

ANTECEDENTS OF SATISFACTION AMONG UNIVERSITY STUDENTS  
FROM PEOPLE'S REPUBLIC OF CHINA IN MALAYSIA

XU KE

A dissertation submitted in partial fulfilment of the  
requirements for the award of the degree of  
Master of Science (Human Resource Development)

Faculty of Management  
Universiti Teknologi Malaysia

SEPTEMBER 2013

To my beloved parents and grandparents

## ACKNOWLEDGEMENT

In preparing this thesis, I was in contact with many people, researchers, academicians, and practitioners. They have contributed towards my understanding and thoughts. In particular, I wish to express my sincere appreciation to my thesis supervisor, Professor Dr. Amran bin Md. Rasli, for encouragement, guidance, critics, motivation and friendship. Without his continued support and interest, this thesis would not have been the same as presented here.

I am indebted to my family for funding my Master study. I am deeply grateful for all their support and encouragement. Universiti Teknologi Malaysia, China-Society (UTM), Sunway University and China Student Union of SU also deserve special thanks for their assistance in supplying the relevant literatures.

My fellow postgraduate students should also be recognized for their support. My sincere appreciation also extends to all my colleagues and others who have provided assistance at various occasions. Their views and tips are useful indeed. Unfortunately, it is not possible to list all of them in this limited space.

## ABSTRACT

This study was carried out to investigate the levels, degrees, and relationships of cultural orientation, adjustment, service quality, and satisfaction among university students from P.R. China studying in Malaysia. The numerical data was obtained through the CASS questionnaire survey, which was conducted from June 2013 to July 2013 at Universiti Teknologi Malaysia (Johor) and Sunway University (Selangor). As the research instrument of this study, the CASS questionnaire was a modification from Samarasekera (2013), Reynolds (2010), and Danjuma's (2012) works, and all the questions were set into the fifth-point Likert-scale format. The questionnaire was distributed to 63 China students in UTM and 54 China students in SU. The data obtained had good internal consistency, as indicated by the reliability analysis because all Cronbach's Alpha coefficients were greater than 0.65. The result of normality test showed that the data was normally distributed, as indicated by the statistics of skewness and kurtosis coefficients as well as the Q-Q plots. More precisely, the former indicators had their values falling within  $\pm 3$  for all dimensions of each variable, and the latter had depicted that the data points were close to the regression line. For cultural orientation, the pertaining formula for VSM 94 were used to assess the dimensional index value scores. Result indicated both UTM and SU students had low power distance and were primarily individualistic, feminine, and short-terms oriented. However, a contradicting result was found in the uncertainty avoidance dimension where the UTM's respondents had shown a high uncertainty avoidance preference and that of SU was comparatively lower. For adjustment, all dimensional scores were greater than 3, the midpoint of the five point scale, which meant that the respondents could adjust to their lives in Malaysia. The results showed a negative gap scores for all five dimensions in UTM and SU. For the correlation analysis, a positive correlation between cultural orientation, adjustment, service quality, and satisfaction as a whole.

## ABSTRAK

Kajian ini dijalankan untuk mengkaji tahap, darjah, dan hubungan orientasi budaya, pelarasan, kualiti perkhidmatan, dan kepuasan di kalangan pelajar universiti dari P.R. China menuntut di Malaysia. Data berangka telah diperoleh melalui soal selidik CASS, yang telah dijalankan dari Jun 2013 hingga Julai 2013 di Universiti Teknologi Malaysia (Johor) dan Sunway University (Selangor). Sebagai instrumen kajian kajian ini, soal selidik Cass adalah pengubahsuaian dari Samarasekera (2013), Reynolds (2010), dan ini Danjuma (2012) kerja-kerja, dan semua soalan-soalan yang telah ditetapkan ke dalam format kelima-point Likert-besaran. Soal selidik diedarkan kepada 63 orang pelajar China di UTM dan 54 pelajar China di SU. Data yang diperolehi mempunyai ketekalan dalaman yang baik, seperti yang ditunjukkan oleh analisis kebolehpercayaan kerana pekali Alpha Cronbach semua ini adalah lebih besar daripada 0.65. Keputusan ujian normal menunjukkan bahawa data yang normal, seperti yang ditunjukkan oleh statistik kepencongan dan kurtosis pekali serta plot QQ. Lebih tepat lagi, bekas penunjuk nilai-nilai mereka telah jatuh dalam lingkungan  $\pm 3$  untuk semua dimensi setiap berubah-ubah, dan kedua telah digambarkan bahawa titik data rapat dengan garis regresi. Orientasi budaya, formula yang berkaitan untuk VSM 94 telah digunakan untuk menilai dimensi skor nilai indeks. Keputusan menunjukkan kedua-dua pelajar UTM dan SU mempunyai jarak kuasa yang rendah dan adalah terutamanya individualistik, feminin, dan jangka pendek dari segi berorientasikan. Walau bagaimanapun, hasil bertentangan didapati dalam dimensi mengelakkan ketidakpastian di mana responden UTM telah menunjukkan ketidaktentuan yang tinggi keutamaan mengelakkan dan SU adalah agak rendah. Untuk pelarasan, semua skor dimensi adalah lebih besar daripada 3, titik tengah lima titik skala, yang bermakna bahawa responden dapat menyesuaikan diri dengan kehidupan mereka di Malaysia. Keputusan menunjukkan skor jurang negatif untuk semua lima dimensi di UTM dan SU. Untuk analisis korelasi, hubungan yang positif antara orientasi budaya, pelarasan, kualiti perkhidmatan, dan kepuasan secara keseluruhan.

## TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	DECLARATION	ii
	DEDICATION	iii
	ACKNOWLEDGEMENT	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	xi
	LIST OF FIGURES	xiii
	LIST OF ABBREVIATIONS	xv
	LIST OF APPENDICES	xvi
<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
	1.1 Introduction	1
	1.2 Background of the Study	6
	1.3 Statement of the Problem	8
	1.4 Objectives of the Study	11
	1.5 Research Questions	11
	1.6 Significance of the Study	12
	1.7 Scope of the Study	13
	1.8 Purpose of the Study	13
	1.9 Assumptions and Limitation of Study	14
	1.10 Definition of Key Terms	16
	1.11 Plan of the Thesis	16

<b>2</b>	<b>LITERATURE REVIEW</b>	<b>18</b>
2.1	Introduction	18
2.2	Theories and Models of study	19
2.2.1	Cultural Orientation	20
2.2.1.1	Hofstede's Cultural Dimensions Theory	20
2.2.2	Adjustment	25
2.2.2.1	Acculturation Theory	26
2.2.2.2	Maslow's Hierarchy of Needs Theory	29
2.2.3	Service Quality	32
2.2.3.1	GAP Model	33
2.2.4	Satisfaction	35
2.2.4.1	American Customer Satisfaction Index Model	36
2.3	Globalization and the Higher Education Institution	37
2.4	International student	39
2.4.1	International Students from P.R. China	40
2.5	Background of Selected Universities	41
2.5.1	Universiti Teknologi Malaysia	41
2.5.2	Sunway University	41
2.6	Research Framework	42
2.7	Summary	43
<b>3</b>	<b>METHODOLOGY</b>	<b>44</b>
3.1	Introduction	44
3.2	Research Design	44
3.3	Population of Sample	47
3.4	Research Instrument	48
3.4.1	VSM 94 by Hofstede	49
3.4.2	Expatriate Cultural Scale	50
3.4.3	SERVQUAL	51
3.5	Research Hypotheses	53
3.6	Data Analysis	54
3.7	Summary	56

<b>4</b>	<b>RESULTS</b>	<b>57</b>
4.1	Introduction	57
4.2	Reliability Analysis	58
4.3	Normality Test	59
4.4	Cultural Orientation	61
4.5	Adjustment	65
4.6	Service Quality	67
4.7	Satisfaction	72
4.8	Correlation Analysis	73
	4.8.1 Relationship between Cultural Orientation and Satisfaction	74
	4.8.2 Relationship between Adjustment and Satisfaction	76
	4.8.3 Relationship between Service Quality and Satisfaction	77
<b>5</b>	<b>DISCUSSION, CONCLUSION AND RECOMMENDATIONS</b>	<b>80</b>
5.1	Introduction	80
5.2	Recapitulation of this study	80
5.3	RQ1: What are the types of cultural orientation, adjustment, and service quality faced by overseas students from P.R. China?	82
	5.3.1 Types of Cultural Orientation	82
	5.3.2 Types of Adjustment	83
	5.3.3 Types of Service Quality	84
5.4	RQ2: What are the levels of dimensions of cultural orientation and the levels of service quality, adjustment and satisfaction among the overseas students from P.R. China?	85
	5.4.1 Dimensions of Cultural Orientation	85
	5.4.1.1 Individualism	86
	5.4.1.2 Power Distance	87
	5.4.1.3 Masculine	88
	5.4.1.4 Uncertainty Avoidance	89
	5.4.1.5 Long-term orientation	89
	5.4.2 Dimensions of Adjustment	90
	5.4.2.1 Cultural Adjustment	91
	5.4.2.2 Interaction Adjustment	92



5.4.2.3	Studying Adjustment	93
5.4.3	Dimensions of Service Quality	94
5.4.3.1	Tangible	94
5.4.3.2	Reliability	95
5.4.3.3	Responsiveness	96
5.4.3.4	Assurance	96
5.4.3.5	Empathy	97
5.5	RQ3: What are the levels of satisfaction among university students from P.R. China in Malaysia?	98
5.6	RQ4: What is the relationship between cultural orientation, adjustment, service quality and satisfaction among university students from P.R. China?	99
5.7	Conclusion and Implications	100
5.7.1	Theoretical Implications	100
5.7.2	Practical Implications	101
5.8	Limitations of this study	102
5.9	Recommendations for Future Research	102
<b>REFERENCES</b>		104
Appendices A - E		116-155

## LIST OF TABLES

<b>TABLE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
1.1	The Sponsorship of Oversea Students from P.R. China (2000-2011)	4
1.2	Types of Higher Education Institutions in Malaysia	5
2.1	Definitions of International Students Based Nations	39
3.1	Adjustment Dimensions in HEI	51
3.2	SERVQUAL Dimensions in HEI	52
3.2	Summaries of the Research Questions, Data Collection and Data Analysis	56
4.1	Cronbach's Alpha coefficients	58
4.2	Dimension Coefficients of Skewness and Kurtosis for UTM	60
4.3	Dimension Coefficients of Skewness and Kurtosis for SU	60
4.4	Descriptive Statistics of Cultural Orientation for UTM	61
4.5	Descriptive Statistics of Cultural Orientation for SU	62
4.6	Descriptive Statistics of Adjustment for UTM	65
4.7	Descriptive Statistics of Adjustment of SU	66
4.8	Descriptive Statistics of Expectation, Perception and Gap Scores of UTM	67
4.9	Descriptive Statistics of Expectation, Perception and Gap Scores of SU	69
4.10	Descriptive Statistics of Satisfaction of UTM	72
4.11	Descriptive Statistics of Satisfaction of SU	73

4.12	Cultural Orientation Dimensional Correlation with Satisfaction in UTM	74
4.13	Correlation between Cultural Orientation and Satisfaction in SU	74
4.14	Cultural Orientation Dimensional Correlation with Satisfaction in SU	75
4.15	Correlation between Cultural Orientation and Satisfaction in SU	75
4.16	Adjustment Dimensional Correlation with Satisfaction in UTM	76
4.17	Correlation between Adjustment and Satisfaction in UTM	76
4.18	Adjustment Dimensional Correlation with Satisfaction in SU	77
4.19	Correlation between Adjustment and Satisfaction in SU	77
4.20	SERVQUAL Dimensional Correlation with Satisfaction in UTM	78
4.21	Correlation between SERVQUAL and Satisfaction in UTM	78
4.22	SERVQUAL Dimensional Correlation with Satisfaction in SU	79
4.23	Correlation between SERVQUAL and Satisfaction in SU	79

## LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
1.1	The Number of Oversea Students from P.R. China (2000-2011)	2
1.2	The Number of Candidate and Enrollment of National Entrance Examination for Postgraduate in P.R. China (2002-2012)	3
1.3	The Number of International Students and China's International Students in Malaysia's Higher Education Institution (2002-2011)	8
1.4	The Percentage of China's International Students in Malaysia's Higher Education Institution (2002-2011)	9
2.1	Hofstede's Cultural Dimensions	21
2.2	Comparison of China-Malaysia on Hofstede's Cultural Dimensions	23
2.3	Framework of Understanding Acculturation Theory	27
2.4	Brown's four successive stages of acculturation	28
2.5	Maslow's Hierarchy of Needs Theory	30
2.6	GAP Model	34
2.7	American Customer Satisfaction Index Model	36
2.8	Theoretical Framework of this Study	43
3.1	Research flowchart	47
4.1	Culture Dimensions Scores amongst University Students from P.R. China in UTM	64
4.2	Culture Dimensions Scores amongst University Students from P.R. China in SU	64

5.1	Cultural Dimension Scores amongst University Students from P.R. China in UTM and SU	86
5.2	Adjustment Scores amongst University Students from P.R. China in UTM and SU	91
5.3	Service Quality Scores amongst University Students from P.R. China in UTM and SU	94

## LIST OF ABBREVIATIONS

ACSI	-	American Customer' Satisfaction Index
ASS	-	Assurance
CA	-	Cultural Adjustment
CASS	-	Culture Orientation, Adjustment, SERVQUAL and Satisfaction
E	-	Expectation
HEI	-	Higher Education Institution
IA	-	Interaction Adjustment
IDV	-	Individualism
MAS	-	Masculine
EMP	-	Empathy
LTO	-	Long-term Orientation
P	-	Perception
PDI	-	Power Distance Index
P. R. China	-	People's Republic of China
REL	-	Reliability
RES	-	Responsiveness
SA	-	Studying Adjustment
SERVQUAL	-	Service Quality
SU	-	Sunway University
TAN	-	Tangible
UAI	-	Uncertainty Avoidance
USA	-	United State of America
UTM	-	Universiti Teknologi Malaysia

**LIST OF APPENDICES**

<b>APPENDIX</b>	<b>TITLE</b>	<b>PAGE</b>
A	Sample Size Estimation Table	116
B	Pilot Questionnaire	117
C	Content Validity of CASS Questionnaire	122
D	Cultural Orientation, Adjustment, SERVQUAL and Satisfaction (CASS) Questionnaire	123
E	Mandarin Version of CASS Questionnaire	129
F	Reliability Analysis	133
G	Normal Q-Q Plot	141

## **CHAPTER 1**

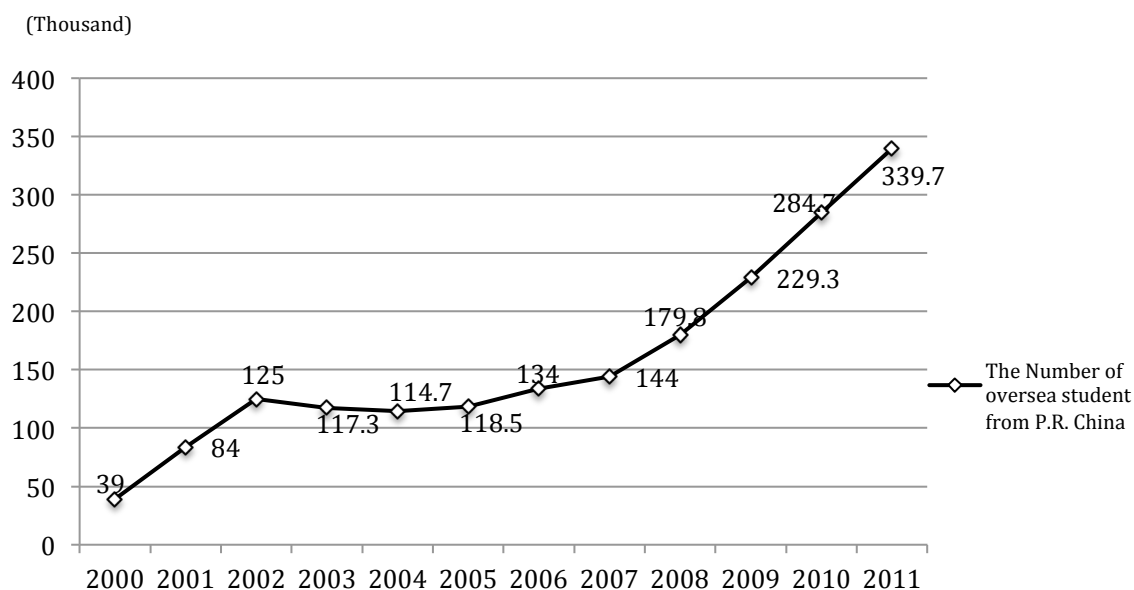
### **INTRODUCTION**

#### **1.1 Introduction**

After China's accession to the World Trade Organization (WTO) in 2001, the central government of People's Republic of China (P.R. China) began to focus more on long-term economic growth that requires a fundamentally well-educated labor force to support future knowledge-based activities (Wang, 2009). According to the Central Committee of the Communist Party and the General Office of the State Council of China (2003), human resource is an important element of the broader strategy for China national development. This can be seen from president Hu's (2007) firm emphasis on the importance of developing human resource as a part of national development for P.R. China. As a result, this has called for a higher demand in high-quality education in the country.

With China's rapid globalization and economic growth, the number of P.R. China students studying overseas has increased dramatically. According to Wang (2012), the number has surged more than 8 times over the past twelve years and is expected to further escalate in the near future (refer to Figure 1.1).



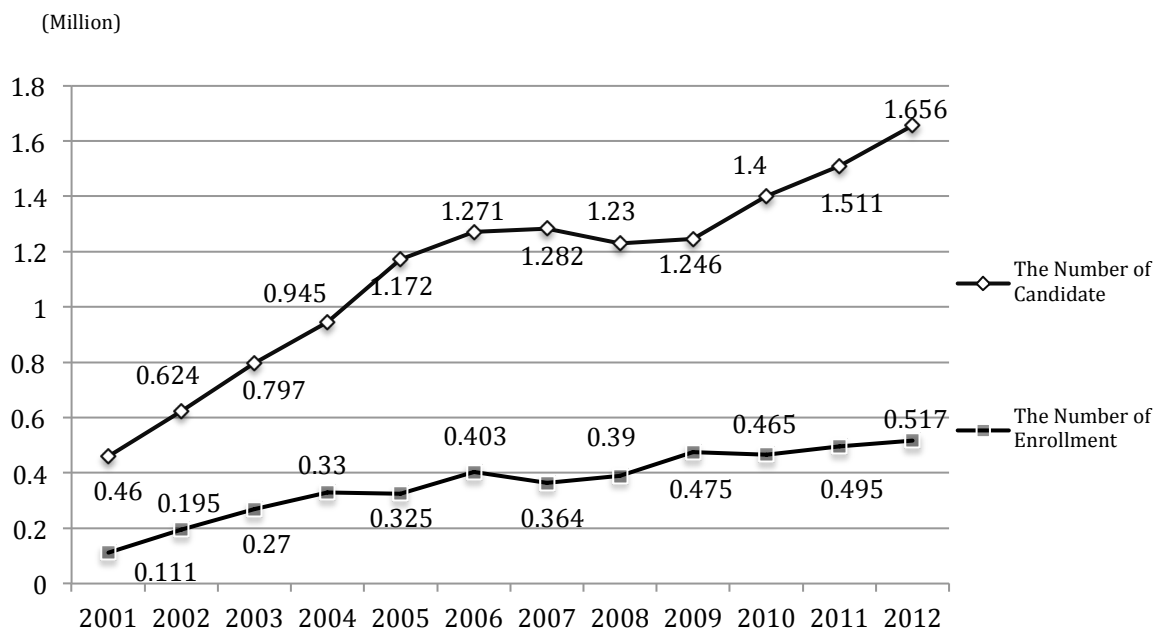


**Figure 1.1:** The Number of Oversea Students from P.R. China (2000-2011)

Source: Wang (2012)

In 2011, P.R. China has 339.7 thousand students studying abroad, occupying 14% of global abroad study population and was ranked number one in the world (UNESCO, 2012). Though it seems that the overseas education market capacity for Mainland Chinese students has been overwhelmed, it actually has greater room for improvement and growth since there is still a serious imbalance between demands and supplies of tertiary education in P.R. China's education system.

In the undergraduate level, approximately ten million Chinese students take the Pre University Examination with six million graduating every year. In the postgraduate level, Figure 1.2 shows that, in the past twelve years, the candidate and enrollment of the National Entrance Examination for Postgraduate in P.R. China has been surpassing one million applicants since eight years ago and is steadily increasing every year. However, its annual acceptance rate is only around one third of this number. In 2012, more than 1.1 million applicants had the intention to continue postgraduate education, but had unfortunately failed the examination. Under such circumstances, it seems that opting for overseas education has become a viable choice for those with undying determination to study, and this has given the overseas education market ample spaces to prosper.



**Figure 1.2:** The Number of Candidate and Enrollment of National Entrance Examination for Postgraduate in P.R. China (2001-2012)

Source: <http://edu.sina.com.cn/kaoyan/2012-08-31/1743353989.shtml>

MyCOS (2012) revealed that, during the past five years, the top five reasons to study abroad for students from P.R. China are to improve comprehensive occupational competency; acquire advanced knowledge and skills; broaden their own perspectives and get to know other cultures; access to advanced education system; and live in a foreign country. This clearly emphasized on China students' desire to access to higher education level as well as advanced knowledge.

Undoubtedly, the education systems of most countries are well developed. However, the educational expenses of most developed countries are comparatively higher for overseas students from developing countries than local students. Such phenomena has been confirmed by Doan (2002) and Van Der Meid (2003) who stated that the cost of studying abroad is a practical concern for Asian students when choosing which country to go to, especially for those that are studying at their own expenses. Table 1.1 shows that the percentage of overseas students from P.R. China without any sponsorship is around 90% over the past 12 years. Therefore, it is undeniable that the cost of studying is a vital factor that influences the students' decision in choosing the country to study in.

**Table 1.1:** The Sponsorship of Oversea Students from P.R. China (2000-2011)

Source: Li (2012)

<b>Number Year</b>	<b>Sponsorship (thousand)</b>	<b>Own Expense (thousand)</b>	<b>Total (thousand)</b>	<b>Proportion of Own expense (%)</b>
<b>2000</b>	7.0	32.0	39.0	82.05
<b>2001</b>	8.0	76.0	84.0	90.48
<b>2002</b>	9.0	117.0	125.0	93.60
<b>2003</b>	9.1	109.2	117.3	99.09
<b>2004</b>	10.4	104.3	114.7	90.93
<b>2005</b>	12.0	106.5	118.5	89.87
<b>2006</b>	13.3	120.7	134.0	90.07
<b>2007</b>	15.0	129.0	144.0	89.58
<b>2008</b>	18.2	161.6	179.8	89.88
<b>2009</b>	19.2	210.1	229.3	91.63
<b>2010</b>	24.7	260.0	284.7	91.32
<b>2011</b>	24.9	314.8	339.7	92.67

Compared to developed countries such as the US, Australia, and Singapore, the Malaysian higher education is of relatively lower cost with uncompromised quality. This is the result of the Malaysian government's globalization and industrial upgrading strategies to make the nation an Asian regional education hub. In 2011, about 93,000 international students from more than 100 countries are studying in Malaysia. There are four types of High Education Institutions (HEIs) in Malaysia, which are public universities, private HEIs, polytechnic institutions, and community colleges. Table 1.2 shows the number of Malaysia HEIs offering opportunities for higher education in 2011; it should be noted that only public universities and private HEIs have offered similar opportunities to overseas students.

**Table 1.2:** Types of Higher Education Institutions in Malaysia

Source: Ministry of Higher Education Malaysia (2012)

Type		Number
Public University		21
Private HEI	University Status	36
	University College Status	15
	Foreign University Branches	4
	College	302
Polytechnic		30
Community College		73

In order to achieve Malaysia's 2020 education strategic target and stimulate the industry's development, foreign students ought to be considered as the customers of education businesses (Drucker, 1985). In fact, the education industry is a vital part of the services industry. Kotler and Keller (2006) believe that customer satisfaction refers to a state of feeling after comparing one's expectations with the service actually received. From a business perspective, maintaining customer satisfaction is the core in marketing management. At the same time, it is also a way of nurturing customer loyalty (Fornell et al., 1996). With positive customer satisfaction, two promising circumstances can happen: (1) the current international students will possibly further their studies in Malaysia, and (2) they may recommend Malaysia's HEIs to other Mainland Chinese students who intend to study abroad.

Regardless of the promising educational prospects offered by overseas educational institutions, studying abroad remains a concern for many students. The two major concerns being their cultural value difference with the local community and the lifestyle adjustment phase that they have to endure. Culture is a common value held by a group of people such as beliefs and senses, and adjustment is a process where people are trying to balance conflicting between needs and obstacles in a new environment (Arkoff, 1968). To constructively address these two concerns, it is necessary to understand the status quo, attitudes, and beliefs of international students studying in their respective host countries.

Another concern that can affect international students' studying experience in a foreign country is the quality of education, which is reflected from the level of services provided by the institution. Service quality is the core issue of service marketing and the key for winning in the competition. With reference to Juran (1999), service quality is the extent to which the perceived service has met the consumers' need, and this involves not only the service results, but also the service process. In order to guarantee service quality, it is essential to build a mechanism and create a quality indicator that leads to service standardization for the Malaysia HEIs.

This study has focused on four important aspects, i.e., cultural orientation, adjustment, services quality, and satisfaction among present overseas students from P.R. China in Malaysia HEIs. The two main HEIs under scrutiny were Universiti Teknologi Malaysia and Sunway University.

In conclusion, keeping a higher reputation with international students is a way to attract more overseas students (Yang, 2009; Imran, 2011). To become a preferred education destination of the biggest overseas students market in the world, the Malaysian government has launched a pilot project geared towards this direction. In P.R. China, the nation's long-term sustainable economic growth requires a continuous development and well-educated labor force to support future knowledge-based activities. Therefore, the conditions of Mainland Chinese students studying overseas ought to be addressed since they are a vital human resource.

## **1.2 Background of the Study**

Within rapid technology and economy progression, industries need to adjust and upgrade their structures to catch up with the trend. Since the 1970s, the Malaysian government has constantly adjusted its industrial structure, resulting in the tertiary industry developing aggressively, and thus becoming the business pillar of national economy in 1990s. In time to come, the focus is due to shift towards the education industry and thus expanding the knowledge economy. In Malaysian, the

tertiary industry basically serves the production and consumption sectors, and is relatively highly developed and stably conducted.

In 2011, more than 2.4 million students are studying outside of their home countries (UNESCO, 2012). Bohm et al. (2002) predicted that the data will rise to 7 million by 2025. However, only about 93,000 (2011) foreign students have joined the Malaysian HEIs. This small amount depicts Malaysia's vast potential in absorbing more foreign students in years to come. The government itself is also promoting the nation as a world-class education destination and aims to get a bigger slice of the international education market, i.e., attracting 200,000 overseas students by 2020. This is noted in the *National Higher Education Strategic Plan 2020* in 2007. Undoubtedly, as the largest source of international students, China is crucial to the nation's higher education industry. As such, constructive researches have to be carried out to help Malaysia into achieving its strategic goal (Anantha and Krishnaveni, 2012).

Foreign students bring a lot economic benefits and employment opportunities to the host countries. The economic benefits come in the forms of the funds they bring in to support their tuition fees and living expenses. Employment opportunities come from the need to fulfill the services needed by these foreign students.

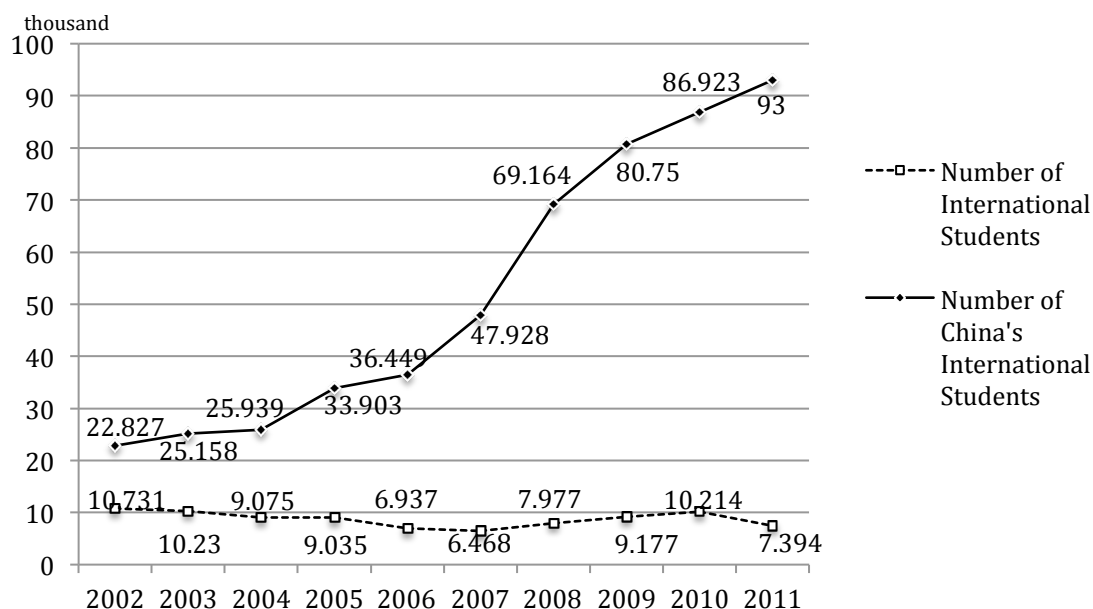
According to Wang's report (2012), the member countries of the Association of Southeast Asian Nations have become the new popular choices for China's students to study. According to the Ministry of Higher Education of Malaysia (2011), in 2010, the numbers of overseas student from P.R. China was 10214, which exceeded Indonesian students (9889 students) and became the second largest international students group in the country, the first being Iranian student (11828 students). Generally, Mainland Chinese students had only occupied 3% of the nation's international student population; this again highlights the country's potential to absorb more Mainland Chinese students.

However, for these foreign students, shifting their cultural orientation and adjusting to the new lifestyle are most of the time a pressing problem in their host

countries. This is because they are balancing conflicting needs and the obstacles with its environment (Arkoff, 1968). In this regard, the HEIs need to get to know about students' expectations and demands, and provide support to help them overcome the problems. They also need to upgrade their own service standard and competitiveness in the market, especially when maintaining the students' satisfaction is important to maintain good appraisals. For instance, according to Jarrahi (2004), China's students prefer to get information in informal way rather than professional counseling services. Therefore, the HEIs ought to take this into account to tailor successful yet comfortable counseling sessions to their Mainland China students.

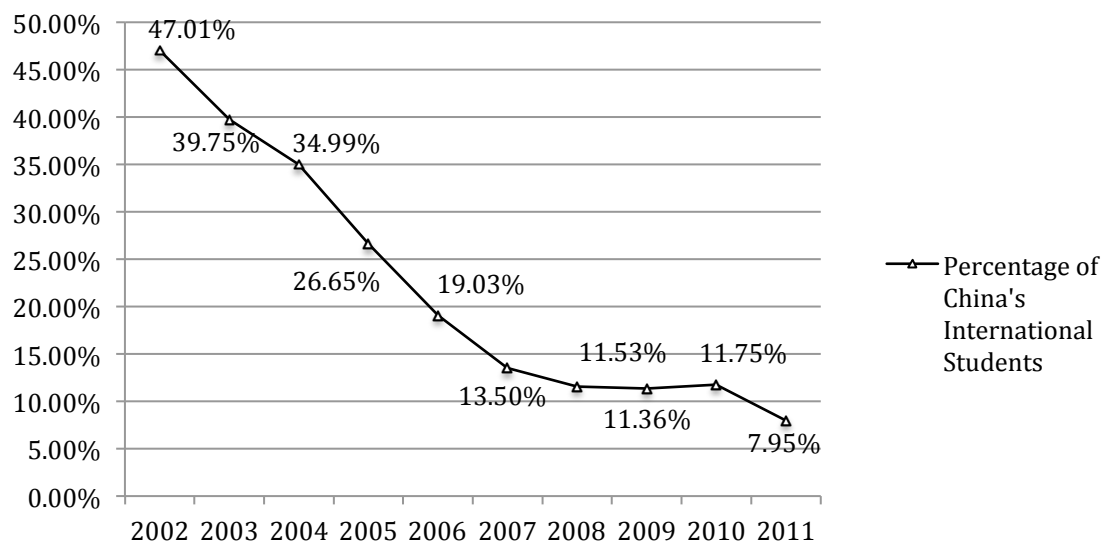
### 1.3 Statement of the Problem

Figure 1.3 shows that the number of international students in Malaysia has increased dramatically over the past ten years. However, the quantity of Mainland China students has decreased within this period. Based on Figure 1.4, this has dropped from almost 50% in 2002 to less than 8% in 2011.



**Figure 1.3:** The Number of International Students and China's International Students in Malaysia's Higher Education Institution (2002-2011)

Source: Ministry of Higher Education Malaysia (2008, 2010, 2011, 2012)



**Figure 1.4:** The Percentage of China's International Students in Malaysia's Higher Education Institution (2002-2011)

Source: Ministry of Higher Education Malaysia (2008, 2010, 2011, 2012)

From another aspect, Malaysia has failed to achieve the 2010 national higher education target to attract more than 100,000 international students into Malaysia, which is clearly denoted in Figure 1.3. In that particular year, there were only 86,000 international student enrollments in Malaysian HEIs. Compared to most developed countries, the local education industry is still young. Therefore, more efforts have to be poured on its relative studies.

In order to develop the international higher education business in Malaysia and to attract more Mainland China students to join Malaysian HEIs, it is important to understand the opinions of the current group studying here. This is to allow the Malaysian government and HEIs to become more aware of the importance of university service quality, exploration on the students' customer satisfaction standard, and understanding on the cultural orientation and adjustment issue phases that these students are facing. These ought to be addressed so that they can adjust to their new lifestyle and thus academically excel.

Adjustment problems may arise due to the differences in culture (Bochner et al., 1979), language (Anderade, 2006), and food (Furukawa, 1997). Research by Liu



and Redfern (1999) indicated that language barriers constitute to a significant problem for non-English students in their academic adjustment. In this regard, most Mainland Chinese students lack self-confidence in their English standard since they rarely have the chance to practice the language at home. Unless overcome, this will obstruct their efforts in adjusting both academically and socially to their new environment.

Cultural orientation problems, on the other hand, are mostly caused by the cultural differences among international and local students. Since Chinese is a major ethnic group in Malaysia, the host culture, to a certain extent, is similar to the Mainland China's culture. Nevertheless, differences still exist in both culture and thoughts since the Malaysian Chinese are accustomed to a multi-racial society. Therefore, misunderstandings may still exist between these two groups of Chinese.

World famous HEIs often focus exclusively on their service quality and special services to students to establish a good image for the institution. In relation to this, many Malaysian HEIs have made significant progress in the cultivation of its brand and competitiveness against other HEIs. However, in comparison with world renowned HEIs like the Ivy League, the Malaysian HEIs still have a long way to go. According to Kelsey and Bond (2001), service quality is vital to the satisfaction level among international students. In the education industry, the students are the institutions' customers. In other words, the target of their services is the student. However, many of the HEIs' executive officers and staff have failed to fully review their customers' needs, resulting in a gap between the students' expectation and the management's perceived students' expectation as well as between the service delivered to students and the promise given earlier on its service quality (Parasurama et al., 1985). These HEIs have overlooked the importance of giving suitable services with decent quality to assist their overseas students in adjusting to the new academic environment and host culture. With good services, the HEIs can actually build up a good reputation overseas to attract more international students.

#### **1.4 Objectives of the Study**

The present research was conducted to identify the cultural orientation differences between Mainland Chinese students and Malaysian students to understand the former's current situation, assess Malaysian HEIs' service quality, and identify the satisfaction level among university students from P.R. China. The research objectives are:

- To investigate the types of cultural orientations, adjustment, and service quality faced by overseas students from P.R. China in Malaysia.
- To assess the levels of dimensions of cultural orientation, adjustment, and service quality among university students from P.R. China in Malaysia.
- To determine the levels of satisfaction among university students from P.R. China in Malaysia.
- To assess the relationship between cultural orientation, service quality, adjustment, and satisfaction among university students from P.R. China in Malaysia.

#### **1.5 Research Questions**

Based on the objectives and the requirements, this study attempted to find answers to the following research questions (RQs):

1. What are the types of cultural orientations, adjustment, and service quality faced by overseas students from P.R. China in Malaysia?
2. What are the levels of dimensions of cultural orientation, adjustment, and service quality among university students from P.R. China in Malaysia?
3. What are the levels of satisfaction among university students from P.R. China in Malaysia?
4. What is the relationship between cultural orientation, service quality, adjustment, and satisfaction among university students from P.R. China in Malaysia?

## **1.6 Significance of the Study**

This research was conducted to determine the influencing factors to the cultural orientation, adjustment, service quality, and satisfaction level of Mainland Chinese students studying in Malaysian HEIs. The results of this study will benefit several groups at the national, organizational, and individual levels.

At the national level, the results may benefit the development of domestic education business, economy growth, and employment opportunities creation. Currently, the Malaysian Ministry of Higher Education aims to develop the nation as a core distinction zone for higher education and has since set up a target of attracting 200,000 international students by 2020. This is fuelled by the domestic development of supporting services and facilities to push the Malaysian HEIs to higher world rankings. The discussion on higher educational service quality is expected to build a mechanism and identify the quality indicators, which will help in achieving standardization of service quality in the management sector of Malaysia's HEIs. This is to increase the competitiveness of Malaysia HEIs in the global education market, and also to fulfill P.R. China's demand for high-quality education.

At the organizational level, the results may benefit the Malaysian HEIs to attract more Mainland Chinese students. With this, the universities can produce a better marketing strategy. Booker (2001) pointed out that the experiences and recommendations of other former overseas students have significant impact on the decision making of prospective students to study abroad. This in turn is judged by the institutions' reputation. Therefore, the HEIs ought to fully understand the problems faced by overseas students and give them useful support to give them an enjoyable and satisfactory study experience.

At the individual level, the results may benefit the Mainland Chinese students who are studying or intending to study in Malaysian HEIs. For the former group, this will help them to better adjust to their new lifestyle, familiarize themselves with the new academic environment, and have a satisfactory academic performance. As for

the latter group, this study will serve as a realistic guide to the expected study life in Malaysia.

The cultural orientation result in present study is completely different from the research conducted by Hofstede et al. (2010), which means the cultural orientation amongst the respondents of this research do not consisted with the China national cultural orientation. The finding of this study shows the China youth or young generation hold totally different cultural values from the elder generation and becomes more westernized.

### **1.7 Scope of the Study**

The research aims at exploring the cultural orientation, service quality, adjustment, and satisfaction status quo of foreign students from P.R. China studying in Malaysia HEIs. The scope of this study includes two Malaysia universities (one public university and one private university) that have oversea students from P.R. China. The selected public university was Universiti Teknologi Malaysia (UTM) (Skudai) and the selected private university was Sunway University (SU) (Selangor). These two universities had roughly the same population of Mainland Chinese students. The universities and actual respondents were chosen at random.

### **1.8 Purpose of the Study**

Based on the 2020 strategic plan of the Malaysian Ministry of Higher Education, the government intends to attract more international student to study in Malaysia and develop the Malaysian educational industry in a global context. Therefore, it is helpful to understand the types of antecedents for international students' satisfaction. Cultural orientation, service quality and adjustment were considered as antecedents among university students from P.R. China in this present study. This research was also carried out to measure the dimensions of cultural

orientation and the levels of adjustment, service quality, and satisfaction among the international students from P.R. China in Malaysian HEIs as well as finding their inter-relationships.

The finding of this present study will depict the altitude and beliefs of the target group students, which may also contribute to the literatures or concepts in the field of study. It may also be beneficial to relevant stakeholders to respond to the pressing issues.

### **1.9 Assumptions of the Study**

Three assumptions were made in this study:

1. The respondents participate in this survey would express their real thoughts and feelings.
2. The respondents could fully understand the questions in regard to cultural orientation, adjustment, service quality, and satisfaction in the questionnaire.
3. The respondents of this study would be impartial and honest in giving their responses.

### **1.10 Definition of Key Terms**

The key terms of this study are defined as follows:

#### **International Student:**

The Organization of Economic Cooperation and Development (OECD) (2010) defined ‘international student’ as a person who leaves his/her home country and stays in another nation in a period of time for education, or who has taken prior education outside of their home country.

### **Cultural Orientation:**

Culture is '*...the collective programming of the mind which distinguishes the members of one human group from another, the interactive aggregate of common characteristics that influences a human group's response to its environment*' (Hofstede, 1980, p. 25). Cultural orientation consists of five dimensions of culture, which are power distance, individualism, uncertainty avoidance, masculine, and Long-term orientation. Power distance is the acceptance and expectation of unequal distribution of power in a society, especially for the powerless people (Hofstede, 1997). Individualism is a kind of social orientation that can be described as the degree to which individuals is integrated into community or group (Hofstede, 1980; Ehrenfreund et al., 2010). Uncertainty avoidance is the tolerance for uncertainty, unplanned event and ambiguity in a society (Hofstede, 2001). Masculine is the extent of competition, achievement and success orientation in the society. Long-term orientation can be expressed as the extent to which the society upholds traditional values (Hofstede et al., 2010).

### **Adjustment:**

In tertiary education content, students' adjustment consists of three aspects, which are cultural adjustment, interaction adjustment, and studying adjustment (Black and Stephens, 1989; Reynolds, 2010). Cultural adjustment can be viewed as the degree that university students adapt to changes caused by cultural differences between home country and host country. Interaction adjustment is the socialization between international students and local people in host country. Studying adjustment is about the students correspond with their study roles and requirements in the university.

### **Service quality:**

Service quality can be seen as a global evaluation or attitude of overall excellence of services (Parasuraman et al., 1985). In tertiary education content, it can be divided into five dimensions, which are tangibles, reliability, responsiveness, assurance, and empathy (Shekarchizadeh, 2011). Tangibles can be considered as physical facilities, equipment, laboratories, and workshop. Reliability can be viewed as ability that HEI perform the service as promised dependably and accurately. Responsiveness is the

willingness that HEI help or support students and provide service efficiently. Assurance can be seen as the knowledge, experienced, competence and courtesy of HEI staff and their ability to deliver credibility and confidence. Empathy is about caring about students by accessing, communication and understanding and providing individualized attention (Shekarchizadeh, 2011).

### **Satisfaction:**

Oliver (1981) defined satisfaction as the sense responded by the disconfirmation experience of consumption, which plays a role as the base approach level. Schoepp (2010) stated another definition in the overseas students' context, which is the extent to which the international students may or may not achieve the expectations of faculty with regards to issues they faced such as adapting to the university culture or lives in host country.

### **1.11 Plan of the Thesis**

This study is organized into five chapters. Chapter 1 provides the present background of this study and the basic ideas of cultural orientation, service quality, adjustment, and satisfaction issues among Mainland Chinese students studying in Malaysian HEIs. The objective, research questions, and scope of this research are indicated as well. This is followed by the significance, the purpose, and the assumptions made in this study. The end of this chapter encompasses the definitions of key terms.

Chapter 2 presents the literature review of this study. It starts with discussing the issues related to globalization, HEIs, and international students. After that the theories of cultural orientation, service quality, adjustment, and satisfaction are explained. This is followed by a depiction of the research model, some relevant research findings, and the theoretical framework of this study.

Chapter 3 lays out the research design of this study. This includes a quantitative questionnaire named the Cultural orientation, Adjustment, SERVQUAL, and Satisfaction (CASS) questionnaire. The related statistical methods and the way to identify sample size are also described in this chapter. This ends with an explanation on the data analysis method for the obtained data.

Chapter 4 shows the result and analysis of the data obtained through the CASS questionnaire survey. It starts with the findings of the reliability analysis and normality test for the primary data, and then the single mean t-test used to examine the values of each item and dimension. Last but not the least, the results of the correlation analysis used to measure the relationship between independent variables (cultural orientation, adjustment and service quality) and dependent variable (satisfaction) are explained.

This thesis ends with Chapter 5, which explains the discussion, conclusion, and recommendations of this research. It starts with the recapitulation of this study and then the answers to the three research questions. The end of this chapter reveals the implications and limitations of this study as well as recommendations for further studies.



## REFERENCE

- Ackroyd, S., and Hughes, J. A. (1981). *Data Collection in Context*. Longman
- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education* 5 (2): 131-154
- Ann, S. (1972). Differences In College Student Satisfaction: Academic Dropouts, Non-Academic Dropouts, and Non-Dropouts. *Journal of Counseling Psychology*, 19, 4, 318-322
- Ailon, G. (2008). Mirror, mirror on the wall: Culture's Consequences in a value test of its own design. *The Academy of Management Review*, 33(4), 885-904.
- Altman, J., and Hinkson, M. (2008). *Culture Crisis: Anthropology And Politics in Aboriginal Australia*. Sydney: University of new south Wales Press ltd.
- Amran, R. (2006). *Data analysis and interpretation: a handbook for postgraduate social scientists*. Malaysia: Penerbit Universiti Teknologi Malaysia.
- Anantha, A., and Krishnaveni, N. (2012). An analysis of globalization and higher education in Malaysia. *Business Intelligence Journal*. Vol.5 No.1, 141-150
- Arokiasamy, A. A. (2012). Literature Review: Service Quality in Higher Education Institutions in Malaysia. *International Journal of Contemporary Business Studies*. Vol: 3, No: 4.
- Arkoff, A. (1968). *Adjustment and mental health*. New York: McGraw-Hill.
- Barjesteh, H., and Vaseghi, R. (2012). Acculturation Model for L2 Acquisition: Review and Evaluation. *Advances in Asian Social Science*. Vol. 2, No. 4, 579-584.
- Barros, P. (2006). The Koreanization of Baguio: Issue of Acculturation. Asia Culture Forum. Session 4, Diaspora 2.
- Bartol, K. M., and Martin, D. C. (1998). *Management 3rd ed*. Boston: Irwin McGraw-Hill.

- Badri, M. A., Abdulla, M., and Al-Madani, A. (2005). Information technology center service quality. *International Journal of Quality & Reliability Management*, vol. 22 n. 8, 819-848.
- Bennett, M. J. (1998). Intercultural communication: A current perspective. *Basic concepts of intercultural communication: Selected readings*, 1-34.
- Berry, J. W. (2005). Acculturation: Living Successfully In Two Cultures. *International Journal of Intercultural Relations* 29 (2005) 697–712
- Berry, M. A. (2002). Healthy School Environment and Enhanced Educational Performance: The Case of Charles Young Elementary School Washington, DC. The Carpet and Rug Institute.
- Black, J. S., and Gregersen, H. B. (1991). The other half of the picture: Antecedents of spouse cross-cultural adjustment. *Journal of International Business Studies*, Vol. 3 No. 22, pp. 461-477.
- Brislin, R. W. (1981). *Cross-cultural Encounters: Face to Face Interaction*, Pergamon. New York, NY.
- Brochado, A. (2009). Comparing alternative instruments to measure service quality in higher education. *Quality Assurance in Education* 17(2), 174-190
- Brown, H. D. (1994). *Principles of Language Learning and Teaching*. San Francisco: Prentice Hall Regents.
- Brown, L., Edwards, J., and Hartwell, H. (2009). A taste of the unfamiliar. Understanding the meanings attached to food by international postgraduate students in England. *Appetite*, 54(1), 202-207.
- Brown, L., and Holloway, I. (2008). The adjustment journey of international postgraduate students at an English university: An ethnographic study. *Journal of Research in International Education*, 7(2), 232-249.
- Bochner, S., Lin, A., and McLeod B. M. (1979). Cross-cultural Contact and the development of an International Perspective. *Journal of social psychology*. 107, 29- 47.
- Bohm, A., Davies, D., Meares, G., and Pearce, H. (2002). Global student mobility 2025: forecasts of the global demand for international higher education. *IDP Education Australia*.
- Booker, R. W. (2001). *Differences between applicants and non-applicants relevant to the decision to apply to study abroad*. Doctoral dissertation, Columbia, MI: University of Missouri.

- Burns, A. C., and Bush, R. F. (2000). *Marketing Research. (3rd ed.)*. New Jersey, USA: Prentice Hall.
- Central Committee of the Communist Party and General Office of the State Council of China (2003). *On Further Strengthening on Cultivating Talents* ([2005] No.16)[Z]. Beijing: People's Publishing House.
- Cenoz, J. (2002). Age differences in foreign language learning. I.T.L. *Review of Applied Linguistics*, 135- 136, 125-142.
- Chen, H. B. (2009). Discussion on customer complaints. *The Science Education Article Cultures. 2009(3)*
- Choudaha, R. and Li, C. (2012). Trends in International Student Mobility. WES Research and Advisory Services. [www.wes.org/ras](http://www.wes.org/ras)
- Christie, P. J., Kwon, I. W., Stoeberl, P. A., and Baumhart, R. (2003). A cross-cultural comparison of ethical attitudes of business managers: India, Korea and the United States. from <http://www.proquest.umi.com>
- Cui, J. G. (2008). The Basic Characteristics Of Psychological Development Amongst University Students Born In 90s [J] (in Chinese). *Education and Occupation*, 35 (1), 98-100.
- Cui, M., Lu, Z. Z., and Huang, Y. M. (2009). Cultural Differences and its Influencing Factors between Public Enterprises and Private Enterprises (in Chinese). *East China Economic Management*, 23 (2), 112-115.
- Dallal, G. E. (2012). *The Little Handbook of Statistical Practice*.
- Danjuma, I. (2012). *Service Quality, Customer Satisfaction and Attachment in Technological University in Nigeria*. Ph.D. Dissertation, Universiti Teknologi Malaysia.
- DeVellis, R. F. (1991). Scale Development: theory and applications (Applied Social Research Methods Series, Vol. 26). Newbury Park, CA: Sage.
- Doan, T. M. (2002). *Asian American students: Study abroad participation, perspectives, and experiences*. Master Thesis, University of Minnesota.
- Drucker, P. F. (1985). Entrepreneurial Strategies. *California Management Review*, 27(2), 9-21.
- Efron, M. (2004). Cultural orientation: Classifying subjective documents by cocitation analysis. In *AAAI Fall Symposium on Style and Meaning in Language, Art, and Music*.
- Ehrenfreund, P., Schrogl, N. Peter, K.U., and Logsdon, J.M. (2010). Cross-cultural

- management supporting global space exploration. *Acta Astronautica*. 245-256.
- Ellis, R. (1994). *The study of second language acquisition*. OUP, Oxford.
- Fallon, F. (2008). Plagiarism and students from Asia studying in Australia and New Zealand. In *APAIE Conference in Tokyo, Japan*, 26-28.
- Fang, Y. Y. (2010). Experimental study on international students acculturation status quo, factors and tactics. *Journal of Inner Mongolia Normal University (Educational Science)*. July 2012. 39-42
- Ferreira, E. C. (2009). Adaptation and application of the SERVQUAL scale in higher education. POMS 20th Annual Conference Orlando, Florida U.S.A.
- Filho, C. G., Guerra, R. S., and Moura, A. I. (2004). Impact of Satisfaction, Quality, Loyalty, Value and Expectations in Higher Education Institutions: An Empirical Study. Second World Conference on POM and 15th Annual POM Conference, Cancun, Mexico.
- Fontaine, R., and Richardson, S. (2005). Cultural values in Malaysia: Chinese, Malays and Indians compared. *Cross Cultural Management: An International Journal*, 12(4), 63-77.
- Fornell, C., Johnson, M., Anderson, E., Cha, J., and Bryant, B. (1996). The American customer satisfaction index: description, findings, and implications. *Journal of Marketing*. 60(4- Oct): 7-18.
- Gilton, D. L. (2007). Culture shock in the library: Implications for information literacy instruction. *Research Strategies*. 20, 424-432.
- Georgas, J., Van De Vijver, F. J. R., and Berry, J. W. (2004). The ecocultural framework, ecosocial indices, and psychological variables in cross-cultural research. *Journal of Cross-Cultural Psychology*, 35, 74-96.
- Given, L. M. (2008). *The Sage encyclopedia of qualitative research methods*. Los Angeles, Calif.: Sage Publications.
- Gleitman, H., Fridlund, A., and Reisberg, D. (1999). *Psychology 5th*. Norton & Company, Incorporated, W. W.
- Gouthier, M., and Schmid, S. (2003). Customers and customer relationships in service firms: The perspective of the resource-based view. *Marketing Theory*. Published by: SAGE Publications
- Gravetter, F. J., and Wallnau, L. B. (2009). *Statistics for the Behavioral Sciences*. Belmont: CA, Wadsworth.

- Grönroos, C. (2000). *Service Management and Marketing. A Customer Relationship Management Approach, 2nd edn.* Chichester: John Wiley & Sons.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., and Tatham, R. L. (2006). *Multivariate Data Analysis, 6<sup>th</sup> Edition.* New Jersey: Prentice Hall
- Halonen, J., and Santrock, J. (1997). *Human adjustment (2nd ed).* Madison Brown and Benchmark.
- Ham, C. L. (2003). *Service Quality, Customer Satisfaction, and Customer Behavioral Intentions.* PhD Thesis. Nova Southeastern University
- Han, P. E. (1975). *A study of goals and problems of foreign graduate students from the Far East at the University of Southern California.* Ph.D. Thesis, University of Southern California.
- Hanrahan, M. (1998). The effect of learning environment factors on students' motivation and learning. *International Journal of Science Education*, 20 (6) 737-753
- Hofstede, G. (1980). *Culture's consequences: International differences in work related values.* Newbury Park, CA: Sage Publications.
- Hofstede, G. (1984). The Cultural Relativity of the Quality of Life Concept', *Academy of Management Review*, 9(3), 389-398.
- Hofstede, G. (1994). Values survey module 1994 questionnaire (VSM 94). *Institute for Research on Intercultural Cooperation (IRIC), Tilburg, Netherlands.*
- Hofstede, G. (1997). *Culture and organizations: Software of the mind, international cooperation and its importance for survival.* New York: McGraw-Hill.
- Hofstede, G. (2001). *Cultures consequences (2nd ed.).* Thousand Oaks: CA: Sage.
- Hofstede, G., Hofstede, G.J., and Minkov, M. (2010). *Cultures and Organizations: Software of the Mind: Intercultural Cooperation and Its Importance for Survival.* McGraw-Hill. Third edition.
- Hou, C. Y. (2011). The Difference between Public and Private University in Malaysia (in Chinese). Available at:  
<http://www.dhbedu.com/home.php?mod=space&uid=7&do=blog&id=4> (accessed 26 May 2011)
- House, R. J. (2004). *Culture, Leadership and Organizations: The GLOBE Study of 62 Societies.* SAGE Publications
- Hu, J. T. (2007). *Hold High the Great Banner of Socialism with Chinese Characteristics and Strive for New Victories in Building a Moderately*

- Prosperous Society in all Respects--Report to the Seventeenth National Congress of the Communist Party of China*. Beijing: People's Publishing House.
- Hull, W. F. (1978). *Foreign students in the United States of America: Coping behavior within the educational environment*. Praeger Publishers.
- Hung, Y. H., Huang, M. L., and Chen, K. S. (2003). Service quality evaluation by service quality performance matrix. *Total quality Management & Business Excellence*, 14(1), 79-89.
- Hurun Report (2012). The Chinese luxury consumer white paper 2012. Retrieved from <http://img.hurun.net/hmec/2012-03-27/201203271608211665.pdf>
- Hsu, S. (2012). Navigating the Dialectic of Materialism and Ideology Emerging Youth Lifestyles in China. *Research Discourse*.39-50
- Imran, A. (2011). Influence of Corporate Social Responsibility on Development of Reputation and Customer Purchase Intentions. *Romanian Review of Social Sciences* (1), 19-27
- Israel, G. D. (1992). *Sampling The Evidence Of Extension Program Impact*. Program Evaluation and Organizational Development, IFAS, University of Florida.
- Israel, G. D. (2009). *Determining sample size*. University of Floriday.
- Jarrahi, L (2004). *Under use of Counseling Services by Low Acculturated Chinese International Students*. Ph.D. Thesis: Texas A&M University.
- Josh, K. (2007). Kuala Lumpur: The Heart of Malaysia. Meetings Asia Pacific. Meetings Media.
- Juran, J. M. (1999). *Juran's quality handbook, 5th ed*. USA: McGraw-Hill, USA.
- Kelsey, K. D., and Bond J. A. (2001). Case study: A model for measuring customer satisfaction within an academic center of excellence. *Managing Service Quality*. 11(5), 359-367.
- Kim Y. Y. (1976). Communication patterns of foreign immigrants in the process of acculturation. *Human Communication Research*. Vol.4 No.1 66-77
- Kotler, P., and Keller, K. L. (2006). *Marketing Management (12th Edition)*. Prentice Hall.
- Kreitner, R., Kinicki, A., and Cole, N. D. (2010). *Organizational Behaviour: Key Concepts, Skills, and Best Practices*. McGraw-Hill Ryerson.

- Lam, B. C., and Liu, A. M. M. (2005). Bureaucracy and Red Tape in Public and Private Construction Project Organizations. *Surveying & Built Environment*, 33.
- Lather, F. L. (1978). *Foreign student perceptions of four critical components related to educational experiences at Western Michigan University*. Ph.D. Thesis. Eastern Michigan University.
- Lewis, R. C., and Booms, B. H. (1983). The marketing aspects of service quality in emerging perspectives on services marketing. *Chicago: American Marketing*, 99-107.
- Lind, D. A., Marchal, W. G., and Mason, R. D. (2004). *Statistical techniques in Business and Economics, Twelfth Edition, 2004*.
- Liu, M., and Redfern, B. (1999). Information Seeking Behavior of Multicultural Students: a case at San Jose State University. *College and Research Libraries*, 58, 348-354.
- Lou, J. H. (2012). Should Chinese international students choice the universities with a crowd of Chinese (in Chinese). Available at: (accessed 24 Feb 2012) <http://article.juesheng.com/zhuanjiaguwen/luojianhua/2012/0224/91960.html>
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4). Retrieved from: <http://psychclassics.yorku.ca/Maslow/motivation.htm>
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper.
- Maslow, A. H. (1970). *Motivation and personality*. New York: Harper & Row.
- Maslow, A. H. and Mintz, N. L. (1956). Effects of aesthetic surroundings: Initial effects of three aesthetic conditions upon perceiving, "energy", and "well-being" in faces. *Journal of Psychology*, 41, 247-254.
- Mannheim, B. (1993). Gender and the effects of demographics, status, and work values on work centrality. *Work and Occupations*, vol. 20, no. 3, 3-21.
- Marinova-Todd, S. H., Marshall, D. B., and Snow, C. E. (2000) Three Misconceptions about Age and L2 Learning. *TESOL Quarterly*, Vol. 34, No. 1, 9-34.
- Mehdizadeh, N. and Scott, G. (2005). Adjustment problems of Iranian international students in Scotland. *International Education Journal*. 484-493. Shannon Research Press. <http://iej.cjb.net>
- Mello, S. B., Dutra, H. O. and Oliveira, P. S. (2001). Avaliando a qualidade de

- serviços educacionais numa IES: o impacto da qualidade percebida na apreciação do aluno de graduação. *Revista O&S*, vol. 8, n. 21, Maio/Agosto, 125-137.
- Miao, D. G. (2010). *China's Study Abroad Sixty Years—The Formation, Transformation and Development of the Policy for China's Study Abroad and Returned Overseas Students in Modern China*. Beijing: Central Party Literature Press.
- Ministry of Higher Education Malaysia (2012). Statistics of Higher Education of Malaysia 2011. [http://www.mohe.gov.my/web\\_statistik/perangkaan2011.htm](http://www.mohe.gov.my/web_statistik/perangkaan2011.htm)
- Mishra, S. (2006). *Quality Assurance in Higher Education: An Introduction. Published: The Director National Assessment and Accreditation Council (NAAC)*. Bangalore: India National Printing Press.
- Mitchell, M. L. and Jolley. J. M. (2010). *Research Design Explained (7th ed.)*. USA: Cengage Learning, Inc.
- Muñoz, C. (2010). On how age affects foreign language learning Advances in Research on Language Acquisition. GALA Teaching: Selected Papers 39-49
- MyCOS (2012). *Chinese College Graduates' Employment Annual Report (2012)*. Beijing: Social Sciences Academic Press (China)
- NAAC (2004). *Guidelines for Re-Accreditation*. Bangalore: NAAC.
- OECD (2003). "Education Overview 2003."
- OECD (2010). Organization of Economic Cooperation and Development, Education at a glance 2010: OECD indicators. OECD Publishing
- Oliver, R. L. (1981). Measurement and evaluation of satisfaction process in retail settings. *Journal of Retailing*, 57(3), 25-48.
- Onwugbuzie, A. J., and Daniel, L. G. (2002). "Uses and Misuses of the Correlation Coefficient." *Research in the Schools* 9: 73-90
- Oppenheim, A. N. (1992) *Questionnaire design, interviewing and attitude measurement (2nd edition)*. London: St Martins Press.
- Parasuraman, A., Berry, L. L., and Zeithaml, V. A. (1988). SERVQUAL: A Multiple-Item Scale for Measuring Consumer Perceptions of Service Quality. *Journal of Retailing*, 64, 12-40
- Parasuraman, A., Berry, L. L., and Zeithaml, V. A. (1991). Understanding customer expectations of service. *Sloan Management Review*, 32, 42.



- Parasurman, A., Zeithaml, V. A., and Berry, L. L. (1985). A Conceptual Model of Service Quality and Its Implications for Future Research. *Journal of Marketing*, 49(Fall), 41-50.
- Pavri, D. M. (1963). *A study of the scholastic achievement and related problems of foreign graduate students at the University of Virginia from 1957 to 1961*. Ph.D. Thesis. University of Virginia.
- Phillips, R.W. (1997). *Educational facility and the academic achievement and attendance of upper elementary school students*. Unpublished doctoral dissertation, University of Georgia, Athens.
- Pritchard, R. and Ashwood, E. (2008). *Managing Motivation*. New York: Taylor & Francis Group.
- Reid-Cunningham, A. R. (2008). *Maslow's Theory of Motivation and Hierarchy of Human Needs: A Critical Analysis*. Ph.D. thesis, School of Social Welfare University of California – Berkeley.
- Reynolds, A. A. (2010). *The academic expatriate in the United Arab Emirates: a lens through which to view expatriate sociocultural adjustment*. Ph.D. Thesis, Capella University.
- Rohana, K., Nor Rashidah, Z., Zaidi, M. A., and Kamaruzaman, J. (2009). The Quality of Learning Environment and Academic Performance from a Student's Perception. *International Journal of Business and Management*. Vol. 4, No. 4, 171-175
- Rosinski, P. (2003). *Coaching Across Cultures*. Nicholas Brealey Publishing
- Rudmin, F. W. (2003). Critical History of the Acculturation Psychology of Assimilation, Separation, Integration, and Marginalization. *Review of General Psychology* 7(1)
- Saaditul, I., Shamsinar, M. S., and Wong C. M. (2000). Customer satisfaction towards service quality of higher education in Malaysia. Seminar FEP, Pulau-Pinang, 20-23 <http://www.econ.upm.edu.my/report/mgm11b.html>.
- Sahney, S., Banwet, D. K., and Karunes, S. (2004). A SERVQUAL and GFD approach to total quality education: A student perspective. *International Journal of Productivity and Performance Management*, 53 (2), 143-166.
- Sam, D. L., and Berry, J. W. (2010). Acculturation: When Individuals and Groups of Different Cultural Backgrounds Meet, Perspectives on Psychological Science 5(4). 472

- Samarasekera H. (2013). *Understanding the impact of national culture on work centrality amongst middle managers in Sri Lanka*. Thesis of Doctorate in Business Administration, University of Southern Australia.
- Schoepp, K. W. (2010). *Expatriate Faculty Retention in the Public Higher Education Institutions of the United Arab Emirates*. Ph.D. Thesis. University of Calgary.
- Schwartz, S. H. (2008). Cultural value orientations: Nature and implications of national differences. Moscow: Publishing house of SU HSE.
- Schwartz, S. H. (2009). Causes of culture: National differences in cultural embeddedness. In A. Gari & K. Mylonas (Eds.), *Quod erat demonstrandum. From Herodotus' ethnographic journeys to cross-cultural research* (pp. 1-12). Athens: Pedio Books Publishing.
- Searle, W., and Ward, C. (1990). The prediction of psychological and sociocultural adjustment during cross-cultural transition. *International Journal of Intercultural Relations*, 14 (4) 449-464
- Shahin, A., and Samea, M. (2010). Developing the Models of Service Quality Gaps: A Critical Discussion. *Business Management and Strategy*, Vol. 1, No. 1.
- Shekarchizadeh, A. (2011). *A Sequence Mixed-Method Approach To Assessment International Post Graduate Students' Perceptions Of Service Quality*. PhD Thesis. Universiti Teknologi Malaysia
- Shu, X. (1989). *History of Overseas Study in modern age China*. Shanghai: Shanghai Cultural Publishing House.
- Sims, R. L., and Keenan, J. P. (1999). A cross-cultural comparison of managers' whistle-blowing tendencies. *International Journal of Values-Based Management*, 12, 137- 151.
- Solarsh, J. L. (2012). *Role stress, individual cultural orientation, perceived organizational support and job satisfaction*. PhD Thesis.
- Srivastava, S. K. (2002). An empirical study of job satisfaction and work adjustment in public sector personnel. *Delhi Business Review*, 3(2).
- Stata, R. (1992). What is Individualism? *Philosophic Implications of Individualism and Collectivism*.
- Steele, K. D. (2008). *Perceptions of Chinese International Students in Singapore: Adjustment Issues and Support*. Ph.D. Thesis, University of Toronto.
- Taiwo, A. S. (2010). Customers: Identifying the needs in higher education.

*Educational Research*. Vol. 1(7), 210-218

- Tang, H. X., Cai, W. B., Wang, H. J., Zhang, Q., Qian, L., Shell, D. F., Newman, I. M., and Yin, P. (2013). The Association between Cultural Orientation and Drinking Behaviors among University Students in Wuhan, China. *PLoS ONE* 8(1): e54796. doi:10.1371/journal.pone.0054796
- Tang, M. N. (2006). The Influences of Western Culture on Chinese Youths' Ideology (in Chinese), *Journal Of The Chinese People's Armed Police Force Academy*, 55-56
- Terzi, A. R. (2011). Relationship between power distance and autocratic-democratic tendencies. *Educational Research and Reviews*, 6(7), 528-535.
- Tierney, W. G., and Sirat, M. (2008). Malaysian Challenges. *Journal of International Higher Education*. Vol.1, No.4.
- Torres, G. F. (2006). *A cross-cultural comparison of ethical attitudes of marketing managers: Puerto rico and the united states*. Florida: Argosy University.
- Triandis, H. (1972). *The analysis of subjective culture*, New York, Wiley.
- Turner, M. M., and Turner, S. S. (2009). Risk communication. *Wiley Handbook of Science and Technology for Homeland Security*.
- Turuk, M. C. (2008). The Relevance and implications of Vygotsky's Sociocultural Theory in the second language classroom. *ARECLS*, 5, 244-262.
- UK Council International Students Affair (2012). International students and culture shock. [http://www.ukcisa.org.uk/student/info\\_sheets/culture\\_shock.php](http://www.ukcisa.org.uk/student/info_sheets/culture_shock.php)
- Van Der Meid, J. (2003). Asian Americans: Factors influencing the decision to study abroad. *The Interdisciplinary Journal of Study Abroad*, 9(Fall).
- Vaus, D. (2001). *Research Design in Social Research*. London: SAGE Publications
- Verbik L., Hobsons and Lasanowski, V. (2007). International Students Mobility: Patterns and Trends. *World Education News and Reviews*. New York: World Education Service.
- Wang, B. Q., and Gou, J. (2013). *Chinese college graduates' employment annual report (2013)*. Beijing: Social Sciences Academic Press (China)
- Wang, H. Y. (2012). *Annual Report on the Development of P.R. China's Study Abroad (2012). NO.1*. Beijing: Social Sciences Academic Press (China)
- Wang, W. H. (2009). *Chinese international students' cross-cultural adjustment in the U.S.: the roles of acculturation strategies, self-construal's, perceived cultural distance, and English self-confidence*. Ph.D. Thesis, The University of Texas.

- Wang, Y. H. (2009). *Talent War*. Beijing: China Citic Press. pp. 207-211
- Ward, C., and Kennedy, A. (1994). Acculturation strategies, Psychological adjustment and sociocultural competence during cross-cultural transition. *International Journal of Intercultural Relations*, 18(3), p. 329-343.
- Ward, C., and Rana-Deuba, A. (1999). Acculturation and Adaptation Revisited. *Journal of Cross-Cultural Psychology*, 30(4), p. 422–442.
- Ward, C. (1999). Acculturation and adaptation revisited. *Journal of Cross-Cultural Psychology*. 30(4), 422-44.
- Williams, K. C., and Williams, C. C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal*, 12, 1-23.
- Yang, L. M. (2008). *An examination of education service quality at collegiate physical education departments in Taiwan: Using a gap analysis approach*. PhD Thesis. Daphne, Alabama
- Yang, Z. (2009). A Study of Corporate Reputation's Influence on Customer Loyalty Based on PLS-SEM Model. *International Business Research*. Vol. 2, No. 3, 28-35
- Yetim, N., and Yetim, U. (2006). The cultural orientations of entrepreneurs and employees' job satisfaction: The Turkish Small and Medium Sized Enterprises (SMEs) case. *Social Indicators Research*, 77(2), 257-286.
- Ying, Y. W. (1996). Immigration satisfaction of Chinese Americans: An empirical examination. *Journal of Community Psychology*, Vol. 24, Issue 1, 3–16
- Zeithaml, V. A., Parasuraman, A. L., and Berry, L. (1990). *Delivering quality service: balancing customer perceptions and expectations*. London: Macmillan.
- Zhong, D. R. (2012). On the cultural similarities in the strategic and cooperative relations between China and Thailand. First Thai-Chinese Strategic Research Seminar, Bangkok, 24-26.
- Zhu, J. N. (2012). *Academic adjustment of Chinese students at German universities*. Ph.D. Thesis, Humboldt-universitat zu Berlin.
- Zhu, J. N. (2008). *A research on China's oversea student adjustment*. Master Thesis, Shanghai Jiao Tong University.