of Malaya
UniMAP	-	Universiti Malaysia Perlis
UTM	-	Universiti Teknologi Malaysia
WTO	-	World Trade Organization

LIST OF SYMBOLS

α	-	Alpha
β	-	Beta
f^2	-	Effect Size
R^2	-	Coefficient of Determination
p	-	P-value
Q^2	-	Predictive Relevance
%	-	Percentage
\pm	-	Plus – minus
$>$	-	Greater than
$<$	-	Less than

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Many countries have identified the service industry as a primary growth driver. In ASEAN countries, for instance, the importance of the service industry in their national income has increased significantly (World Development Report, 2020). Globalisation has also changed the world's view on the service sector (Eckardt & Skaggs, 2018). The sector's rapid development has transformed the economic structure of many countries from industrial to service type. In industrialized countries, the services sector contributed about 75% of their Gross Domestic Products (GDP) while 55% in developing countries (Martin-Rios & Pasamar, 2018; Organização Mundial do Comércio, 2019). The service industry contribution in these countries is also higher than in the agriculture and industry sectors (Organização Mundial do Comércio, 2019). In line with these changes, service businesses are becoming an increasing trend in the international market.

Recently, there has been an increasing interest among policymakers and academician in discovering the determinants of the export performance (EP) of firms in the service industry (Durmusoglu et al., 2012; La, Patterson, & Styles, 2005; Lejpras, 2019; Patterson & Cicic, 1995; Sichtmann, Von Selasinsky, & Diamantopoulos, 2011). In some service industries, location-bound services can be exported by importing customers from other countries to the home country. Björkman and Kock (1997) defined this activity as inward export, where foreign consumers move to the firm's premises in the country where the service is provided. The inward export activities can be found in the service industry, such as education, health, and entertainment (Bianchi, 2010).

Among the service industries, the education sector is the most important service that supports the country's economic competitiveness (Al-Hemyari & Al-Sarmi, 2017; Ndum & Udoye, 2020). In many developed countries, higher education has become an important export commodity (Pham et al., 2019). Different universities employ strategies to attract international students and increase their market share (Gao & Liu, 2020). Consequently, many governments have actively marketed their high-educational products (Hemsley-Brown & Oplatka, 2006; Schatz, 2016). In line with this, creating effective export marketing strategies is crucial for universities. However, the characteristics of the service industry differ from the manufacturing industry. Hence, the marketing strategy needs to be adjusted to suit with nature of the industry. In other words, an extended form of the marketing-mix strategy is required in order to align with the service industry (Grădinaru, Toma, & Marinescu, 2016; Eckardt & Skaggs, 2018).

Higher education institutions must develop and use effective marketing strategies to attract top talents at the domestic and international levels (Roskosa & Stukalina, 2019; Mahajan, 2019; James & Derrick, 2019). Accordingly, they need to understand the adaptation/standardization of the education industry's marketing-mix. There is also a need to understand better the determinants of inward export performance (IEP) of the higher education industry. Therefore, the current study intends to determine which factors significantly contribute to the inward export performance of the Malaysian higher education industry.

1.2 Malaysia Service Industry

After gaining its independence, Malaysia holds one of the best economic records in the Asian region. For nearly five decades, Malaysia has recorded its GDP growth at an average of 6.5% per annum. Spence (2008) stated that Malaysia was among the 13 countries that recorded average yearly growth greater than 7% for 25 years or more. Even in the wake of the Asian financial crisis of 1997, Malaysia still showed solid growth rates, with an average of 5.5% yearly. The global financial crisis in 2009 did impact Malaysia, but the country quickly bounced back, recording

rates of growth averaging 5.7% since 2010 (Bangoura, 2008). However, there has been a drop in the Malaysian economic sectors, such as tourism and the higher education industry, due to the current COVID-19 pandemic (Kamaruddin & Shamsudin, 2021). According to Kamaruddin & Shamsudin (2021), the service industry's revenue for the second quarter of 2020 was RM335.6 billion. In comparison to the same quarter in 2019, this represents a decrease of 24 %.

Since independence, Malaysia's economy has changed from agriculture and commodity-based to a diversified economy (Vinet & Zhedanov, 2011). In the 1980s, manufacturing emerged as a leading sector in achieving the aims of the Malaysia New Economic Policy (Ten Raa & Wolff, 2001). Meanwhile, in the 1990s, Malaysia's service-based economy has shown significant growth. As a result, Malaysia's government prioritised expanding the service sector because of its importance to the country's economy (Kamaruddin & Shamsudin, 2021). As the country is moving towards achieving a developed nation status, the tertiary sector is boosting its contribution to the Malaysian economy (Figure 1.1).

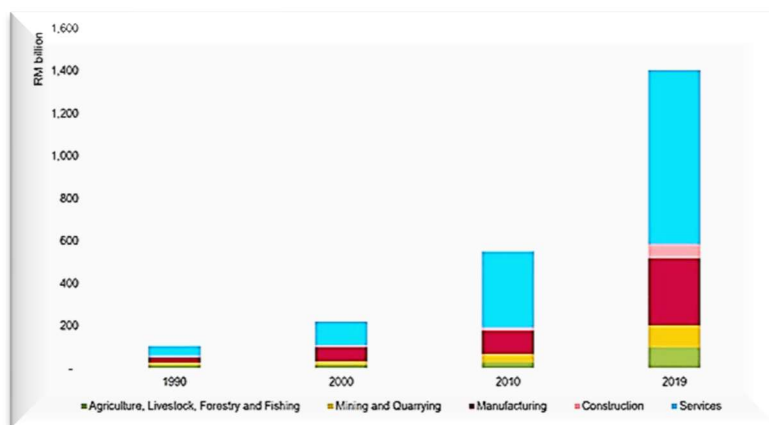


Figure 1.1 Malaysia's GDP by Type of Economic Activities at Constant Prices, 1990, 2000, 2010, and 2019 (Department of Statistics Malaysia, 2020)

Table 1.1 below illustrates statistics for the services sector, which consists of the four subsectors, before the Covid-19 pandemic from 2012 to the fourth quarter of 2019 (Department of Statistics Malaysia, 2020). The total revenue of the services industry in the fourth quarter of 2019 was RM459.4 billion, up 6.1% from the same quarter in 2018 (RM433.1b). The wholesale and retail trade, food and beverage, and

accommodation segments contributed the most (RM362.5b). Compared to the 2018 year's RM342.7 billion, it grew by 2.2%. The service sector employed 3.8 million people in the fourth quarter, up 2.6% from 3.7 million in the same period in 2018. Besides, the total salaries and wages budget amounted to RM25.8 billion, a 1.9% increase over the 2018 year's RM24.8 billion (Department of Statistics Malaysia, 2021).

Table 1.1 The Performance of the Service Sector by Segment in 2019
(Department of Statistics Malaysia, 2021)

Segment	Revenue (b)	Number of Persons Engaged	Salaries & Wages (b)
Wholesale & Retail Trade, Food & Beverages, and Accommodation	RM 362.5	2.863.506	RM14.9
Information & Communication, and Transportation & Storage	RM69.1	477.056	RM5.3
Health, Education & Arts, & Entertainment and Recreation	RM17.5	288.223	RM2.4
Professional & Real Estate Agent	RM10.4	179.913	RM2.5
Total	RM459.4	3.808.698	RM25.8

Note: b is Billion Ringgit Malaysia (RM)

Table 1.2 offers statistics on the services sector, which consists of the same four subsectors from 2012 until the first quarter of 2021. Services sector revenues in the first quarter of 2021 amounted to RM428.5 billion, which decreased by -1.7% compared to the fourth quarter of 2020 (435.9b). The Wholesale & Retail Trade, Food & Beverage, and Accommodation segments accounted for most of the total contribution of RM346.7b. This segment declined -1.3% to RM346.7 billion compared to the fourth quarter of 2020 (RM351.3b). In the first quarter of 2020, 3.7 million people were working in this sector. Statistics indicate a decrease of 10,892 persons or -0.3 percent from the fourth quarter of 2020. Salaries & wages paid for this quarter came to RM24.2 billion, down -1.9% compared to RM24.7 billion last quarter.

Table 1.2 The Performance of the Service Sector by Segment in 2021
(Department of Statistics Malaysia, 2021)

Segment	Revenue (b)	Number of Persons Engaged	Salaries & Wages (b)
Wholesale & Retail Trade, Food & Beverages, and Accommodation	RM346.7	2.757.427	RM14.8
Information & Communication, and Transportation & Storage	RM59.8	452.655	RM4.4
Health, Education & Arts, and Entertainment & Recreation	RM12.9	279.179	RM2.4
Professional and Real Estate Agent	RM9.00	177.390	RM2.5
Total	RM428.5	3.666.651	RM24.1

Note: b is Billion Ringgit Malaysia (RM)

Figure 1.2 shows the volume of Malaysia's trade in services from 2010 to 2019. Malaysia's services exports were climbing high by recording RM169.8 billion in 2019. The best performance was in travel, air transport, and professional services. At the same time, the import of services increased from RM179.9 billion to RM180.7 billion in 2019, led by outbound activities and other business services. In 2019, Malaysia's total trade in services enhanced to RM350.5 billion, which grew by 2.4% against RM342.3 billion in 2018.

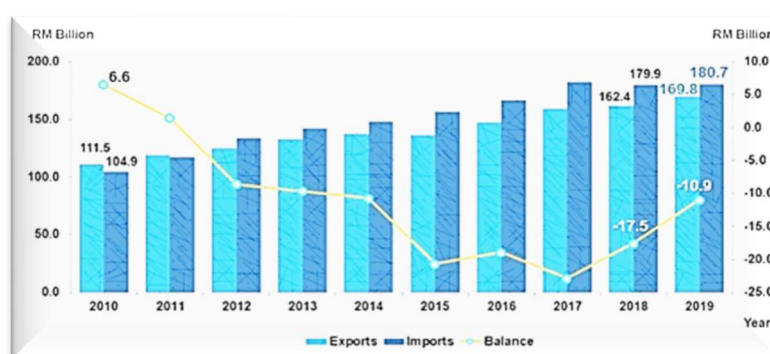


Figure 1.2 Malaysia's International Trade in Services, 2010-2019
(Department of Statistics Malaysia, 2020)

Total trade in services made 23.2% of the Malaysian GDP in 2019. Travel contributed almost half of the total exports with a 48.4% share and continued as the most extensive section. Encouragement of tourist spending contributed to this outcome. Transport export recorded a growth of 5.6%, led predominantly by an increase in air and sea transport. The other business services' exports are contributed by higher exports in business management and consulting, architectural, engineering, technical services, and accounting (Department of Statistics Malaysia, 2020).

The service industry's contribution to Malaysia's GDP was 53.8% in 2014. Then, it reached 51.2% in 2015 and 57.7% in 2019 (Malaysian Investment Development Authority, 2020). Some reasons for the growth in service sectors are the shift of information technology from manufacturing to service, labour movement, and trade openness of Malaysia to other countries (Lee & McKibbin, 2018; Sohag, Begum, Abdullah, & Jaafar, 2015; Tun-Pin et al., 2019). Therefore, the services sector accounts for almost half of the output of Malaysia. Moreover, As Malaysia aims to grow to be a developed nation, greater attention should be given to the development of the services sector to serve as the engine of progress and sustain the economy (EPU, 2015).

Due to various smart partnership opportunities implemented by Malaysia in 2019, the tourism industry performed reasonably well. According to the Department of Statistics Malaysia (2021), the export of Malaysia's services hit a new high of RM169.8 billion, a new peak for the country in 2019. Strong performances in travel, air travel, and professional services bolstered it. Regarding percentage share, travel accounted for almost half of total exports, with 48.4%. A large part of this outcome resulted from encouraging tourists to spend money on shopping, lodging, and food and beverage outlets. However, in terms of transportation, the services exports declined as national borders remained closed to travel (Department of Statistics Malaysia, 2021).

The export of services has been identified among the leading factors for turning Malaysia into a high-income nation (EPU, 2015). Subsequently, one of Malaysia's economic development plan strategies is to increase the services sector's

export and identify the services sectors crucial for its economic growth (EPU, 2015; MoHE, 2015). The focus is on the service industries that can attract higher private investment, increase exports, and create more high-income jobs. Malaysia has a high potential to increase inward exports such as higher education, tourism, entertainment, and health care. In addition, Malaysia aims to expand export opportunities in knowledge-intensive areas such as education. Increasing the inward export of higher education also boosts the export of other sub-sections. For example, international students' presence impacts transportation, tourism, health, and entertainment services.

1.2.1 Malaysia Higher Education Industry

The history of Malaysian higher education (HE) goes back to 1959 when an autonomous campus in Kuala Lumpur began with 322 students. This was followed by the establishment of the University of Malaya, with 6,672 students (Sirat & Wan, 2022). In 1969, the first university established by the Malaysian government was the University of Penang (Universiti Sains Malaysia), which also enrolled its pioneer batch of 57 students. In 1970, the Malaysian government established successive five-year national development plans on the development of HE and human resources. In late 1990, the Malaysian government diverted attention to issues such as access and equity, transformation and the quality of higher education, and the internationalisation of higher education. Malaysia's government encouraged the growth of private higher education institutions to meet the demand for higher education. As a result, a legal and regulatory framework for privatizing higher education was developed, branches of foreign universities were established, and private universities and colleges were formed in the country (Sivalingam, 2007).

Over the decades, Malaysia's higher education has changed significantly to meet the demand for quality education and the country's manpower requirement. In the 2010 World Competitive Yearbook, Malaysia was ranked the 10th most competitive education country (Zeeshan et al., 2013). There are two categories of higher institutions in Malaysia, namely public (PuHEI) and private (PHEI) higher

education institutions. According to the Ministry of higher education (MoHE), there are 20 public universities, 46 private universities, 32 private university colleges, 388 private colleges, and nine foreign universities branch or campuses which attract international students (MoHE, 2021).

Following the Malaysian government's decision to democratize higher education through the enhancement of the Private Higher Education Institutions Act of 1996, the ministry of education (MoE, 2001), more private HEIs have been approved (Bajunid & Wong, 2016). Both PuHEI and PHEI engage in internationalisation dynamically (Yee, 2014). PuHEI aims to attract international postgraduates rather than international undergraduates. In general, some public universities are research-focused, and it helps the PuHEIs enhance university ranking by increasing the number of international students and the research's output (Yee, 2014).

International students have some benefits for the local countries, and they enhance the host country's economic revenue. They also contribute to intercultural learning and improve the understanding of diversity and global issues in local countries (Andrade, 2006). Andrade also postulated that international students generate business opportunities and world trade connections; they help nations become diplomatic allies and promote foreign policy interests. The number of international students enrolled in PHEIs and PuHEIs increased from 27,872 in 2002 to 70,000 in 2007, then raised to 86,919 in 2010 (Grapragasem et al., 2014). Malaysia's higher education institutions attracted 114,653 international students in 2015 and received around 133,860 international students in 2017 (Anis et al., 2019). Although this figure was expected to increase to 200,000 by 2020, it was not achieved (Grapragasem et al., 2014). Malaysian HEIs will fulfil their target of 250,000 students by 2025 and 335,000 by 2030 (Ministry of Education Malaysia, 2014). Most of the international students come from Southeast Asia, the Middle East, Middle Asia, Africa, and Latin America. The leading countries are China, followed by Bangladesh, Nigeria, Indonesia, Yemen, Pakistan, Libya, Iraq, Sudan, and Iran (Singh, 2021).

One of the main policy documents, the National Higher Education Strategic Plan (NHESP, 2007), stated that Malaysia should be an education hub, especially in the South East Asia region. Through its MoHE, Malaysia sought to increase its international student enrolment to 200,000 by 2020. Other agencies involved in the development of Malaysia HE include the Majlis Amanah Rakyat, Khazanah Nasional, Public Service Department, and the Tunku Abdul Rahman Foundation. The goal can be achieved if the enrolment rate in HE rises from 48 to 70%. In order to achieve this goal, firstly, Malaysia must move on to a knowledge-based economy by developing human capital from its current economic model based on natural resources and low-cost production. Secondly, Malaysian HE should restructure the state-university relationship, provide autonomy in finances and human resources, increasing internationalisation, and push for more inclusive HE institutions (Symaco & Wan, 2017). Thirdly, the country must take advantage of HE opportunities as an export sector, given the growing demand for HE services in the area (Chin, 2019; Guimón & Narula, 2020). Thus, Malaysia will be the highest HE exporter in Asia (MoE, 2016). Table 1.3 shows the number of international students studying in HEIs in Malaysia from 2019 to 2021.

Table 1.3 Number of International Students in Malaysian Institutes (top ten) by Country of Origin 2019-2021 (Statistics of Higher Education, 2021)

Country	2019	2020	2021
China	13045	10301	15062
Indonesia	9045	5409	5658
Bangladesh	77400	5681	4435
Yemen	6000	2626	2360
Pakistan	51500	2967	2795
Nigeria	48200	2489	2255
India	3007	2514	2711
Egypt	2560	1541	1572
Saudi Arabia	2250	680	728
Iraq	2230	412	461

Referring to table 1.3, the majority of international students in Malaysia are from China, with 13045 in 2019 and 10301 in 2021, reach to 15062 international

students in 2021. Malaysia's second largest group of international students is from Indonesia, with 9045 students. Malaysia has a considerable number of international students from Muslim nations studying in both public and private higher education institutions. Malaysia aims to diversify its international student population in the future. However, Table 1.3 also revealed that the number of international students from different countries (excluding China) of origin is declining from the Year 2019 to 2021. This decline in international students might have been attributed to the COVID-19 pandemic and other related factors, such as lack of government support and adapting to the technological advancement of Malaysian HEIs.

Inspired to be an education hub, Malaysia is an important education-exporting country (NG, 2011). Other countries such as Australia, Singapore, Taiwan, South Korea, and China are developing their brands in the sector (NG, 2011). Malaysia has certain comparative advantages over other Asian competitors in the region. For instance, Malaysia has an affordable tuition fee and cost of living, international recognition and uses English as a medium of instruction in higher education (MoE, 2015). Besides, it is a multicultural nation and peaceful country. On the other hand, it faces several significant challenges in sustaining the export of its higher education services. This study highlights factors affecting the increasing HE inward export in Malaysian institutions.

1.3 Problem Statement

Over the past two decades, Malaysia has begun to liberalise its economy, moving from manufacturing to the services sector (Economic Planning Unit Prime Minister's Department, 2019). In line with the vision, Malaysia should speed up the transformation from reliance on the low-cost labour industry to flourishing on innovation and generating jobs with high wages (EPU, 2015). Despite Malaysia's success in several other sectors, it is yet to be competitive enough to export services (MoHE, 2015). Malaysia's government has realised the importance of the export of services and appropriately highlighted this in the Economic Transformation Programme (ETP) as one of the leading factors to make Malaysia a high-income

nation (MoHE, 2015). EPU, 2015 refers to travel and tourism services as the focus of the service exports. However, exports are still quite small in other sectors, such as higher education services.

Malaysia aims to become the hub of higher education in the region (Suryandari, Jaafar, & Hamzah, 2014; Guimón & Narula, 2020). As such, Malaysia will have one of the highest enrollment rates in ASEAN (MoE, 2016). Malaysia HE aims to increase international students by 2025; therefore, they provide affordable tuition fees, cheap cost of living, and social media advertising (Sundarrajh & Zulkfli, 2019). The Malaysian government also offers strategies such as scholarship and fee exemptions for students from less developed countries to increase the number of international students. Malaysia's goal was to reach 200,000 international students by 2020 and 250,000 by 2025 (MoE, 2018). Despite notable success in the internationalisation of higher education in Malaysia, the goal for 2020 was achieved. Malaysia experienced a decline in international students enrolling in Malaysian HEI (Ministry of Education Malaysia, 2014). The enrolment of students such as from Iran, Maldives, Cambodia, Saudi Arabia, and others has decreased (KPM, 2014; Ming et al., 2020). Chui et al. (2016) stated that the enrolment reduction could be due to poor strategic marketing planning. Hence, considering the factors that influence the export of Malaysian higher education can help the understanding of this issue.

Theoretically, there are different internal and external factors that influence the export performance of higher education (Melikyan, 2018). Several studies have examined the internal and external factors that influence HE export (Asaad, Melewar, & Cohen, 2015; James & Derrick, 2019). The current study systematic literature review (SLR) points out that despite higher education's importance as an export sector, limited studies evaluate the internal and external factors that influence its export performance. Among internal factors, firm capabilities have been a central theme dictating export performance (Lages et al., 2009). Besides, firm capabilities are a primary source of the firm's performance advantage (Knight & Cavusgil, 2004; Yalcinkaya, Calantone, & Griffith, 2007; Anning-Dorson, 2018; Santoro et al., 2019). Industry-specific capabilities in higher education are different across countries. Studies determined higher education capabilities in different institutions

(Bourke, 2000; Graf, 2009; Jameson, 2012; Lo & Tian, 2020). For example, Graf (2009) found that German and British universities use different capabilities to export higher education.

Likewise, it should be noted that a wide range of export performance internal and external determinants has been explored. However, only a handful was comprehensively examined (Dahooie et al., 2020). Moreover, the multiplicity of measures employed and the patchy findings call for more requirements for novel scrutiny of the construct of export performance from scholars' and practitioners' viewpoints (Erdil & Özdemir, 2016). This is because the independent variables used in export performance research are vast and fragmented, complex, confusing, and contradictory (Chen, Sousa, & He, 2016; Wang, Liu, & Su, 2017; Krammer, Strange, & Lashitew, 2018; Faria, Rebelo, & Gouveia, 2020), and the results were inconsistent (Sousa, Martínez-López, & Coelho, 2008; Tan & Sousa, 2011; Dahooie et al., 2020; Sadeghi, Rose, & Madsen, 2021). Similarly, most of the research focuses on manufacturing industries (Eickelpasch & Vogel, 2011; Durmuşoğlu et al., 2012; Lu et al., 2012; Mysen, 2013; Sichtmann, Selasinsky, & Diamantopoulos, 2011; Lejpras, 2019). Even studies have not differentiated industries which bring customers to the local country such as higher education. Sichtmann and von Selasinsky (2010) emphasized that services and manufactured goods have different characteristics and determinants. Hence, studying the determinants of IEP of the higher education sector is neglected. As such, export marketing-mix is one of the strategies that can address the issue.

Export marketing-mix strategy is one of the approaches that can enhance inward export performance in the HE industry. Recruiting international students at higher education institutions can be considered export marketing (James & Derrick, 2019). However, export marketing has received little attention in the marketisation of higher education literature (Asaad et al., 2015; James & Derrick, 2019). Further, a systematic literature review in the higher education industry in the current research identified a need for research on the HE marketing-mix strategy. An export marketing strategy or international marketing-mix is an important internal mediator that bridges the relationship between internal and external factors and export

performance (Cavusgil & Zou, 1994; Sousa & Lengler, 2009; Carneiro et al., 2016; Dahooie et al., 2020). Besides, internationalisation growth in service firms demands more study concerning marketing results (Eckardt & Skaggs, 2018). However, prior research has focused on internal or external determinants of export performance without taking into account potential mediators such as export marketing strategy, as Safari and Saleh (2020) demonstrated. In the marketing-mix strategy studies, some scholars prefer only to focus on 4Ps (product, price, promotion, and place) because they are the basic ones. However, the other elements (prospectus, people, prominence, and premiums) are also essential to promote services such as higher education. In other words, the effect of marketing-mix strategy on IEP in the higher education industry has been the subject of limited research studies.

An additional issue in this research is related to the level of adaptation and standardization of the marketing in higher education inward export performance. Deliberation could be made on the question of whether marketing strategies should be adapted or standardized in HE inward export. In inward export performance, the different components of the 7Ps can be present through an adaptation or standardization strategy. Since inward export customers move to the producer host country, it is essential for managers of inward export businesses to choose to be standard across the nations or adapt to international customers. However, the adaptation or standardization level of the marketing-mix, which is important in international marketing strategy, is confusing and inconsistent (Katsikeas, Leonidou, & Morgan, 2000; Sousa et al., 2008; Schmid & Kotulla, 2011; Helm & Gritsch, 2014; Grădinaru et al., 2016). More research is needed on marketing-mix standardization and adaptation in service sectors (Mandler et al., 2021) and emerging markets (İpek, 2021). A systematic literature review revealed that the research on the relationship between marketing standardization and adaptation on export performance has concentrated on manufacturing and small and medium-sized enterprises from high-income nations (Mandler et al., 2021).

Research on the determinants of EP was conducted on businesses in developed and developing economies, where the developed countries were getting more attention from researchers (Chen et al., 2016; Edeh, Obodoechi, & Ramos-

Hidalgo, 2020). Most of the research studies on export performance focused on developed or highly industrialized countries, for example, in the UK (Cadogan et al., 2016), the UK and USA (Nakos et al., 2014). Even though recent studies have started to focus on the emerging economy, the knowledge in these areas is still limited (Krammer et al., 2018; Haddoud, Jones, & Newbery, 2018). Similarly, despite the ongoing globalisation of higher education, few studies have evaluated higher education institutions in non-Western countries (Ahrari et al., 2019). Theories across different countries with numerous economic, cultural, and technological backgrounds should be evaluated (Edeh et al., 2020; Sousa, 2004; Sousa et al., 2008). There should be differences between developing and developed countries when it comes to inward export performance. Customers who choose developing may have dissimilar needs or wants from the rest who prefer developed countries. Therefore, more attention should be paid to those less considered countries, particularly to the fast-growing developing countries.

There is a scant specific framework of service inward export performance, such as higher education. Besides, there is limited study of export marketing and IEP of higher education (James & Derrick, 2019). Consequently, service export performance frameworks should be developed according to the services' purpose and characteristics. The higher education service export performance frameworks should consider capabilities such as business technologies and service innovativeness. Thus, this study examines management satisfaction with internal and external factors influencing Malaysian HEIs inward export performance.

1.4 Research Questions

The current study attempts to determine the factors that can increase the number of international students registered in Malaysian higher education institutions. Based on the problem statement, there are five research questions:

RQ1) How do the institutions' internal capability factors influence inward export performance satisfaction of the Malaysian higher education industry?

- RQ2) How does the institution's external factor influence inward export performance satisfaction of the Malaysian higher education industry?
- RQ3) How does the institutions' marketing-mix strategy influence inward export performance satisfaction of the Malaysian higher education industry?
- RQ4) How does the marketing-mix strategy mediate the relationship between the institution's internal capability factors and inward export performance satisfaction of the Malaysian higher education industry?
- RQ5) How does the marketing-mix strategy mediate the relationship between the institution's external factor and inward export performance satisfaction of the Malaysian higher education industry?

1.5 Research Objectives

This study investigates the determinants of inward export performance in the higher education industry by examining the influence of the internal and external factors and export marketing strategy on inward export performance. Specifically, this study attempts to achieve the five following objectives:

- RO1) To identify the relationship between internal capability factors and inward export performance satisfaction of the Malaysian higher education industry.
- RO2) To determine the relationship between the institution's external factor and inward export performance satisfaction of the Malaysian higher education industry.
- RO3) To examine the relationship between marketing-mix strategy and inward export performance satisfaction of the Malaysian higher education industry.
- RO4) To investigate the mediating role of marketing-mix strategy between internal capability factors and inward performance satisfaction of the Malaysian higher education industry.
- RO5) To examine the mediating role of export marketing-mix strategy between the external factor and inward performance satisfaction of the Malaysian higher education industry.

1.6 Scope of the Study

This study investigates the inward export performance determinants of the higher education industry in Malaysia. Malaysia was chosen for this study since it is a developing country that provides a considerable research setting to determine various antecedents of export performance. Thus, special attention is required to advance the research in this area. In addition, Malaysia is an excellent example of an open economy for other countries. Besides, recently, the expansion of the service sector industry (e.g., higher education) has been one of the foremost strategies in Malaysia's economic development plan (Economic Planning Unit Prime Minister's Department, 2019). This plan aims to work on skilled human capital, increase service export capabilities, bring technology adoption, and solve the problems related to external factors to advance in service export.

Higher education is a critical industry in Malaysia, and the MoHE aspired to increase access to and enrolment in higher education (MoE, 2016). Moreover, the higher education sector is directly linked to achieving social development goals (Cali, Ellis, & Velde, 2008; Organização Mundial do Comércio, 2019) and plays an essential role in any country's innovation system (Alexander & Yuriy, 2015). Additionally, the education sector is vital in developing countries such as Malaysia due to the effects on employment and GDP. The development of subsectors and industries with high knowledge intensity and the potential for creating high-income jobs is the focus of the Malaysia Plan (García Reyes, 2013). As the goal of the Economic Planning Unit Prime Minister's Department (2019) diving the economy towards high-income jobs, the higher education sector is potentially high to generate high-income jobs that have a strong influence over the economy (MoHE, 2015).

In this study, the sample includes data on a single industry, HE in Malaysia and confounding industry effects are not presented. According to Adis (2010) a single industry is better at providing awareness about the linkage of export marketing strategy and export performance. Therefore, data were collected from the management of 152 public and private HEIs engaged in the export of HE. Management viewpoint is important in this study because the objective is to see the

perspective and approach of HE suppliers on inward export performance (IEP) satisfaction of HE.

1.7 Significance of the Study

The study contributes theoretically and practically to the field of higher education export. Exporting contributes to the nation's economic prosperity and growth (Köksal, 2008; Lages & Montgomery, 2005; Mahmood & Munir, 2018; Özkaya & Yücel, 2020). In order to increase total exports, the production of goods and services in the domestic market needs to be raised (Özkaya & Yücel, 2020). As such, several researchers have looked into the internal and external factors that impact the export performance of businesses, and the outcomes of their works have provided scholars, business practitioners as well as policymakers with crucial insights (Dahooie et al., 2020; Edeh et al., 2020; Sousa et al., 2010). Nevertheless, with respect to the development and implementation of export performance determinants in the service sector, which is increasing internationally, it has received little attention.

The present research has theoretical significance. It adds to the literature on export performance in international business by investigating certain internal capabilities, external factors and the mediating effect of marketing-mix strategy. The current study offers a more integrated empirical model of IEP satisfaction compared with past studies in the higher education service sector industry. Therefore, the findings of the current study provide a reference for the researchers who research HEI. Furthermore, in terms of service classification, higher education services fall under location-bound or people-processing services. Hence, the research adds to the location-bound or people-processing services literature explained in Chapter 2. Besides, export marketing strategies are tested, especially in the HE services industry. This study adds to the standardization and adaptation marketing-mix strategy literature by ascertaining the antecedents of export performance absence in the inward internationalism service industry. Based on the review of available literature, a study concerning internal, external, and 7Ps in higher education service is absent.

Inward exports, in which clients relocate to the producer's home country, can help several sectors in the producer's home country, such as tourism, entertainment, and retail sectors (Zheng, 2014). Different types of inward export can cause an increase in the other type of inward exports. For instance, the inward export of higher education services can enhance tourism and vice versa (Irfan et al., 2017). Besides, international students contribute to employability, multicultural observations, global communication, and cooperation in their home country (Chien, 2020). HE inward export leads to a greater global awareness of cultural differences and similarities (Chien, 2020). As a result, any inward export, such as studying abroad, may help increase international understanding and tolerance possibilities. In an increasingly interdependent world, inward export like education can boost a host country's competitiveness, security, and leadership in cross-cultural communication (NAFSA: Association of International Educators, 2001). As such, this study's findings provide academicians in international business research with the extension of the IEP neglected in the prior literature. It may create a potential ground for future research within the inward export performance fields.

Remarkably, the outcome of this research contributes to managerial implications. The findings benefit private and public higher education institutions. The information collected from this study indicates which factors influence the IEP of Malaysia's HEIs, and it can be helpful for the marketers of HEIs to increase their IEP satisfaction. Higher education institutions must constantly explore opportunities for exporting higher education (Yousapronpaiboon, 2014). Understanding the practical factors of Malaysian higher education IEP satisfaction can provide a model for higher education exporters. In addition, the findings may shed light on paths useful for industries, especially those businesses planning to start inward export to the international market, particularly for developing countries. This study may assist researchers in addressing the unique situation of exporting and marketing strategies in developing nations because these nations possess different economic settings than other markets (Hoskisson et al., 2000).

1.8 Conceptual and Operational Definitions

Conceptual definition describes the principles underlying a word, and operational definition explains the definition of a measure. After reviewing the literature, several explanations for the study's variables were chosen (see Table 1.4). The following terms and concepts are this research's conceptual and operational definitions.

Table 1.4 Conceptual and Operational Definitions of the Variables

Terms	Conceptual Definitions	Operational Definitions
Dependent Variable		
Inward Export Performance Satisfaction	Cavusgil and Zou (1994) defined export performance "as a strategic response by management to the interplay of internal and external forces." On the other hand, Katsikeas et al. (2000) defined export performance as the outcome of a firm's activities in the export market. The current study follows Katsikeas et al. (2000) definition. Export of services like education, tourism, or healthcare (Björkman & Kock, 1997; Bianchi, 2010), production, and consumption are simultaneous activities and occur in in the home country of the service provider that is called inward export (Bianchi & Drennan, 2012).	In this study, IEP satisfaction is operationally defined by the subjective satisfaction of internal students officer with market share, sale growth and value, firm profitability, and market penetration of Malaysian HEIS.
Mediator		
Marketing-mix Strategy	Export marketing strategy is the means by which a firm responds to the interplay of internal and external forces to meet the objective of the export venture. It involves all aspects of a marketing plan that including product, promotion, pricing, and distribution (Cavusgil & Zou, 1994). Ivy (2008), Lim, Jee, and De Run (2020) offered 7Ps marketing- mix in the higher education industry. Items include: programme, price, promotion, prospectus, people, prominence, and premiums. Standardization means the same marketing strategy is applied in all markets Samiee and Roth, (1992). In view of that, the export marketing-mix elements (4Ps) can be standardized across all international markets (Birnik & Bowman, 2007; Solberg, 2002). Adaptation marketing strategy is defined as modifying the domestic market service to make it suitable for different environments or conditions for market penetration (Medina & Duffy, 1998).	The marketing-mix strategy is operationally defined with the adaptation/standardisation of programme, price, promotion, people, prospectus, prominence, premiums pursued for higher education in institutions.

Terms	Conceptual Definitions	Operational Definitions
Independent Variables		
Service Innovativeness	Innovativeness is a valuable intangible asset that can offer a competitive advantage to businesses by being too costly for competitors to copy it (Barney, 1992; Boso et al., 2013).	Service innovativeness is defined as the extent to which HEIs are offering new programmes and to what extent their programmes are different from their competitors.
Management Commitment	Management commitment is the extent to which a firm's management has favourable attitudes toward and is willing to allocate resources to exporting (Cadogan et al., 2005; Leonidou, Katsikeas, & Piercy, 1998).	Management commitment is defined as the degree of management attitude toward significance and export of higher education.
Cultural Sensitivity	Cultural sensitivity is a general open-mindedness with respect to different cultures and the willingness to understand the ways in which cultures differ (Harich & LaBahn, 1998; Bloemer, Pluymaekers, & Odekerken, 2013).	In this study, cultural sensitivity is operational defined by the awareness, familiarity, adaptation and understanding of internal staff of HEIs with the culture of internal students.
Service Climate	Service climate is defined as employee perceptions of the practices, procedures, and behaviours that get rewarded, supported, and expected regarding customer service quality (Schneider, White, & Paul, 1998; Morgan et al., 2014).	Service climate refers to the overall working environment of the HEIs, and the perceptions of employees about the rewards, recognition, and support in that they received in return for dealing with international students.
Business Technology Strategy	According to Lefebvre, Mason, and Lefebvre (1997), and Teo and Pian (2003), business technology strategy refers to the degree to which a firm aggressively pursues technological changes in up-to-date services production technologies and equipment, creative products, technological forecasting activities, and recruitment of qualified human resources.	Business technology strategy is operational defined as the degree to which HEIs are supportive in recruiting, training, and providing high-quality technology experts, providing technological equipment's and tools in dealing with international students.
Government Support	Government can support marketing policies as in form of financial incentives, product quality standards, and complementary downstream capabilities (Malik & Kotabe, 2011).	-

1.9 Structure of Thesis

This study is organized into five chapters, as shown in Figure 1.4. Chapter One discusses the introduction, background, problem statement, questions, objectives, significance, scope, and conceptual and operational definitions used in the study. Chapter 2 reviews the literature on export performance, types of services, inward export services, determinants of IEP satisfaction, marketing-mix strategy, and internal and external variables. Chapter 3 discusses the research design, which includes the data collection method, sampling method, conceptual framework, instrument development, and data analyses. Chapter 4 analyses the data from the quantitative research using SEM. Finally, Chapter 5 discusses the results, theoretical, methodological, and managerial contributions, limitations, and directions for future research.

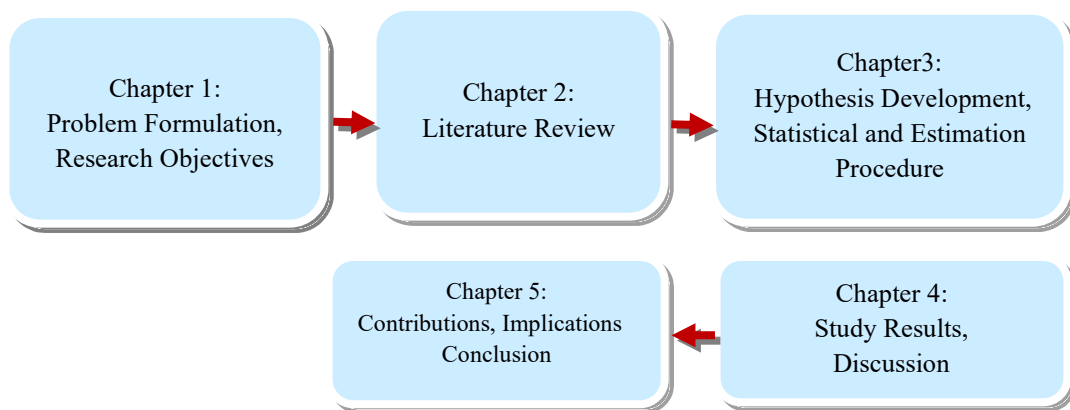


Figure 1.3 Chapter Organization

1.10 Summary

Chapter 1, the introductory chapter of this thesis, presents the background of the research. This chapter outlines Malaysia's service sector, Malaysia's higher education industry, problem statement, research questions, and research objectives. Then, the scope, significance of the study to the academics and industry, and conceptual and operational definitions are highlighted. The next chapter discusses the literature review of the study.

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APPENDIX

Appendix A Systematic Literature Review Keyword Strings

Scopus: TITLE-ABS-KEY (("higher education") AND (export* OR "export performance") AND (education*) AND (universit*) OR "internationali*" AND ("international student") OR ("inward export") OR ("service export")) AND (LIMIT-TO (PUBYEAR, 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR, 2018) OR LIMIT-TO (PUBYEAR, 2017) OR LIMIT-TO (PUBYEAR , 2016) OR LIMIT-TO (PUBYEAR , 2015) OR LIMIT-TO (PUBYEAR, 2014) OR LIMIT-TO (PUBYEAR, 2013) OR LIMIT-TO (PUBYEAR, 2012)) AND (LIMIT-TO (SUBJAREA, "SOCI") OR LIMIT-TO (SUBJAREA, "BUSI") OR LIMIT-TO (SUBJAREA, "ECON")) AND (EXCLUDE (SUBJAREA, "ARTS") OR EXCLUDE (SUBJAREA, "ENGI") OR EXCLUDE (SUBJAREA, "COMP") OR EXCLUDE (SUBJAREA, "DECI") OR EXCLUDE (SUBJAREA, "ENVI") OR EXCLUDE (SUBJAREA, "NEUR") OR EXCLUDE (SUBJAREA, "PSYC")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English"))

WOS: (((((((ALL= ("higher education")) AND ALL= ("export performance" OR "export*")) AND ALL=(education*)) AND ALL=(universit*)) OR ALL= (internationali*)) AND ALL= ("international student")) OR ALL= ("inward export")) OR ALL= ("service export")

Google Scholar: (((((((ALL= ("higher education")) AND ALL= ("export performance" OR "export*")) AND ALL=(education*)) AND ALL=(universit*)) OR ALL= (international*)) AND ALL= ("international student")) OR ALL= ("inward export")) OR ALL= ("service export")

Appendix B Summary of Studies on Higher Education Export

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Hogan, Charles, & Kortt (2021)	Australia	Export business education		No	To determine how key drivers of change will impact business education in Australia over the next 10 years.	Geopolitical volatility, Responsible business and sustainability, Relevance, International study experience, Value of business education, Technology of education, The future of work & organizations, Experiential learning, Global socio-economic trends, Learner preferences	18 experts	A four-round Delphi method was implemented to collect the data	Yes	In the future, business education will face even more significant challenges to its legitimacy without dramatic changes in policy & strategy.
Jokila, Kallo, & Mikkilä-Erdmann (2019)	Finland	International student recruitment	No	No	To analyse the justifications & persuasion strategies used in national policy texts for	Internationalisation	The data consist of key internationalisation strategies from the	Secondary data	-	There is a marked shift from neoliberally toned crisis talk to opportunity rhetoric in the main persuasion mechanisms in the

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					recruitment initiatives.		Ministry of Education and Culture from 2001 to 2017			strategies.
Melikyan (2018)	Russia	Education export Performance	Yes, International education marketing	No	To analyse the relationship between the universities' internal factors and their education export performance indicators.	Diversification of education programs, Number of dual degree programs, Engagement in TNE programs, Number of international network partnerships, Average annual tuition, Percentage of fee-paying, University position in the Webometrics Ranking, Average passing USE score	173 universities	Quantitative, Survey	No	There is a positive relationship between the number of international network partnerships, the number of double degree programs & the EP indicators. The level of IS tuition & commercialization shows a positive relationship with education export profitability but not with the enrolment of IS. Universities' web presence, participation in transnational education programs, & education EP did not correlate.
Ortiga, (2018)	Philippines	Creation of an education hub	Yes	No	How Philippine universities attempt to educate graduates for	International student mobility	Total of 31 individuals: 7 state officials, 4 4 education	Qualitative, in-depth interviews	-	Philippine schools promote their universities as being the best place in the

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					'export', adjusting school policies & curriculum according to the anticipated needs of foreign employers		agents, and 20 private school owners & administrators			world to train for international jobs. Creating new forms of knowledge mobility in an increasingly segmented HE market.
Healey (2017)	UK	Internationalisation	No	No	To discuss the attempt by one UK university to change direction and develop a new approach to internationalisation.	International learning experience - to prepare students to become highly employable global citizens	Reviews some of the lessons learned over a four-year period of moving away from an export education orientation	Review	-	The university should focus on internationalisation instead of international student recruitment.
Sarkar, & Perényi, (2017)	Australia	Internationalisation of HE	No	No	To explore the role of education agents as drivers of competitiveness of Australian Universities by facilitating internationalisation	Networking capacity of the agents, Education agents, Market knowledge	Two University international officers, An education officer with Victorian Government, An education agent	Qualitative, Semi-structured interviews	-	It is evident that the agents play an extremely vital role in the internationalisation process. The interviews identified four key themes: market knowledge, network facilitators, financial interest, reliance & trust factors.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Lapina, Roga, & Mürsepp (2016)	Mixed Europe	Export of HE	Yes	No	To analyse factors influencing international students' decision regarding the country and HEIs and to develop suggestions for the improvement of different dimensions related to the quality and export of HE	Academic quality, Academic reputation, International staff & student, Internationalisation, Tuition fees, Support, Scholarship, Variety, Organizational culture, Family and friends' suggestions, Marketing, Reparation and opportunities, Parking availability, Location, logistics.	350 questionnaires	Several research methods, such as literature review, logical and comparative analysis, as well as the empirical method to obtain information by conducting a survey	Yes	Academic staff quality and study programmes play a significant role in creating value for IS. Living cost is vital too. In the periphery of the European Union, factors such as parking availability, sports reputation and opportunities, and location are considered low important. HEIs should engage in proactive marketing efforts on social networks, microblogs and other websites, especially in foreign languages, focusing on the desired target audience.
Kumar (2015)	India	Trade in Education	No	No	To identify the factors that help countries attract international students,	Hostel facility & fellowships, have a dedicated agency, are accredited,	69 host countries	Secondary data, panel data techniques	-	Per capita income, gross enrollment ratio, per-pupil expenditure on education and world

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
						privately-owned & unitary type				university rankings have a positive & significant effect on attracting international students by country.
Asaad, Melewar, & Cohen (2015)	UK	Export performance	Yes	No	To extend our knowledge of EMO in the context of British universities with regard to recruitment of international students.	Export market information generation, dissemination & responsiveness, university international reputation, export coordination, Government founding, University national ranking, Perceived HE country image	130 Universities, 63 useable	Quantitative, questionnaire	Yes	EMO's direct effects on university export performance and its indirect effects mediated through university international reputation.
Schatz (2015)	Finland	Education Export	No	No	To explore aims, strategies, and practices from the perspective of the Finnish government, Finnish education institutions, and	Motives, Aims, and Product	Reports of the MOEC from 2010 and 2013	Qualitative content analysis	-	Education export strategy lacked a clear market orientation and a defined product. Education export strategy did not match the local realities

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					the private sector, & sets Finnish education export in a global perspective.					
Asaad, Melewar, Cohen, & Balmer, (2013)	UK	International student recruitment.	Yes	No	To explore how post-92 UK universities perceive and manage market orientation (MO) in their export operations of educational services to IS.	EMO	92 UK universities	Qualitative research, Semi-structured in-depth interviews	-	EMO in HE consists of information-based activities geared towards foreign markets. This involves market information generation and dissemination, & the need for rapid responsiveness due to the changing nature of the HE market.
Tham (2013)	Malaysia	Internationalisation of higher education	No	No	To examine government policies, their rationales, and the response of public and private institutions toward these policies in internationalisation.	Government Policies & Institutions' Response	Public & private universities	Review	-	Despite a new focus on research and knowledge production, government policies predominately focus on increasing inbound students to increase export revenues.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Chan (2013)	Japan, Taiwan, Singapore & Malaysia	Internationalising HE sectors	No	No	To explore the approaches that have been used to strengthen linkages to recruit international students.	Policies and strategies of internationalisation in four countries	Last decades approaches in Japan, Taiwan, Singapore, & Malaysia	An in-depth examination into the approaches that certain Asian countries have employed.	-	Histories, priorities, and social-political structures may play major roles in selecting HEIs. Also, In facing of the tidal wave of internationalisation, governments in these four countries do not surrender their sovereignty to pure market competition but take a stronger role in directing the development of HE system at the policy level.
Bianchi& Drennan, (2012)	Australia	International students' satisfaction of higher education	No	No	To contribute to the inward export process of service firms by exploring the main drivers of satisfaction & dissatisfaction for service customers in a foreign country.	External environment, Educational service performance, Socialization performance	107 cases	Critical incident technique (CIT), Semi-structured interviews	Yes	The reasons for international students' service satisfaction or dissatisfaction are: educational service performance, personal performance, & external environment.
James &	Canada,	International	Yes	No	To examine the	Export marketing	Three	Using a	Yes	The way each

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Derrick (2019)	Hong Kong & UK	student recruitment			similarities and differences of export marketing orientation amongst three higher education institutions.	adaptation, national policy, competition, resources, capabilities, export market orientation	universities from 3 countries	comparative analysis of three HEIs, analysed international student recruitment practice across three countries.		institution approaches international student differs and highlights the need to understand how factors like national policy and institutional strategy can affect the use of an EMO in HE.
Wu (2018)	China	International student recruitment	No	No	Investigates China's international student recruitment strategy and policies as a dimension of its present approach of using HE internationalisation for soft power and image enhancement.	Political system, Ideological roots, Development status, Deep cultural roots	68/ international students	Qualitative and quantitative	No	The IS recruitment strategy and institutional-level implementations of China tend to be viewed negatively by source countries with a more advanced development status, democratic political systems, and no socialist ideological roots. China still requires further improvement in policy formulation and institutional-level implementation in treating its ISs.
James &	Canada,	International	Yes	No	To explore the	The strategic plan	Comparison	Qualitative	-	Practitioners of IS

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Derrick, 2020	Hong Kong, & UK	student recruitment			strategic practices of international student recruitment at three HEIs.		of three universities, 28 semi-structured interviews (n = 28) were conducted	research		recruitment are influenced by their institutional strategic plans, & the extent of this influence on practice is mediated by institutional culture & the practitioner's position within the institutional hierarchy.
Gao, & Liu, (2020)	China	International student recruitment	Yes	No	To investigate the motivation for selected flagship universities in China to campaign to recruit IS, & in what way these are nested with the national priorities & the key employed recruitment strategies & technologies.	Recruit international students are related to 4 aspects: Political, Economic, Educational, Cultural	Three top-universities in Beijing, six professional staff, four faculty members	In-depth semi-structured interviews	-	There have been shifts in priorities & controversies over recruiting strategies. All three universities employ three major strategies to attract IS: the development of programs in English, scholarship provision, & targeted support services.
Marks et al. (2018)	USA	International student enrollment	No	No	To examine international student enrollment to understand the determinants that	Twenty potential explanatory variables were identified.	The result was a final data set comprised of 1034 institutions	Data obtained from the National Center for Education	-	The confluence of socioeconomic status and cost is a prominent driver of observed

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					drive critical components of campus. internationalisation			Statistics,		participation rates. The analysis confirms that the gender balance of individual campuses affects participation rates.
Levatino (2017)	Australia	International student enrollment	No	No	To investigate whether & to what extent the macro-determinants of traditional student mobility related to enrolment.	Onshore Commencements, Offshore Commencements, Geographical distance, Common official Language, GDP per capita, Total population, Gross enrolment ratio, Tertiary, Gross mobility ratio, Unemployment rate, Visa	Data analysis of enrolment in Australian HE from 2002 to 2011	Macro-level data on enrolment in Australian higher education	-	These results suggest that the macro-factors which impact onshore enrolment also affect offshore enrollment, even if they occur in different ways & with varying strengths.
Ma (2014)	Taiwan	International student recruitment	No	No	To examine the development of Taiwan's international student recruitment policies from 1950 to 2011	Policy orientation	24 interviewed respondents from the government and universities	Qualitative, interview	-	This article provides evidence supporting the "global agency approach" suggested by Rhoades and Marginson (2002), which argues that local, national, & global aspects & forces are interconnected.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
										Therefore, equally important to understanding of globalization & HE.
Haapakoski & Pashby (2017)	Europe: England, Scotland, Ireland, Sweden, Finland	Internationalisation strategies	Yes	No	To examine the main rationales for and possible implications of the policy of increasing IS numbers in HE.	Neoliberal and secondarily of liberal orientations	Interviews collected at eight universities in four national contexts in Europe	Qualitative, Interviews	-	International student numbers are increasingly driven by economic factors across national contexts, marking the emergence of a corporatization trend.
Gottlieb, & Beatson (2018)	Nine different Countries: Singapore, Vietnam, China, Indonesia, India, USA, Germany, Egypt & France	International student recruitment	Yes	No	To investigate how IS recruitment trade shows can positively influence the perceived value students obtain from visiting these trade shows.	Emotional value dimension such as affective values of confidence and trust	14 interviewees	Qualitative	-	Higher levels of social emotion influence students' perceptions of international study options from pre-purchase through post-consumption as well as the effectiveness of student recruitment trade shows.
Schatz (2015)	Finland	Education export	No	No	To explore motives, Aims, and Product to export Finnish education.	Demand, Reputation, Strength, Profit, and Threats	The first document from 2010, The second document	Qualitative, analyse 2 documents' presentation of education	-	Both documents present Finnish education export quite differently.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Sá & Sabzalieva (2018)	Australia, Canada, England & the USA	International student recruitment	No	No	To seek through a longitudinal analysis of the politics and public policies impacting IS in four major recruiting countries: Australia, Canada, England & the USA.	Public policy, policy frameworks, and political factors	from 2013 Comparative analysis of the period 2000 to 2016 in 4 countries. Document analysis that encompassed over 200 academic works, government and policy organizations' websites, and reports	export in depth Inter- and intra-jurisdictional literature review		Comparative analysis demonstrated that IS numbers across the jurisdictions have grown steadily but this appears to be decoupled from political and policy changes.
Hudson (2016)	131 countries	Internationalisation of HE	Yes	No	To examine the changing perceptions of internationalisation of HE, and analyse whether the key motivators for institutions in pursuit of internationalisation goals are economic	Increased cultural understanding, Collaboration, and improved quality of teaching, Learning & research, Lack of internal & external funding to support internationalisation	Responses from 1,336 HE institutions in 131 countries. (604 HE institutions in Europe)	Quantitative, Questionnaire	No	Internationalisation in European universities is not driven by economic or competitive concerns but by increasing recognition and funding.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Chankseliani & Wells (2019)	Latvia	Higher education internationalisation	No	No	To examine the core rationales of IS recruitment in Latvia	International student mobility, Economic interests, Student recruitment agencies	8 out of 58 Latvian HEIs.	In-depth semi-structured individual interviews	-	Student recruitment agencies work closely with universities to bring in more mobile students. Several universities appear to benefit from working closely with student recruitment agencies.
Guo & Guo (2017)	Canada	Higher education internationalisation	No	No	To examine how internationalisation policies at a university in Western Canada were interpreted & experienced by international undergraduates.	Internationalisation Policy, Experience of international students, Acquiring information, Research training, Analytical skill	26 students from 9 countries	Qualitative, Interview	-	There are problems including a neoliberal approach that treats internationalisation as a marketing strategy, limited internationalisation of the curriculum, & gaps between the internationalisation policy and the experience of IS.
Al-Thagafi, Mannion, & Siddiqui (2020)	Saudi Arabia & Scotland	International student recruitment	Yes	No	To develop a digital marketing capability maturity model (CMM) as a guiding framework in support of	Digital marketing	SAPUs & Scottish universities. Analysis performed a content analysis of more than	CMM was constructed	-	All SAPUs use Web 2.0 to recruit IS, focusing on awareness & interest, but the content often lacks consistency & depth. Scottish universities use Web 2.0 across all

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					increasing IS recruitment to the public universities in Saudi Arabia (SAPUs).		4,500 Twitter, Facebook, & Instagram posts made in 2018			stages of the AIDA model, & the content often has greater consistency & depth.
Makarova, Makarova, & Egorova, (2021)	France, Germany, the Russian Federation, Austria, Italy, the Netherlands, Turkey & others	Educational services export in modern students' exchange programmes	No	No	To study managing international education characteristics to promote educational services export	Academic mobility, International student exchange, Main economic tendencies	IS enrolled in each destination country as a share of all mobile students in Economic Co-Operation & Development (OECD) & partner countries	Modeling educational policy processes and analysing the results	-	The exchange of IS encourages the globalization of educational goods and services. Currently, exporting educational services on the international education market is very diverse.
Abd Aziz, & Abdullah (2014)	Malaysia	Internationalisation of higher education	No	No	To investigate Malaysia's current standing regarding internationalisation and the need to facilitate HE institutions to build their capacity in internationalisation.	International student mobility, International student-research	International student population from 2002 to 2011, 2013	Report paper		In Malaysia, internationalisation is diverse, vibrant, & complex. Western & Eastern values, beliefs, structures, & agencies are woven into the curriculum, research, management, & operational models of respective institutions, with mixed results.
O'Connor	Ireland	Internationalis	No	No	To explore the	University policy	Online survey	Quantitative	No	Both government

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
(2018)		-ation of HE			contradictions & tensions that arise from the drive to recruit IS with the need to embed policies that enshrine the integration of migrants more broadly.	& support, The National Strategic Value of International Students in Ireland, The Strategic Value of IS	sent to 806 full-time, non-EU IS, 25 in-depth semi-structured interviews with students, 6 interviews with international education support & recruitment staff, campus accommodation management & Director	& qualitative		immigration policies & university recruitment strategies make up hierarchies of desirability, wherein IS are valued for their revenue generation, but also subject to surveillance, racialization, increasing restrictions, & divisive rhetoric depending on their status as non-EU students.
Snodin, (2019)	Thailand	International student recruitment	No	No	To better understand the current phenomenon regarding challenges of and potential for increased international recruitment &	Availability of scholarships, word-of-mouth referrals, and geographical and cultural proximity to a home country	Interviews with international students from many different cultures, from both developed and developing	Qualitative approach, narrative interviews	-	Scholarships, word-of-mouth referrals, geographical & cultural proximity to home are all important pull factors.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					enhancement of the teaching & learning experience in Thai HE.		countries			
Marshall (2019)	New Zealand	Enrolment of international students	No	No	To explore the evidence of that observation by examining the patterns of enrolment by ISs in New Zealand & Australian universities	Quality, Price, Network effect, Ranking	Annual reports for 45 universities (8 New Zealand & 37 Australian). A fully completed reporting the year 2013.	Report paper	-	New Zealand universities are less successful than Australian universities in attracting international students, which demonstrates the success of Australian universities' transnational education strategy.
Gokturk, Kaymaz, & Bozoglu, (2018)	Turkey	Internationalisation of higher education	Yes	No	To investigate challenges of HEIs in Turkey with recent uncertainty in the free movement of students and academics in internationalisation process.	Security concerns, Country Image, Quality versus Quantity, Hostility among students, Enhanced support for students, Partnering with alternative institutions, Intensive	Four universities	Qualitative, Case study	-	Both national and international instabilities posed several challenges for HEIs regarding security, image, & ethnic tension related to their internationalisation efforts.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
						marketing, Networking, Political distancing				
Robinson-Pant & Magyar (2018)	UK	Internationalisation of higher education	Yes, Marketing theory	No	Seeks to bridge the gap, in the belief that a better understanding of the relationship between agents and students will be of value to all those who have responsibility for teaching, planning and assessing learning.	Recruitment agents	Observation of a university briefing session for recruitment agents visiting the UK from 19 agencies in 13 countries, 22 ISs that got guidance from agents.	Comprehensive literature review & of research informed by different theoretical perspectives played a central role. A small-scale empirical study was developed as a way of extending & interrogating our theoretical analysis	No	Applied theoretical studies on mobility, migration, & ethnography of communication, including the geopolitics of text production, can provide useful perspectives on how agents aid international students in navigating the process of entering & subsequently leaving UK higher education.
Wen, Hu, & Hao (2018)	China	Development of higher education internationalisation	No	No	To examine the influx of international students to China in recent years & the corresponding internationalisation strategies in the	Socio-cultural adjustment, Faculty interaction	Survey of eight universities each hosting more than 1000 ISs, Several follow-up	Mixed methods, Online survey & Interview	Reliability	Students from developing countries are increasingly choosing to study in China, particularly students from Asia. Some challenges facing ISs include

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					HE sector		interviews			limited English resources, poor student-faculty interaction on campus, & difficulty adjusting to a different culture.
Sin, Tavares, & Cardoso (2019)	Portugal	Recruit international students	Yes	No	To examine how institutions in Portugal approach the recruitment of ISs & the challenges they encounter	Portuguese language, Teaching language, Marketing & branding, Revision of admission Procedures, Curricular adjustments	Two public universities. Eight semi structured interviews	Qualitative, Interviews	-	Universities use Portuguese to strategically attract students, especially from China, whose potential for doing business in Portuguese-speaking countries is highly valued. Both external & internal changes will be implemented as part of the institutional transformation strategy
Huang, & Horiuchi (2020)	Japan	Internationalisation of HE	No	No	To depict how the public goods of internationalising HE in Japan especially inbound ISs, are	Main global public goods, Inbound cross-border student mobility, inbound student flows	Interviews: 5 at Star University, 4 with key person in government	Qualitative, Semi-structured interviews	-	All interviewees acknowledged the public benefits and even global benefits of accepting IS. The majority of them

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					viewed by various stakeholders		agencies & international associations, 6 with students at Star University			believe that the inflow of IS to Japan contributes to the further internationalisation of Japanese campuses & benefits Japan's society & the countries of origin.
Välimaa, & Weimer (2014)	Finland	Internationalisation of HE	No	No	To discuss the main trends of internationalisation in Finnish higher education at the national level and analyses the International Degree Programs (IDPs) at the institutional level.	Language, Political climate for international students, Tuition fees	25 semi-structured interviews	Qualitative, 3 steps data collection: open-ended question, a Structured survey questionnaire, 113 interviews	No	Policy makers in Finland view ISs as a source of revenue, highly skilled labor, & as a way to be competitive globally. HEIs in Finland struggle to become more internationalised in their teaching & administration practices and focus more on international research cooperation. At the IDP level, 'global competitiveness' is not implemented in practice.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Akiba (2021)	US	Internationalisation of HE	No	No	To promote internationalisation through increasing the presence of students from abroad	English as a Second Language instruction, Social justice as a content area, & service learning	13 Japanese university	Quantitative, Survey	No	Based on the post-participation survey results, students were highly satisfied with these pedagogical approaches & reported that the program provided a life-altering experience and language classes.
Chankseliani (2018)	UK	Internationalisation of HE	No	No	To explore the rationales of U.K (HE) internationalisation, specifically motives of attracting students from Eastern Europe, Russia, Caucasus, & Central Asia to the United Kingdom.	Rationales, Economic, Social & cultural, Academic, Political	All U.K. HEIs were ranked by the total number of students from former Soviet countries enrolled in 2013-2014. HEIs were divided into 3 groups. 14 HEIs to be interviewed.	Semi structured interviews, Narrative, and numeric data	-	Many interviewees also viewed students as ambassadors, but mostly from an economic perspective with regard to student recruitment. Compared to academic or sociocultural rationales, the economic rationale dominated.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Hanife, Çobanoğlu & Plunkett (2020)	Turkey	Internationalisation of HE	No	No	To explore faculty experiences, visions & their perceived challenges of internationalisation in higher education in two different cultural contexts	Educational experience abroad, Teaching experience abroad, International experience via education, Teaching or exchange Programs, Collaboration with international faculty on research, Involvement in international research projects, International collaborative publication	216 respondents, Two institutions: faculty at a research state university in Mid-Anatolia & a research private university in the Northeast of the US	Causal-comparative research study	Reliability, content validity, Face validity & construct validity	Both universities have different modes of internationalisation, although they have many things in common, such as: especially in the Turkish institution, faculty does not view internationalisation solely as a way to offer education, but rather as a way to promote collaboration among researchers.
Azmat, Osborne, Rossignol, Jogulu, Rentschler, Robottom, & Malathy (2013)	Australia	HE internationalisation	Yes	No	To expand the Mazzarol and Soutar (2002) study by identifying push & pull factors which are important in the	Aspirations and expectations of international students; Push and pull factors such as: Foreign degree better than local one, Intention to	First phase 180 students completed an initial survey form in India; The second phase: 10 female	Survey, Focus group interviews	No	Australian institutions should engage in international partnerships with more flexibility. To achieve a common goal, institutions need to work toward the

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
					current Australian HE context, & linking them with aspirations & expectations of IS.	migrate, Reputation/profile of the country, Cost of higher education	students and four female staff from the Disciplines of business, marketing visited the Australian university; Final phase: eight focus group interviews			adoption of a shared approach by integrating individuals with diverse cultural backdrops & perceptions.
Alfattal (2016)	US	International students' needs in internationalisation	Yes	Yes	To investigate the essence of international students' needs within their study experiences and aims at providing insights for campus level strategic internationalisation planning. these needs	Marketing-mix: Program, Place, Promotion, Price, Process, Physical Facility, People, & Peace	12 undergraduate s & graduate IS. 2 participants were from China, 2 from Korea, 2 from Saudi Arabia, One from Brazil, One from Germany, One from Japan, One from	Qualitative, Semi-structured interviews	-	An eight-dimensional international student needs model is proposed to advance typical marketing mix frameworks: program, place, price, promotion, process, people, Physical Facility, & Peace.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
							Mexico, One from Syria, & one from Turkey			
Urbanovič, Wilkins, & Huisman. (2016)	Lithuania	Internationalisation strategy	Yes	No	To analyse the perspectives of key stakeholders in a small East European HE system on its ambitious internationalisation strategy to substantially increase the percentage of HE enrolments taken by IS	Institutional marketing, Student experience, Language & culture, Financial constraint,	34 individuals who represented a range of stakeholders in Lithuanian HE. It is not mentioned how many interviews.	A convenience sampling strategy, Individual and group face-to-face interviews	-	In order to have 10% of HE enrolments, there needs to be additional resources ranging from infrastructure (accommodations, library facilities) to human resources (well-trained staff to teach in English), as well as administrative capabilities (marketing and branding plans, staff recruitment policies). Analysis shows that the government expect too much from institutions. Small institutions cannot compete on their own without state aid & with universities from the market leaders.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Jones, Power, Gray, Downey, Hall, & Truong (2016)	Australia	Internationalisation through outbound Mobility	Yes	No	To explore efforts to increase student participation rates in Outbound mobility experiences (OMEs)	Marketing campaign, Finances, Work commitments, Safety concerns, Travel culture	Three student cohorts (n=223)	Mixed-methods: Surveys, Semi-structured discussion	No	Universities should be doing more to educate students about the benefits of travel, explain the professional advantages, & encourage students to develop their international skills & communication abilities.
Sin, Antonowicz, & Wiers-Jensen (2021)	Norway, Poland & Portugal	International student recruitment	Yes	Promotion	To investigate the approaches employed for attracting and recruiting IS in three different countries: Norway, Poland & Portugal.	National policies & strategies, focusing on their emergence, rationales and instruments	Total inbound internationally mobile students in Portugal, Poland and Norway, 2013/2014 & 2016/2017	Policy documents, legislation, Reports, statements or position papers issued by governmental bodies or other relevant organizations, which addressed IS in general and student recruitment	-	Semi-peripheral countries employ different strategies & exploit other comparative advantages compared to major student recruiters, especially political, cultural & geographical factors.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
VURAL YILMAZ (2018)	Turkey	International Student Recruitment	No	No	To reflect IS 'opinions with regard to their experience on studying abroad in Turkish Süleyman Demirel University.	Living Arrangements, Rationales for Choosing Turkey, Difficulties During Study Period in Turkey, Experience on Studying in Turkey	186 International student	Quantitative, Questionnaire, Online survey	-	Low living costs are the most important factor for students in Turkey. The quality of education in Turkish universities is one of the main reasons to study there. The important issue involves accommodation, as rents are extremely high & there are not enough dormitories.
Pajusaari (2021)	Finland	Education export	Yes	No	To analyse the factors & phenomena, affecting education export projects from the perspective of knowledge transfer.	Knowledge transfer factors, Export readiness, Finnish education export characteristics	9 interviewees, Four institutions that export HE were selected according to size and geographical location	Qualitative, Case study strategy, Semi-structured interviews	Validity, reliability	Education export projects are implemented based on the readiness of the education provider to export. The actors & mechanisms of the knowledge transfer process identify factors that hinder or promote knowledge transfer.
Bukenova, Burrola,	USA	International student's	No	No	To identify the most influential	Student Experiences and	2007 to 2015 (period of	Quantitative, Multiple logistic	No	Due to the global pandemic, U.S HEIs

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Contrata, Maria, Ng Hartmann, & O'Brien (2020)		enrolment			variables leading to growth in international student's enrolment	Expectations, Academics, Increased Advocacy	international student enrollment growth), 2015 to 2018 (period of international student enrollment slowdown & decline)	regression		face a challenge of realigning, rethinking, & rebuilding as resources diminish or else they could be sidelined. In the near future, enrollment in ISs will likely remain low. Innovative offerings & outside-the-box support will help institutions prepare & move forward.
Ross & Grace (2012)	Australia	International student recruitment (ISR) performance outcomes	Yes	No	Market orientation, Innovativeness, Learning orientation, Perceived external market effects,	Marketing orientation	302 international education marketers	Quantitative, Online questionnaire	Validity & reliability	Strategic Orientation Performance Model is a valid model that can contribute to understanding how education institutions view organizational performance in the context of ISR.
Xi, Zhou, & Wang, (2018)	Australia & China	Education export	No	No	To analyses the impacts of the ChAFTA on Australia's education service exports to China	Australia Free Trade Agreement (ChAFTA), China's commitments on education services	Several sources of data	Quantitative, Regression analysis	No	The largest obstacle to Australia's education exports to China is domestic regulation. Generally, the effect of ChAFTA tends to be

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
						under the WTO & free trade agreements (FTAs)				minor compared to domestic regulations, especially in less regulated areas.
Lien, Yao, & Zhang (2018)	China	Educational service export	No	No	To investigate Confucius Institute (CI)'s effects on China's educational service exports	Confucius institute, Cultural difference	International student flows to China from 2000–2014	Quantitative, Panel data	No	The CI platform promotes cultural & linguistic exchanges in China, which is vital to China's education exports.
Jayawardena, Ross & Grace (2020)	Australia & China	International student enrolments.	Yes	No	To explore the relationship between Australian university websites and international student enrolments.	University website, Website marketing strategy	Primary data collection was through the website content, Six Australian universities were selected; three universities with positive IS enrolments & three universities with negative IS enrolments.	Mono-method qualitative	-	Universities with high enrolment of ISs have more people-oriented & visionary websites. However, websites from universities with a low number of ISs tend to be technology or system focused & backward-looking. Some important website marketing strategies for universities with negative international enrolment numbers exist.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Schatz (2016)	Finland	Education export	Yes	No	To raise awareness for key actors & ideologies behind Finland's recent education export strategies.	Educational policy borrowing, Finnish PISA (programme for ISs Assessment) miracle, Marketization of education, Internationalisation of education	A research summary and three original refereed studies (Schatz, 2015 & Schatz, et al., 2015, & Schatz, 2016)	Qualitative, Case study	Reliability & validity	Finnish education export policies are closely tied to public discourses about PISA rankings, Finland's national education brand, & structural changes in HE. Finland. Data indicate a large gap between the education export policy goals & the implementation of the policy.
Chemsripong (2019)	Thailand	International Student Movement	No	No	To analyse the determinants of international student movements in higher education in Thailand	Distance between the home country & the destination country, Home country characteristics: Population, Average income, The education quality, The government expenditure , A higher HE proportion enrolment	Data from 141 home countries, the number of all international students who studied in Thailand in 2017	Quantitative, Using data of international students coming to study in Thailand	No	The population of the home country, distance between the home & host countries, & enrollment have significant effects on international student mobility.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
Healey (2018)	UK	Export education	No	No	To discuss the attempt by one UK university to change direction & develop a new approach to - internationalisation which puts an international learning experience for students at the heart of its new strategic plan.	Internationalisation of curriculum, Internationalisation of the faculty, Internationalisation support & integration, IS recruitment, International student mobility	lessons learned over a 4-year period of	Reviews	No	In order to achieve internationalisation, several strategies should be adopted, including focusing on the distribution of ISs by country, using imaginative strategies to break down national differences outside the classroom, & internationalising staff.
Yankun & Xinrong (2020)	China	Export Development of international student	No	No	To find factors which have significant impact on the development of international student education industry in China	Academic level & international recognition of universities, International the tourism industry, Government's education expenditure, Country's support for education development, The number of HEIs,	Sample observations during the period from 2003 to 2017	Quantitative	No	In China, the academic level & international recognition of higher education institutions, overseas tourism, & government support for education played a large role in the development of international student education.

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
						Exchange rate, The popularity of domestic HE, The number of overseas education agencies, The international aviation industry's development, The introduction of important relevant policies & social events				
LI, Shangbo (2014)	Australia	Export of education	No	No	To focus on the evolutionary track of Australia as a host country for ISs, & how it has provided Japan & other host-nations with the details of the how Australia became a leading host-state.	The budget for transforming Australia's HE System, Improving International student policy, reforms up for student visas	Data is only shown for the 39 universities	Quantitative, Data gathered by the Australian Bureau of Statistics, Australian Education International (AEI)	No	The Council of Australian Governments addressed four key issues for 2010-2014: international student wellbeing, quality of international education, consumer protection, and information for international students.
Cheung, Yuen, Yuen & Cheng	UK, Australia, Singapore	HE export	Yes	No	To examine strategies and policies employed	HE research & development, Scholarships &	Data collected for the larger study. In the	Primarily from documents and in-depth	-	Hong Kong has several competitive advantages over its

Reference	Country	Dependent Variable	Marketing is Examined	Marketing mix is Examined	Research Objectives	Variables	Sample Size	Methodology	Validity	Summary of Findings
(2011)	& Hong Kong				by key competitors of Hong Kong and generating recommendations to further promote Hong Kong's higher education to other Asian countries	financial aid to IS, Engaging in international agreement & policy dialogues with other government, Encouraging HE export by granting special funds and award to HEIs, Participating in promotional activities & marketing research	larger study, the research team collected 1,370 questionnaires and conducted a total of 121 individual and focus group interviews	interviews. Documents included government reports, policy addresses, official statistics		rivals: international world-class city, excellent marketing infrastructure, high-quality education with affordable costs, & well-established quality assurance mechanism having added much needed strengths from the government to their overall competitiveness.

Appendix C Questionnaire



Research Questionnaire

Dear Respondent,

You are invited to participate in research conducted as part of a PhD study at Universiti Teknologi Malaysia. Kindly review the FAQs (frequently asked questions) below for your reference.

What is the study about? This study aims to measure the impact of marketing- mix strategy (programme, price, promotion, prospectus, people, prominence, premiums) along with internal and external factors on inward export performance satisfaction in Malaysia's higher education industry.

What are some benefits? Your participation will provide statistical evidence from which the researcher will analyse the factors that can be used to predict the export of higher education in Malaysia. Moreover, upon completing this survey, participants are entitled to a 20% discount from the normal rate to publish a paper at EDUTECH GROUPS conferences in 2019 or 2020.

Is this study anonymous and confidential? The collected data in this study is confidential, and participants are anonymous. To ensure anonymity, no personal identifiable information will be collected as part of the survey or in any connection to any data provided. The data will be published in aggregate form and will not be distributed to any party in any other form.

Your participation is highly appreciated as it significantly contributes to the findings of this research study and Malaysia's Higher education system. If you have any questions regarding this study, please do not hesitate to contact me.

For this study, we require an associate director or manager in the international student section who is knowledgeable about all international students' export strategies.

Best Regards,

Researcher: Panteha Khodakarami

Azman Hashim International Business School, Universiti Teknologi Malaysia

Email: kpanteha2@live.utm.my

Mobile: 0183260699

Section A: Instruction

Please tick (√) the appropriate column that indicates your level of satisfaction/dissatisfaction OR agreement/ disagreement with each of the following statements.

Question: For each of these criteria, to what extent are you satisfied with your institution's inward export performance satisfaction over the past three years?

NO	Inward Export Performance (International student enrolment)	Very unsatisfied 1	2	3	4	Very satisfied 5
1	Institution's market share					
2	Institution's market growth					
3	Institution's sales income					
4	Institution's profitability					
5	Institution's market penetration					

Question: To what extent do you agree or disagree with the level of your institution's innovative (education programme) services compare to competitors?

NO	Service Innovativeness	Strongly disagree 1	2	3	4	Strongly agree 5
6	Our institution has produced more new education programmes than our key market competitors during the past three years.					
7	On average, each year we introduce more new education programme than our key export market competitor.					
8	Our new education programme is radically different from our market competitors' offerings.					

Question: To what extent do you agree or disagree with your institution's management attitude towards the export (enrolment of international student) of higher education?

NO	Management Commitment	Strongly disagree 1	2	3	4	Strongly agree 5
9	Management in our institution considers the export of higher education a valuable investment of resources.					
10	The management of our institution considers the export of higher education activities important.					
11	Management in our institution intends to increase the number of international students.					

Question: To what extent do you agree or disagree with your institution's understanding of cultural differences?

NO	Cultural Sensitivity	Strongly disagree 1	2	3	4	Strongly agree 5
12	Our institution is aware of the differences in the educational system among countries.					
13	Our institution often attempts to adapt to the international students' education system.					
14	Our staff is aware of the different norms of communication between countries.					
15	Our institution is familiar with international students' countries' legal and economic environments.					
16	Some staff members speak the language of international students or try to learn it.					
17	Our institution knows a lot about the culture of international students.					

Question: To what extent do you agree or disagree with staff service climate of your institution?

NO	Service Climate	Strongly disagree 1	2	3	4	Strongly agree 5
18	The knowledge and skills of the staff to deliver superior international student services are outstanding.					
19	Efforts to measure and track the quality of services provided to international students are very strong.					
20	The recognition and rewards given to staff delivering superior service to international students are excellent					
21	The overall quality of services provided for international students is outstanding.					
22	The management of the institution provides strong support for superior international student services.					
23	The overall climate for international student services in my institution is excellent.					

Question: To what extent do you agree or disagree with your institution's pursuit of an aggressive technological strategy?

NO	Business Technology Strategy	Strongly disagree 1	2	3	4	Strongly agree 5
24	Our institution has a long tradition of being one of the first to try new methods and technologies.					
25	Our institution spends more resources than others in the industry in developing new services.					
26	Our institution actively recruits the best technical personnel.					
27	Our institution keeps abreast of the latest technological developments.					

Question: To what extent do you agree or disagree with the Malaysian government support of marketing activities for export (enrolment of international students) of higher education?

NO	Government Support	Strongly disagree 1	2	3	4	Strongly agree 5
28	Our government offers financial incentives to the export of HE.					
29	Our government has instituted a series of quality inspections and certification processes that help the export of HE.					
30	Our government offers assistance in conducting market research in foreign countries for market opportunities.					
31	Our government helps obtaining commercial market research on international students' markets.					
32	Our government helps with promoting our education service in foreign countries.					
33	Our government offers higher education institutions financial or material support for attending trade shows and trade fairs.					

Question: University services in Malaysia may be marketed in a SIMILAR (Standardized) or DIFFERENT (Adapted) way for international and domestic students regarding their marketing-mix strategy (programme, promotion, price, Prospectus, people, Prominence, Premiums).

Note: Considering your institution's marketing activities at the firm level, to what extent are the following elements of marketing-mix strategy **standardized/ adapted (using the same/different strategy for international and local students)?**

No	Element/ Sub-element	Fully standardized	Major standardized/ Minor adapted	50% Standardized/ 50% Adapted	Major adapted/ Minor standardized	Fully adapted
Programme						
34	Range of elective courses					

No	Element/ Sub-element	Fully standardized	Major standardized/ Minor adapted	50% Standardized/ 50% Adapted	Major adapted/ Minor standardized	Fully adapted
35	Range of major courses					
Price						
36	Payment arrangement					
37	Courses tuition fees					
38	Flexible tuition approaches					
Promotion						
39	Press advertising					
40	Publicity of the services					
41	Electronic media marketing communications (Social media, YouTube)					
Prospectus (descriptive booklet)						
42	Hard copy of prospectus					
43	Direct mail					
People						
44	Providing face-to-face interaction to students					
45	Personal contact with students via website/email and live chat					
46	Open days and information sharing programme offered					
Prominence (Institution reputation)						
47	Institution's website					
48	Press reviews					
Premiums (Value added services)						
49	On-campus accommodation					
50	Modules (Total number of credits for					

No	Element/ Sub-element	Fully standardized	Major standardized/ Minor adapted	50% Standardized/ 50% Adapted	Major adapted/ Minor standardized	Fully adapted
	the degree)					
51	International student exchange opportunities					

Section B: Respondent Profile

Please tick (✓) Only one box that applies for each question stated below:

	Male		Female	
1. Gender				
	Less than 5 years	6-10 years	11-20 years	More than 20 years
2. Working experience in the educational institution				

Section C: Institution Profile

Please tick (√) Only one box that applies for each question stated below:

3. Type of your institution	Public university	Private university	Private university-college	Private college	Foreign university branch campus
4. Time period since the institution's establishment	1-5 Years	6-10 years	11-15 years	16-20 years	More than 20 years
5. Number of employed staff at the institution	Less than 400	401-800	801-1200	1201- 1600	More than 1600
6. Number of academic staff at the institution	Less than 300	301-600	601- 900	901- 1200	More than 1200
7. How long has your institution engaged in international student affairs?	1-5 Years	6-10 years	11-15 years	16-20 years	More than 20 years
8. How many countries are the institution's international students originated from?	1-5	6-10	11-15	16-20	More than 20
9. How many international staff are employed at the institution?	Less than 10	11-20	21-30	31-40	More than 40

10. What is the total number of international students in the current year?	100-500	501-1000	1001-1500	1501-2000	More than 2000
11. Has the institution established any branches overseas? If so, please specify the number.	1-5	6-10	11-15	More than 15	No branch
12. Does the institution have any MOU signed with other universities overseas? If so, please specify the number.	1-5	6-10	11-15	More than 15	Non MOU
13. Does the institution offer any double degree/twin programme with other universities overseas? If so, please specify the number.	1-5	6-1	11-15	More than 15	Non double /Twin programme
14. Does the institution offer any kind of mobility activity with other universities overseas? If so, please specify the nature of the activity.	Student mobility (Study abroad)	Faculty mobility (Fulbright scholars)	Programme mobility (Distance learning)	Institutional mobility (University formation)	No mobility

You have reached the end of the questionnaire.

Thank You for your time and contribution.

If you want to publish with EDUTECH GROUPS please leave your email address here.

Appendix D List of Included Institutions

No.	Name of university	Location
Public Universities		
1	Universiti Teknologi Malaysia (UTM)	Johor
2	Universiti Sains Malaysia (USM)	Penang
3	Universiti Kebangsaan Malaysia (UKM)	Selangor
4	Universiti Putra Malaysia (UPM)	Selangor
5	Universiti Malaya (UM)	Kuala Lumpur
6	Universiti Teknologi MARA (UiTM)	Selangor
7	Universiti Islam Antarabangsa Malaysia (IIUM)	Selangor
8	Universiti Utara Malaysia (UUM)	Kedah
9	Universiti Malaysia Sabah (UMS)	Sabah
10	Universiti Pendidikan Sultan Idris (UPSI)	Perak
11	Universiti Sains Islam Malaysia (USIM)	Negeri Sembilan
12	Universiti Tun Hussein Onn Malaysia (UTHM)	Johor
13	Universiti Teknikal Malaysia Melaka (UTeM)	Melaka
14	Universiti Malaysia Pahang (UMP)	Pahang
15	Universiti Malaysia Perlis (UniMAP)	Perlis
16	Universiti Malaysia Kelantan (UMK)	Kelantan
17	Universiti Pertahanan Nasional Malaysia, (UPNM)	Kuala Lumpur
Private Universities		
1	Multimedia University (MMU), Cyberjaya	Cyberjaya
2	Universiti Tenaga Nasional (UNITEN)	Putrajaya / Pahang
3	Universiti Tun Abdul Razak (UniRAZAK)	Selangor
4	Universiti Teknologi Petronas (UTP)	Selangor
5	International Medical University (IMU)	Kuala Lumpur
6	Open University Malaysia (OUM)	Kuala Lumpur
7	Malaysia University of Science & Technology (MUST)	Selangor
8	Universiti Tunku Abdul Rahman (UTAR)	Selangor / Perak
9	Universiti Kuala Lumpur (UniKL)	Kuala Lumpur
10	Wawasan Open University	Penang
11	Albukhary International University	Kedah
12	Al-Madinah International University (MEDIU)	Selangor
13	International Centre for Education in Islamic Finance (INCEIF)	Kuala Lumpur
14	Limkokwing University of Creative Technology	Putrajaya / Melaka
15	Management and Science University (MSU)	Selangor
16	Asia e University (AeU)	Kuala Lumpur
17	UCSI University	Kuala Lumpur
18	Quest International University	Perak
19	INTI International University (IIU)	Negeri Sembilan
20	Taylor's University	Selangor
21	Sunway University	Selangor
22	Manipal International University	Nilai
23	Perdana University	Selangor
24	HELP University	Kuala Lumpur
25	UNITAR International University	Selangor
26	Raffles University Iskandar (RUI)	Johor

No.	Name of university	Location
27	Nilai University	Negeri Sembilan
28	SEGi University	Selangor
29	Asia Pacific University of Technology and Innovation (APU)	Kuala Lumpur
30	Binary University of Management and Entrepreneurship	Selangor
31	Infrastructure University Kuala Lumpur (IUKL)	Selangor
32	MAHSA University	Selangor
33	International University of Malaya-Wales	Kuala Lumpur
34	Asia School of Business	Kuala Lumpur
35	City University	Selangor
36	Universiti Sultan Azlan Shah	Perak
37	Universiti Islam Antarabangsa Sultan Abdul Halim Mu'adzam Shah	Kedah
38	Universiti Cyberjaya (University of Cyberjaya (UoC))	Selangor
39	Universiti Islam Pahang Sultan Ahmad Shah (UnIPSAS)	Pahang
Private University colleges		
1	Kuala Lumpur Metropolitan University College (KLMUC)	Kuala Lumpur
2	Berjaya University College	Kuala Lumpur
3	Melaka Islamic University College	Melaka
4	Linton University College	Negeri Sembilan
5	UOW Malaysia KDU University College	Selangor
6	Widad University College	Pahang
7	KPJ Healthcare University College	Negeri Sembilan
8	Lincoln University College	Selangor
9	Southern University College	Johor
10	Tunku Abdul Rahman University College	Kuala Lumpur
12	Geomatika University College	Kuala Lumpur
13	Islamic University College of Perlis (KUIPs)	Perlis
14	Kolej Universiti Islam Pahang Sultan Ahmad Shah	Pahang
15	Kolej Universiti Poly-Tech MARA	Kuala Lumpur
16	First City University College	Selangor
17	New Era University College	Selangor
18	Fairview University College	Selangor
19	Saito University College	Selangor
20	Genovasi University College	Selangor
21	University College of Yayasan Pahang	Pahang
22	Kolej Universiti Islam Antarabangsa Selangor (KUIS)	Selangor
Private Colleges		
1	Methodist College Kuala Lumpur (MCKL)	Kuala Lumpur
2	UCSI College	Kuala Lumpur
3	YTL International College of Hotel Management	Kuala Lumpur
4	KLIA Professional & Management College	Selangor
5	Cilantro Culinary Academy	Selangor
6	Ecole De Patisserie	Selangor
7	Flamingo International College	Selangor
8	KLIA Professional & Management College	Selangor
9	Unikop College	Kuala Lumpur

No.	Name of university	Location
10	Cosmopoint College	Kuala Lumpur
11	Travex International College	Kuala Lumpur
12	Victoria International College	Kuala Lumpur
13	Dasien Academy of Art	Kuala Lumpur
14	Linton University College	Johor
15	Malaysian College of Hospitality & Management	Johor
16	Kolej Yayasan Sabah	Sabah
17	University logo Equator College	Penang
18	Malvern International Academy	Kuala Lumpur
19	Mantissa College	Kuala Lumpur
20	Reliance College	Kuala Lumpur
21	President's College	Kuala Lumpur
22	YPC International College	Kuala Lumpur
23	Optopreneur College	Kuala Lumpur
24	Advance Tertiary College (ATC) Kuala Lumpur	Kuala Lumpur
25	Brickfields Asia College (BAC) Kuala Lumpur	Kuala Lumpur
26	Tung Shin Academy of Nursing	Kuala Lumpur
27	Kolej Yayasan UEM (KYUEM)	Selangor
28	Admal Aviation College	Selangor
29	Meritus University	Kuala Lumpur
30	International Islamic College (IIC)	Kuala Lumpur
31	Life College Malaysia	Selangor
32	Lake View College	Perak
33	Kolej Felcra	Perak
34	Inter Excel Tourism Academy (IETA)	Kuala Lumpur
35	UOW Malaysia College's Nursing and Allied Health	Selangor
36	INTEC Education College	Selangor
37	Allianze Science and Medical Collage	Perlis
38	Nippon Designers School Malaysia College (NDS Malaysia)	Selangor
39	Stamford College	Selangor
40	Olympia College	Selangor
41	Asia Pacific Institute of Information Technology (APIIT)	Selangor
42	HMA - HM Aerospace	Selangor
43	Young Aces Technical College	Kuala Lumpur
44	University of London International Programmes	Kuala Lumpur
45	BCM - Bible College of Malaysia	Selangor
46	GMI - German-Malaysian Institute	Selangor
47	KTT - Kolej Teknologi Timur	Selangor
48	Dasien Academy of Art	Kuala Lumpur
49	KTAC - Cybernetics International College of Technology	Selangor
50	IMC - International Medical College	Selangor
51	WIC - Westminster International College	Selangor
52	Claz'room College	Selangor
53	RENG College of Technology and Design	Selangor

No.	Name of university	Location
54	Aviation Management College	Selangor
55	FTMS College	Selangor
56	Asean Culinary Academy	Selangor
57	Famous Chef Professional Baking & Culinary Academy	Selangor
58	UNDO Academy	Selangor
59	ALFA International College	Selangor
60	Advance Tertiary College (ATC) Penang	Selangor
61	Taylor's College	Selangor
62	Brickfields Asia College (BAC) Petaling Jaya	Selangor
63	Peninsula College	Selangor
64	British Council - The Curve	Selangor
65	Despark College	Selangor
66	Naza College of Technology and Business	Selangor
67	Kolej Dar Al-hikmah	Selangor
68	Mont Royale College	Kuala Lumpur
69	IHM College	Kuala Lumpur
70	Nirwana College	Kuala Lumpur
71	International College of Music	Kuala Lumpur
72	Victoria International College	Kuala Lumpur
73	Geospatial Science and Technology College (GSTC)	Kuala Lumpur
Foreign University Branch Campuses		
1	Heriot-Watt University Malaysia	United Kingdom
2	University of Nottingham Malaysia	United Kingdom

Appendix E Inter-Item Correlations

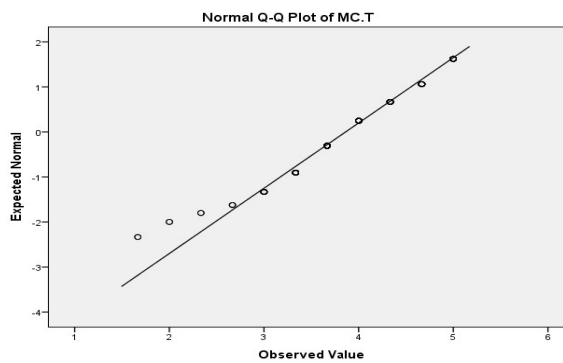
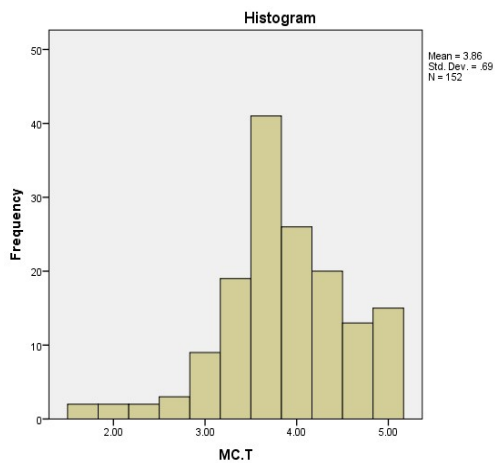
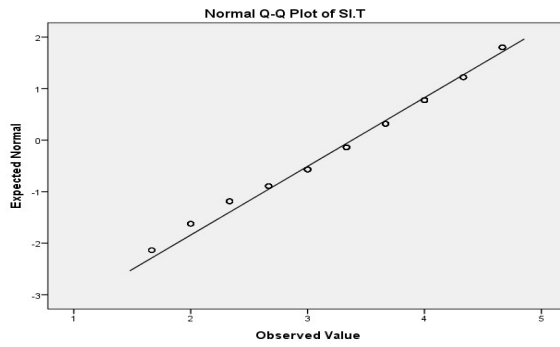
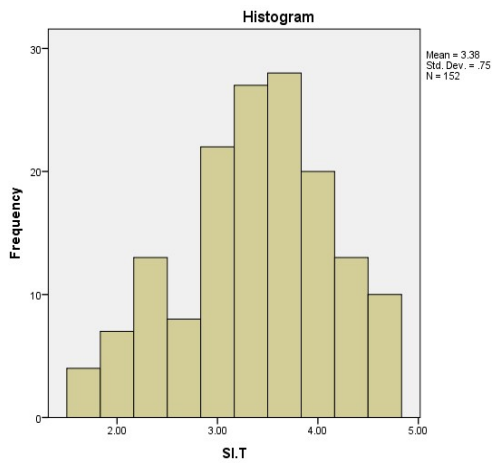
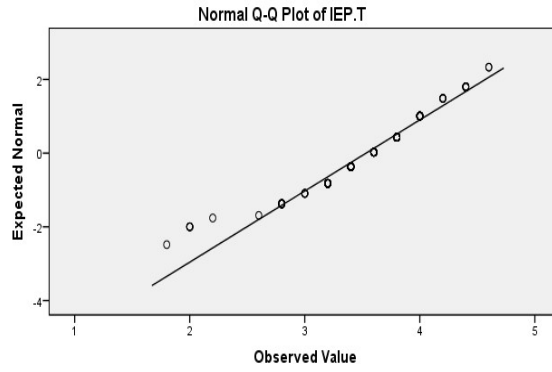
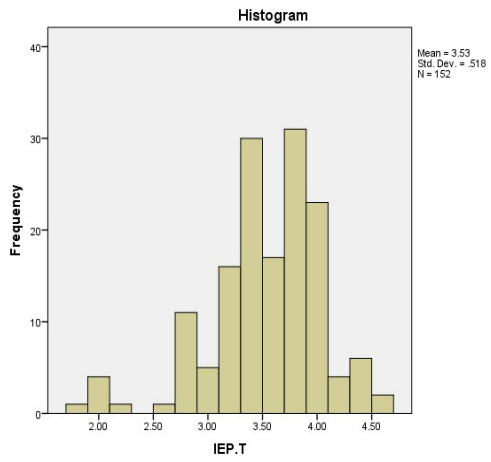
Item-Total Statistics for Pilot Study IEP satisfaction, Service Innovativeness, Management Commitment, Cultural Sensitivity, Service Climate, Business Technology Strategy, Government Support

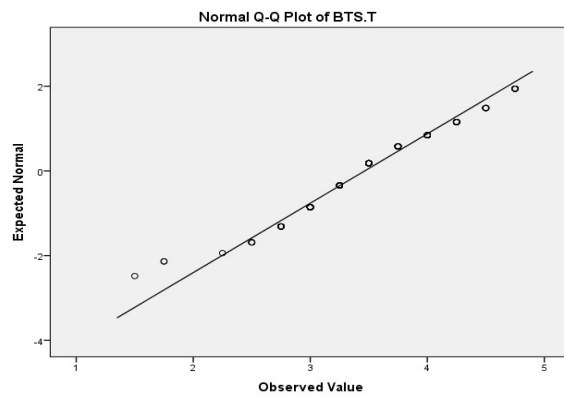
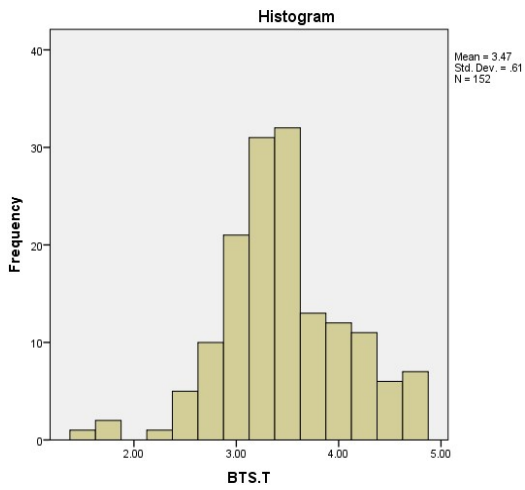
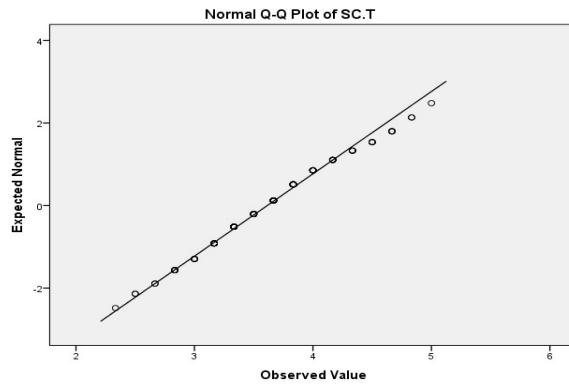
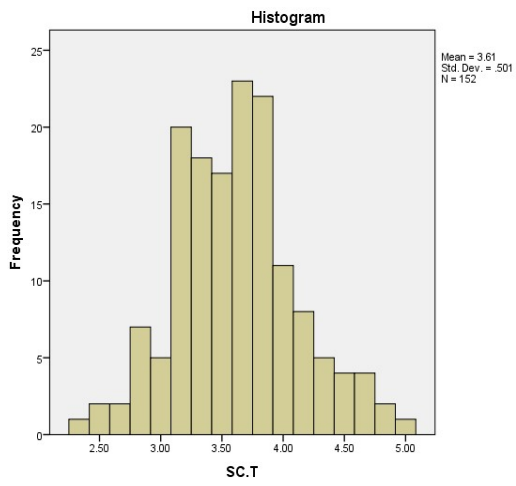
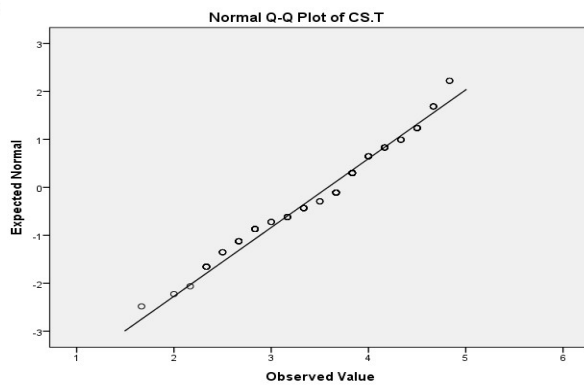
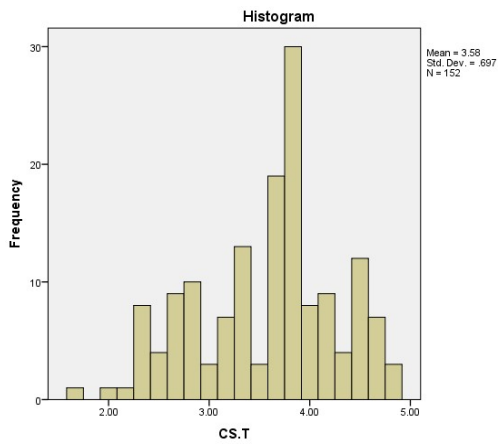
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
IEP1	14.17	5.454	.378	.730
IEP2	14.00	4.897	.567	.660
IEP3	14.10	5.403	.489	.691
IEP4	14.10	4.852	.574	.656
IEP5	14.03	4.723	.485	.695
SI1	7.00	2.414	.550	.722
SI2	7.07	2.478	.718	.529
SI3	6.93	2.823	.506	.757
MC1	8.87	1.223	.513	.778
MC2	8.73	1.030	.699	.558
MC3	8.47	1.292	.591	.694
CS1	18.60	11.145	.655	.807
CS2	18.87	10.464	.580	.824
CS3	18.80	10.786	.747	.791
CS4	18.90	12.024	.523	.831
CS5	19.33	10.092	.651	.807
CS6	18.83	10.833	.587	.820
SC1	18.90	12.645	.725	.865
SC2	18.67	11.747	.807	.850
SC3	18.97	11.689	.725	.865
SC4	19.00	13.103	.577	.887
SC5	18.77	11.702	.730	.864
SC6	18.53	13.361	.676	.873
BTS1	11.27	5.789	.733	.872
BTS2	11.20	5.062	.833	.832
BTS3	11.33	5.402	.727	.873
BTS4	11.20	5.131	.761	.862
GS1	18.07	17.926	.401	.897
GS2	17.07	15.168	.776	.833
GS3	17.40	15.697	.804	.831
GS4	17.33	15.678	.738	.841
GS5	17.20	16.234	.844	.830
GS6	17.60	15.628	.589	.871

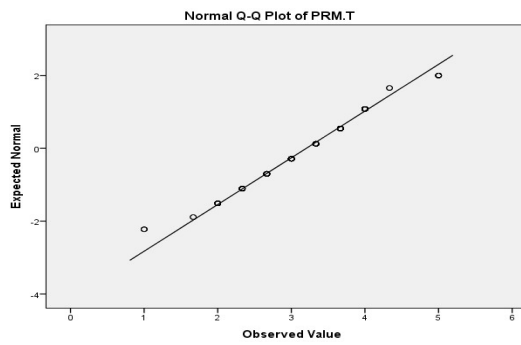
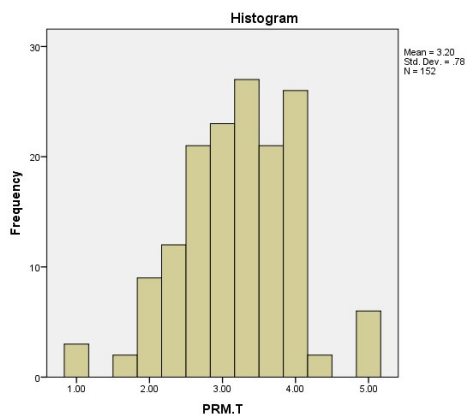
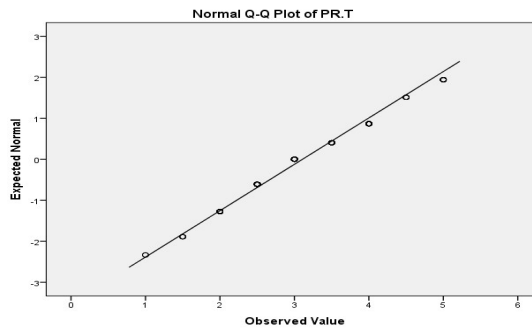
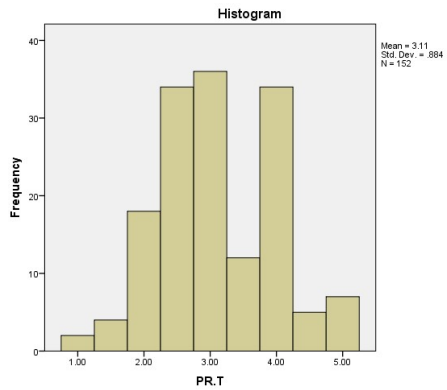
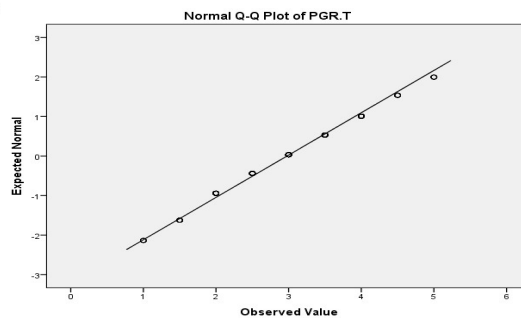
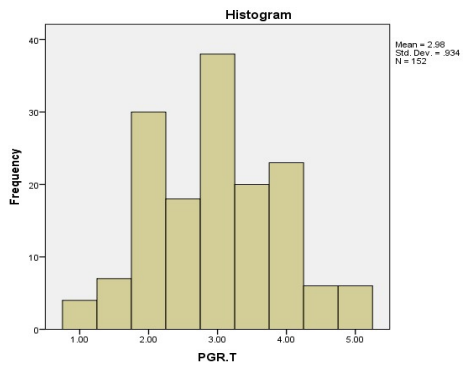
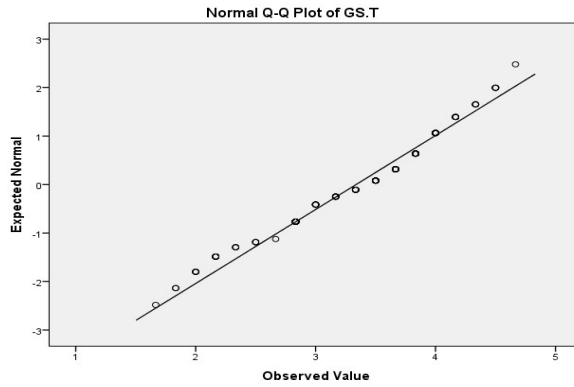
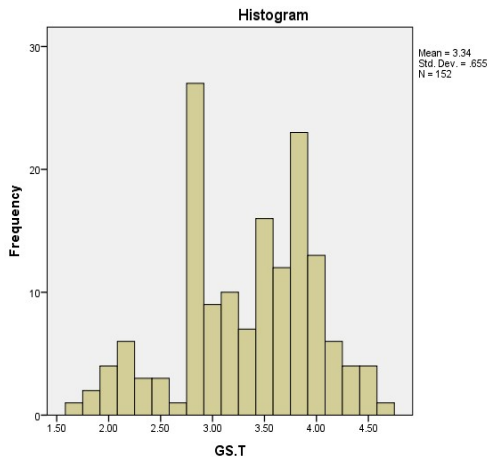
Item-Total Statistics for Pilot Marketing-mix Strategy

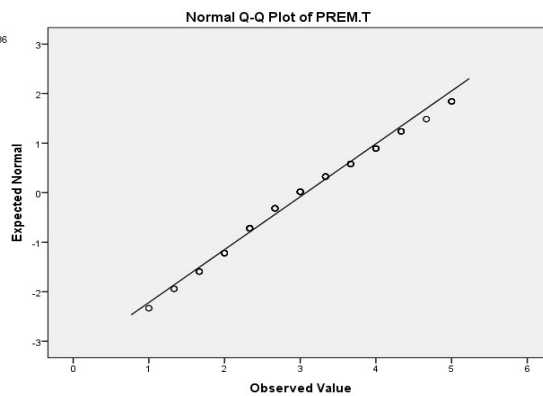
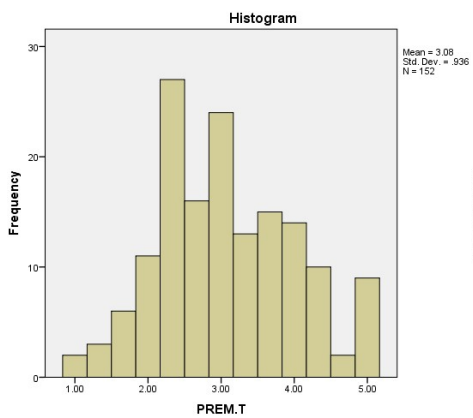
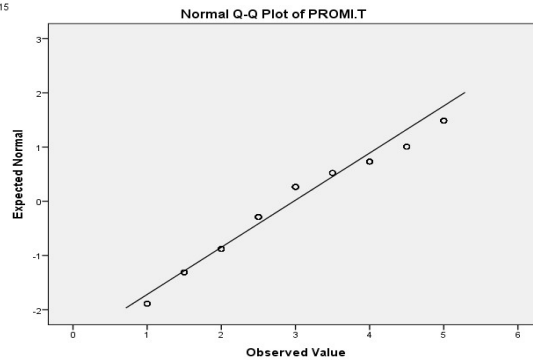
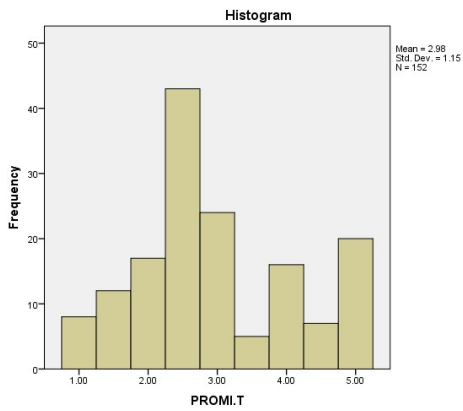
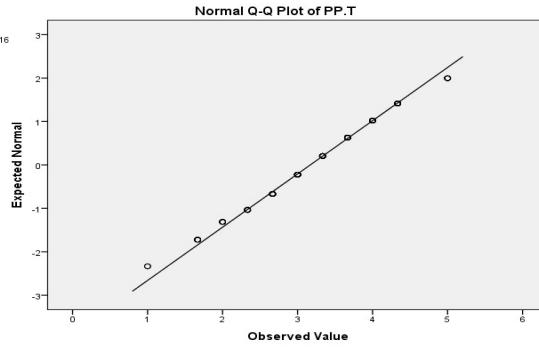
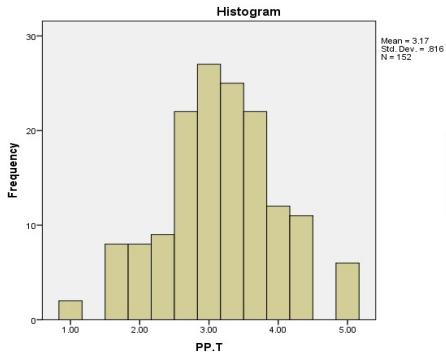
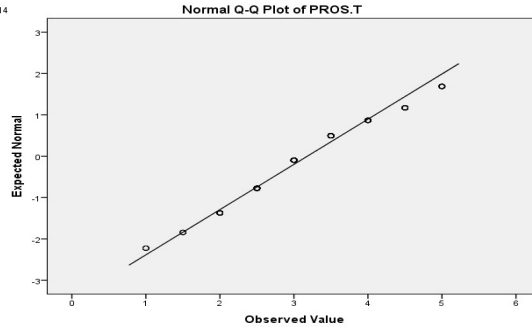
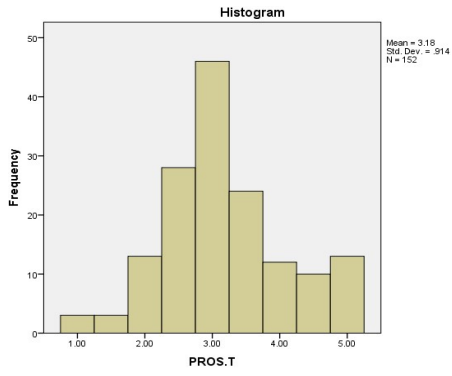
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
PGR1	2.77	1.220	.554
PGR2	2.70	.907	.554
PR1	5.97	4.447	.581
PR2	6.20	4.372	.644
PR3	5.97	4.585	.760
PRM1	5.83	3.040	.557
PRM2	6.03	3.068	.651
PRM3	5.87	2.809	.588
PROS1	3.23	1.220	.651
PROS2	2.97	1.137	.651
PP1	6.20	4.441	.609
PP2	5.93	4.064	.606
PP3	5.80	4.510	.640
PROMI1	2.63	.792	.495
PROMI2	2.70	.838	.495
PREM1	5.30	4.148	.555
PREM2	5.80	4.579	.666
PREM3	5.10	3.679	.642

Appendix F Normality Test for All Variables (Histogram and Normal QQ Plot of Regression Standardised Residual)









LIST OF PUBLICATIONS

1. Khodakarami, P., Zakaria, Z., Jamil, R., Teck, T. S., Mohammed, H. D., & Najmaei, M. (2022). The Effect of Business Technology Strategy on Inward Export Performance in the Malaysian Higher Education Industry. *Sustainability*, 14(15),9307.
<https://doi.org/10.3390/su14159307>(Q1)
2. Khodakarami, P., Zakaria, Z., binti Jamil, R., & Najmaei, M. (2021). The influence of Management Commitment on Inward Export Performance in Higher Education: Mediating Role of People Marketing Mix Adaptation. *Journal of Positive Psychology and Wellbeing*, 5(4), 561-576.
<https://journalppw.com/index.php/jppw/article/view/383> (Q2)
3. Khodakarami, P., Zakaria, Z., & Kakar, A. S. (2018). Achieving Sustainable Development Through Employees Innovative Behaviour and Knowledge Management. *The Journal of Social Sciences Research*, 448-456.
<https://arpgweb.com/pdf-files/spi3.70.448.456.pdf>
4. Khodakarami, P., & Zakaria, Z. (2017). Inward Export Performance and Export Marketing Strategy in Service Industry: Review and a Conceptual Framework. IDOSI Publications.
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<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.735.4644&rep=rep1&type=pdf>
5. Bargshady, G., Pourmahdi, K., Khodakarami, P., Khodadadi, T., & Alipanah, F. (2015). The effective factors on user acceptance in mobile business intelligence. *Jurnal Teknologi*, 72(4).
<https://journals.utm.my/index.php/jurnalteknologi/article/view/3913> (Q3)
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<https://ijibs.utm.my/index.php/ijibs/article/view/29>.