

ANALYSING HIGHER EDUCATION POLICY DESIGN  
TOWARDS DEVELOPING A FRAMEWORK OF INTERNATIONAL  
STUDENT EXPERIENCE IN MALAYSIA

DORIA ABDULLAH

UNIVERSITI TEKNOLOGI MALAYSIA

ANALYSING HIGHER EDUCATION POLICY DESIGN TOWARDS  
DEVELOPING A FRAMEWORK OF INTERNATIONAL STUDENT  
EXPERIENCE IN MALAYSIA

DORIA ABDULLAH

A thesis submitted in fulfilment of the  
requirements for the award of the degree of  
Doctor of Philosophy (Policy Studies)

UTM Perdana School of Science, Technology and Innovation Policy  
Universiti Teknologi Malaysia

AUGUST 2015

To Mummy, Atikah, Fadli, Izyan, Faye, Roseline, Dr. Leeand Shieh Lin

## ACKNOWLEDGEMENT

**“There is a sense in which we are all each other’s consequences.”**

Wallace Stegner, *All the Little Live Things*

The above quote summed up everything about the study, this thesis, and in a great scheme of things, life as a PhD candidate.

Much of the learning and insights that contributed to this study occurred in the most unconventional ways: small talks in conferences (both local and international), taking minutes during quarterly Critical Agenda Project, PSPTN (Internationalisation) meetings, chatting with staff managing international students in both public and private higher education institutions, reviewers’ remarks in rejected journal articles, listening to grouses of international students as well as remarks from ministry staff, among others.

This thesis could not have been written without the help of many people, and a “thank you” may not be enough to express my gratitude to them all.

That being said, some names must be included here:

**PM Dr. Abdul Latiff Mohd Ibrahim**, main thesis supervisor;  
**Higher Education Sector, Ministry of Education Malaysia**, the MyBrain15 sponsor;  
**Universiti Teknologi Malaysia**, the UTM Academic Fellow sponsor; and  
**Datuk Prof. Dr. Morshidi Sirat, Prof. Jane Knight, Prof. Dr. Masputeriah Hamzah, Dr. Syed Alwee Shekh Alsagoff and Prof. Datuk Dr. Wahid Omar**, the academics who have drilled me in writing, theoretical perspectives and industrial insights.

Finally, to

**Prof. Dr. Mohd Ismail Abd Aziz**, thank you so much for the amazing detours, learning curves, practical research experiences, research funding, tag-alongs in meetings, the last-minute challenges, the network, meaningful conversations and inspiration throughout the years.

## ABSTRACT

In spite of the annual increase in the number of internationally mobile students travelling across borders for higher education, a holistic overview on the students' study and living experiences is lacking. International students encounter various difficulties in adjusting to academic, social and lifestyle challenges faced throughout their duration of study. As such, the main aim of this study is to develop the "international student experience" conceptual framework capable of facilitating higher education practitioners in designing policies and initiatives to support the international student population. The context selected for this study is Malaysia as international student recruitment underlines the country's agenda in internationalising its higher education system. Towards this aim, five policy documents from four countries well – established in international student recruitment, namely Germany, the Netherlands, New Zealand and Australia were coded and analysed following conventions outlined under the discourse analysis method. It was found that higher education institutions play central role in international student management, in collaboration with various participants within and outside the institutions. The design of policies significantly impact interpretation and delivery of "international student experience" across higher education systems. This include how each policy statement is written, the inclusion of policy instruments binding the participants to their responsibilities, the level of operation and tangible sanctions outlined, the legitimation and enforcement of policy statements among the participants, and the values and principles projected to the participants through the policies. As such, the design of policies defining the "international student experience" in the Malaysian higher education system must take into consideration the overarching principles underlying international student recruitment, targeted international student population, autonomy to higher education institutions, regulated segments, legal enforcement across public and private higher education institutions, empowered network of participants, and flexibility for future expansion.

## ABSTRAK

Walaupun jumlah pelajar antarabangsa yang bergerak merentas sempadan negara untuk melanjutkan pengajian tinggi meningkat setiap tahun, namun gambaran holistik berkenaan pengalaman pengajian dan kehidupan mereka masih kurang. Pelajar antarabangsa menghadapi pelbagai cabaran akademik, sosial dan gaya hidup sepanjang tempoh pengajian mereka. Justeru, kajian ini bertujuan membangunkan kerangka konsep “pengalaman pelajar antarabangsa” yang berupaya membantu pengamal penagajian tinggi untuk mereka bentuk dasar dan inisiatif berkaitan bagi menyokong golongan pelajar antarabangsa tersebut. Konteks yang dipilih bagi tujuan kajian ini adalah Malaysia kerana pengambilan pelajar antarabangsa merupakan agenda utama dalam usaha mengantarabangsakan sektor pengajian tinggi negara. Untuk mencapai objektif kajian, lima dokumen dasar dari empat negara utama dalam pengambilan pelajar antarabangsa iaitu Jerman, Netherlands, New Zealand dan Australia telah dikod dan dianalisa berdasarkan konvensyen analisis wacana. Kajian mendapati bahawa institusi pengajian tinggi memainkan peranan utama dalam pengurusan pelajar antarabangsa, melalui kerjasama dengan pelbagai pihak dari dalam dan luar institusi. Bentuk dasar yang direka banyak mempengaruhi intepretasi dan penyampaian “pengalaman pelajar antarabangsa” merentas sektor pengajian tinggi. Hal ini termasuk cara penulisan setiap kenyataan dasar, rangkuman alat dasar untuk mengikat setiap peserta kepada tanggungjawab mereka, peringkat operasi dan sekatan yang digariskan, pengesahatarafan serta penguatkuasaan dokumen dasar di kalangan peserta, serta nilai dan prinsip yang digambarkan kepada peserta melalui dokumen dasar tersebut. Justeru, dasar yang direka untuk mendefinisikan “pengalaman pelajar antarabangsa” di sektor pengajian tinggi Malaysia mesti mengambil kira prinsip utama dalam pengambilan pelajar antarabangsa, kumpulan sasar pelajar antarabangsa, autonomi kepada institusi pengajian tinggi, segmen yang dikawal, penguatkuasaan undang-undang kepada kedua – dua institusi pengajian tinggi awam dan swasta, pemerksaan rangkaian peserta serta kelenturan bagi perkembangan sektor pada masa hadapan.

## TABLE OF CONTENTS

CHAPTER	TITLE	PAGE
	<b>DECLARATION</b>	ii
	<b>DEDICATION</b>	iii
	<b>ACKNOWLEDGEMENT</b>	iv
	<b>ABSTRACT</b>	v
	<b>ABSTRAK</b>	vi
	<b>TABLE OF CONTENTS</b>	vii
	<b>LIST OF TABLES</b>	xiii
	<b>LIST OF FIGURES</b>	xiv
	<b>LIST OF ABBREVIATIONS</b>	xv
	<b>LIST OF APPENDICES</b>	xvii
1	<b>THE RESEARCH CONTEXT</b>	<b>1</b>
	1.1 Introduction	1
	1.2 Higher Education Going Global: Internationalisation, International Students and Changes in National Higher Education Systems	2
	1.3 Malaysia and Its Agenda in International Student Recruitment	4
	1.4 Statement of Problem	5
	1.5 Research Objectives and Research Questions	9
	1.6 Scope of Study	13
	1.7 Methodology	14
	1.8 Operational Definition	17
	1.9 Significance to Study and Contribution to Knowledge	20

1.10	Limitation of Study	24
1.11	Organisation of Thesis	25
1.12	Summary and Conclusion	26
<b>2</b>	<b>CONCEPTS, RESEARCH SNAPSHOTS AND PRACTITIONER INSIGHTS</b>	<b>27</b>
2.1	Introduction	27
2.2	The Conceptual Framework	28
2.3	The “Five Forces” Shaping Global Higher Education Landscape	29
2.4	Rationalising Operations of Higher Education through Institutional Analysis and Development (IAD) framework	33
2.5	The Place of International Students in The Global Higher Education Landscape	37
2.6	Visualising the Experience of International Students in The Global Higher Education Landscape	39
2.6.1	Stage 1: The “Pre-Arrival” Stage	40
2.6.2	Stage 2: The “Arrival” Stage	43
2.6.3	Stage 3: The “Throughout” Stage	45
2.6.4	Stage 4: The “After Mobility” Stage	51
2.7	Linking Everything to The Research Context	53
2.8	Summary and Conclusion	56
<b>3</b>	<b>THE CASE STUDY: MALAYSIA</b>	<b>57</b>
3.1	Introduction	57
3.2	Chronicling Development of The Malaysian Higher Education System	58
3.3	Internationalisation of Malaysian Higher Education: Rationales, Policies and Current Developments	63



3.4	Experiences of International Students in The Malaysian Higher Education System	71
3.5	Linking Everything to The Research Context	78
3.6	Summary and Conclusion	81
<b>4</b>	<b>THE RESEARCH PROCESS</b>	<b>82</b>
4.1	Introduction	82
4.2	Research Design	82
4.3	Research Implementation	86
4.3.1	Step 1: Literature Analysis	87
4.3.2	Step 2: Selection of Cases	87
4.3.3	Step 3: Selection of Policy Documents	91
4.3.4	Step 4: Understanding “International Student Experience” Concept in Policy Documents through Discourse Analysis	94
4.3.4.1	Policy Contextualisation	96
4.3.4.2	Policy Recontextualisation	100
4.3.5	Step 5: Data Analysis	101
4.3.5.1	Policy Contextualisation	101
4.3.5.2	Policy Recontextualisation	103
4.4	Presentation of Findings	103
4.5	Summary and Conclusion	105
<b>5</b>	<b>POLICY CONTEXTUALISATION: THE PARTICIPANTS, THEIR RESPONSIBILITY AND THE RULES THAT BIND THEIR ACTIONS</b>	<b>106</b>
5.1	Introduction	106
5.2	The Participants	107
5.3	Scope of Responsibility Covered by Each Participant	112
5.4	The Participants’ Interaction and Influence Over	

One Another	115
5.4.1 Code of Conduct Germany	118
5.4.2 Code of Conduct Netherlands	120
5.4.3 Code of Practice New Zealand	122
5.4.4 National Code Australia	125
5.4.5 Code of Practice Australia	128
5.4.6 General Commentary on Findings	130
5.5 Binding the Participants to Their Responsibilities	131
5.6 Formal Sanctions and Working Rules for The Participants	138
5.7 Discussion on Findings	149
5.7.1 Summary on All Findings	150
5.7.2 The Paradoxes and Policy Considerations	152
5.7.3 The New Paradigm on “International Student Experience”	154
5.7.4 In Retrospect: The Use of Policies as Units of Analysis	156
5.8 Summary and Conclusion	157
<b>6 POLICY RECONTEXTUALISATION: INTERNATIONAL STUDENTS, THEIR PRESENCE AND THEIR IMPACT ON HIGHER EDUCATION DEVELOPMENT</b>	<b>159</b>
6.1 Introduction	159
6.2 Defining The “International Student”	160
6.3 Making Sense of The Presence of International Students in Higher Education Systems	164
6.4 Impact of International Students on Higher Education Systems	166
6.4.1 Marketisation of Higher Education	168
6.4.2 Transnational Education	171
6.4.3 Branding and Reputation	174

6.5	Impact of International Students on Behaviour of Participants Within Higher Education Systems	177
6.5.1	Service Culture	177
6.5.2	Commitment and Accountability	181
6.6	The Missing Discourse in Managing the International Student Population	182
6.7	Discussion on Findings	186
6.7.1	Summary on All Findings	186
6.7.2	The Policy Takeaways	187
6.7.3	The New Paradigm on “International Student Experience”	189
6.7.4	In Retrospect: The Use of Policies as Units of Analysis	195
6.8	Summary and Conclusion	197
<b>7</b>	<b>THE POLICY RECOMMENDATIONS</b>	<b>198</b>
7.1	Introduction	198
7.2	Key Highlights of The Malaysian Higher Education System	199
7.3	The “International Student Experience”	200
7.4	Linking Findings to The Research Context	202
7.5	The Policy Recommendations	204
7.5.1	Overarching Principle	205
7.5.2	Targeted International Student Population	205
7.5.3	Autonomy to Higher Education Institutions	206
7.5.4	Regulation Segments	206
7.5.5	Legal Enforcement Across Public and Private Higher Education Institutions	207
7.5.6	Empowered Network of Participants	208
7.5.7	Flexibility for The Future	209

7.6	Summary and Conclusion	209
<b>8</b>	<b>SUMMARY AND CONCLUSION</b>	<b>211</b>
8.1	Introduction	211
8.2	Summary	211
8.3	Directions for Future Research	217
8.5	Conclusion	219
	<b>REFERENCES</b>	<b>221</b>
	Appendices A-B	254-276

## LIST OF TABLES

TABLE NO.	TITLE	PAGE
3.1	International student enrolment in Malaysia (2002-2012)	66
3.2	Top 10 sending countries (2008-2012)	67
3.3	International staff in Malaysian higher education (2007-2012)	68
4.1	Selection indicators	90
4.2	The ADICBO syntax	98
4.3	Intercoder reliability (n=2)	99
5.1	A/Attribute coded components	109
5.2	General themes identified	113
5.3	D/Deontic coded components	133
5.4	Type of policy statements	135
5.5	Policy statements with O/Or else coded components	140
5.6	Working rule composition	142
6.1	Categories of “international students” in policy documents	161
6.2	Ethical issues in internationalisation of higher education	191

**LIST OF FIGURES**

<b>FIGURE NO.</b>	<b>TITLE</b>	<b>PAGE</b>
2.1	Conceptual framework of the study	28
2.2	The “international student experience” literature matrix	41
4.1	The research implementation	86
5.1	New paradigm on “international student experience”	114
6.1	Fitting ethical considerations into conceptual framework of the study	194
7.1	Understanding the “international student experience”	201
7.2	Paradoxes, policy considerations and policy takeaways from the study	203

## LIST OF ABBREVIATIONS

AEI	-	Australian Education International (Australia)
AIEA	-	Association of International Education Administrators (USA)
CDA	-	Critical Discourse Analysis
CHC	-	Confucian Heritage Cultures
CRICOS	-	Commonwealth Register of Institutions and Courses for Overseas Students (Australia)
DAAD	-	German Academic Exchange Service (Germany)
DIMA	-	Department of Immigration and Border Protection (Australia)
ESOS Act 2000	-	Education Services for Overseas Students Act 2000 (Australia)
ETP	-	Economic Transformation Programme (Malaysia)
GATS	-	General Agreement of Trade in Services
GNI	-	Gross National Income
HEA	-	Higher Education Academy (UK)
HRK	-	Association of Universities and other Higher Education Institutions in Germany (Germany)
IAD	-	Institutional Analysis and Development
IAU	-	International Association of Universities
IBC	-	International branch campus
IEAA	-	International Education Appeal Authority (New Zealand)
IGT	-	Institutional Grammar Tool
IIB	-	Iskandar Investment Berhad (Malaysia)
IM	-	Iskandar Malaysia (Malaysia)

IPPTN	-	Institut Penyelidikan Pengajian Tinggi Negara (Malaysia)
MESDC	-	Main English Speaking Destination Countries
MOE	-	Ministry of Education (Malaysia)
MOHA	-	Ministry of Home Affairs (Malaysia)
MOHE	-	Ministry of Higher Education (Malaysia)
MQA	-	Malaysian Qualification Agency (Malaysia)
MRU	-	Malaysian Research University
MyQUEST	-	Malaysia Quality Evaluation System (Malaysia)
NEP	-	New Economic Policy (Malaysia)
NESB	-	Non-English speaking background students
NHESP	-	National Higher Education Strategic Plan (Malaysia)
NuMed	-	Newcastle Medicine Malaysia
OECD	-	Organisation for Economic Cooperation and Development
PEMANDU	-	Performance Management and Delivery Unit (Malaysia)
PHEI Act 1996	-	Private Higher Educational Institution Act 1996 (Malaysia)
STEM	-	Science, Technology, Engineering and Mathematics
UKCISA	-	UK Council for International Student Affairs (UK)
UKM	-	Universiti Kebangsaan Malaysia
UM	-	Universiti Malaya
UPM	-	Universiti Putra Malaysia
USM	-	Universiti Sains Malaysia
UTM	-	Universiti Teknologi Malaysia
WTO	-	World Trade Organisation



## LIST OF APPENDICES

APPENDIX	TITLE	PAGE
A-1	A/Attribute – D/Deontic – I/aIm compound component analysis: Code of Conduct Germany	254
A-2	A/Attribute – D/Deontic – I/aIm compound component analysis: Code of Conduct Netherlands	257
A-3	A/Attribute – D/Deontic – I/aIm compound component analysis: Code of Practice New Zealand	260
A-4	A/Attribute – D/Deontic – I/aIm compound component analysis: National Code Australia	265
A-5	A/Attribute – D/Deontic – I/aIm compound component analysis: Code of Practice Australia	269
B	List of publication	274

## **CHAPTER 1**

### **THE RESEARCH CONTEXT**

#### **1.1 Introduction**

This chapter provides an overview of the study and outlines the structure of the overall thesis. The chapter is divided into ten sections. First, it starts with a narration on developments in internationalisation of higher education, international student recruitment and its impact on national higher education systems. This is followed by a discussion on the response of the Malaysian higher education system on the increasing inflow of international students into the country, and how these responses shape the motivation and intention in conducting the study. Next, the research process is briefly described alongside operational definition of key terms used throughout the thesis, the significance of study conducted and contribution to knowledge, as well as limitations of the study. Finally, the chapter concludes with a description of chapters forming this thesis.

## **1.2 Higher Education Going Global: Internationalisation, International Students and Changes in National Higher Education Systems**

Higher education has a distinct operation as it is “at one and the same time global, national and local...” (Marginson, Sarjit Kaur and Erlenawati Sawir, 2011, p.5). The roles and responsibilities of higher education institutions are interconnected and interdependent with the society and economy. As such, they are at unique positions to respond to different stakeholders, both internally and externally, within local, regional, national and international contexts (Jongbloed, Enders and Salerno, 2008). In the second half of the twentieth century, the global component of the sector’s operations has emerged as one of the policy issues receiving the most attention. Globalisation has reduced purpose, function, access, equity and management of higher education to one that is market – driven, subsequently reducing the nature of higher education as a public good (Tierney, 2004). Student mobility, transnational education, international research collaboration and institutional partnerships, among others, are evidence of the impact of globalisation on higher education (Stensaker et al, 2008). The global orientation is also referred to as internationalisation of higher education, a phenomenon describing efforts by governments and universities to integrate “...international, intercultural and global dimensions into the purpose, functions or delivery of postsecondary education...” (Knight, 2007, p.214).

The movement of students outside their country of origin for higher education, otherwise known as international student mobility, has set foundation for national governments and higher education institutions in intensifying their internationalisation activities. The number of international students grew from 0.8 million in 1975 to 4.3 million in 2011 (Organisation for Economic Cooperation and Development (OECD), 2013). This figure will continue to increase due to increasing demand for higher education from developing nations, in particular China and India, which accounts for approximately 25 percent of the global international student population (Altbach, 2009). Among the push and pull factors cited in justifying the increasing international student mobility include lack of access to higher education in the domestic market, quality of higher education provided by local institutions,

scholarships and migration opportunities post-graduation and unfavourable employment opportunities in home countries (Mazzarol and Soutar, 2002 and Li and Bray, 2007). Students are also enticed with possibilities of enhancing their employability and competitiveness through an international higher education experience (Kuznetsov and Kuznetsova, 2011). International student mobility is also viewed as a means in cultivating "...human resources better equipped for an ever more internationally oriented labor market..." (Stronkhorst, 2005, p.293). There is also immense potential for national governments in transforming international education as an instrument for public diplomacy (Bryne and Hall, 2013), such as the Colombo Plan, the world's longest running bilateral aid programme from Australia (Oakman, 2011, p.3).

The movement of students has stimulated system-wide innovation in curricular reform as well as improvements in education and research performance (van der Wende, Beerkens and Teichler, 1999). However, economic considerations are paramount to countries actively recruiting international students. An increase in international student enrolment, particularly full fee-paying international students has emerged as a national higher education strategy in achieving prestige, talent, revenue and institutional development (Patterson, 2005; Rui Yang, 2008; KH Mok, 2008; Long, 2010; Department of Business Innovation and Skills UK, 2011 and SW Ng, 2011, among others). As a result, internationalisation is seen as a global business endeavour with lucrative economic returns (Healey, 2008; Mazzarol and Soutar, 2012). International students in the UK paid £10.2 billion in tuition fees and living expenses in the 2011/2012 academic term, and this motivated the UK government to shelve plans on imposing a cap on the number of international students recruited by UK higher education institutions (Department of Business Innovation and Skills UK, 2013). In Australia, it is estimated that education exports will contribute AUS\$19.1 billion to the local economy along with 10,000 jobs in 2020 (Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education Australia, 2013). The international student population is also cited as significant contributors to research in the US, with over 41 percent of them enrolled in Science, Technology, Engineering and Mathematics (STEM) fields (Institute of International Education US, 2011).

### **1.3 Malaysia and Its Agenda in International Student Recruitment**

Malaysia has been intensifying international student recruitment since the late 1990s (Morshidi Sirat, 2008). The introduction of the Private Higher Educational Institutions Act (PHEI Act) 1996 marks a historical move in the country's higher education development. It underlines provisions that allow establishment of degree – granting, for – profit private higher education institutions (Mazzarol, Soutar and YS Sim, 2003) besides providing opportunities for local operators to collaborate with foreign higher education institutions in setting up international branch campuses (IBCs), with Monash University Sunway Campus Malaysia becoming the first IBC established in the country in 1998 (Banks and McBurnie, 1999). The Act impacted the Malaysian higher education system in three ways: first, it increased access to quality higher education for domestic consumption; secondly, it reduced the impact of critical student outflow abroad for higher education; and finally, it became a catalyst for private operators to enrol international students into their institutions (Wilkinson and Yusoff Ishak, 2005; Marimuthu, 2008). By 2010, the country hosted more than 86,919 international students in both its public and private higher education institutions (SY Tham, 2013).

International student recruitment is part of a bigger agenda for Malaysia in positioning its higher education system at a global level. Internationalisation is one of the strategic thrusts under the National Higher Education Strategic Plan (NHESP), the country's blueprint for higher education transformation. Under this strategic thrust, the country aims at enrolling a total of 200,000 international students by 2020 (Ministry of Higher Education Malaysia, 2007). The document also outlined initiatives in enhancing inbound and outbound international mobility among students and staff in Malaysian higher education institutions. The movement of students and providers into the country is expected to generate a total of RM33.6 billion in Gross National Index (GNI) along with 535,000 jobs by 2020 (Performance Management and Delivery Unit Malaysia (PEMANDU), 2010). The ultimate goal is to transform Malaysia into an education hub, using higher education to cultivate the required talent force and institutional capacity in support of the country's focus to be a high – income developed nation:

The education sector is critical, not just as a means in cultivating first-class human capital and creating social mobility, but also as an engine of growth in its own right. In higher education, our vision is nothing less than to develop Malaysia into a regional centre for excellence in tertiary education. We aspire to produce more researchers and scientists, more engineers and professionals, more specialists and skilled technical talent who can succeed in an increasingly competitive global market. Both private and public higher education institutions in Malaysia must rise up to this challenge...

(Performance Management and Delivery Unit Malaysia (PEMANDU),  
2010, p. 476)

#### **1.4 Statement of Problem**

Large-scale international student recruitment, at times using questionable and even unethical practices, may cause a variety of problems... This can overshadow the highly positive intellectual and intercultural benefits that international students bring to the classroom, campus, and communities in which they study and live.

(International Association of Universities (IAU), 2012, p.3)

The quote is taken from *Affirming Academic Values in Internationalisation: A Call for Action*, a policy document prepared by the International Association of Universities (IAU) in response to the expansion of international student body across higher education systems. The note is curated by an expert group appointed under the IAU in response to the growing sense of unease concerning the adverse impact of internationalisation on higher education. International student recruitment is raised as one of the key issues under this document. Even though the incoming students facilitate national governments in raising the capacity and capability of domestic higher education institutions, their presence might serve more harm than good to local higher education ecosystems. The document outlined 12 values and principles

in designing and implementing internationalisation strategies, one of them made specific reference to international student management:

In designing and implementing their internationalisation strategies, higher education institutions are called upon to embrace and implement the following values and principles...Treatment of international students and scholars ethically and respectfully in all aspects of their relationship with the institution...

(International Association of Universities (IAU), 2012, p.5)

Support services and infrastructure offered by higher education institutions to the international student population contribute to international student security, or the “maintenance of a stable capacity for self-determining human agency” (Erlenawati Sawir et al, 2012, p.436). While the challenges faced by the international student population throughout their sojourn are well ascertained through research, the interpretation has been fragmented and the gap in terms of a holistic overview of the students’ experience are not fully explored (Harris, 1995). Current conceptualisation on the students’ experiences focused on a top-down managerial approach or a customer service approach (Gatfield, Barker and Graham, 1999). Consequently, there is a gap on reviews concerning the role of participants involved in managing the students’ experiences. Managing internationalisation in general and international students in particular requires

... a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education...it is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units...

(Hudzik, 2011, p.6)

Forbes-Mewett and Nyland (2013)’s case review on funding allocation to international student management of an Australian university revealed the general concern among academic staff that international students are exclusively recruited

for their fee – paying status, as well as the diverging perception between academic staff and senior management on the type of support services provided to international students.

On the home front, given the rapid expansion of the international student body, higher education practitioners have raised concerns related to institutional readiness in hosting the international student population. International students in Malaysia reported a myriad of issues affecting their well-being in the country, ranging from culture shock, home sickness, miscommunication between international students and the domestic student population, dietary adjustments, academic truancy and students' failure to adhere to rules and regulations of hosting institutions as well as the difficulties faced by the students in adjusting to domestic academic conventions (Institut Penyelidikan Pengajian Tinggi Negara (IPPTN), 2009). The three biggest problems faced by the students as they adjust to life in Malaysia consisted of climate, the use of localised English and the varying quality of support services offered by higher education institutions (HEIs) (Zuria Mahmud, Saleh Amat, Saemah Rahman and Noriah Mohd Ishak, 2010). They look forward to assistance from family members, peers and local contacts in order to navigate their way around academic and social conventions in the country (Yusliza Mohd Yusoff, 2011). Students also reported expectation mismatch in terms of the academic experiences anticipated in the country (Manjula and Slethaug, 2011). Faculty members experienced difficulties in managing the international postgraduate students as they failed to meet the language proficiency required to function at the postgraduate level (Marlyna Maros, Siti Hamin Stapa and Mohd Subakir Mohd Yasin, 2012). These snapshots may not be representative of the overall picture but they are sufficient in raising alarm on the lack of cohesive framework that guides Malaysian higher education institutions in managing their international student population.

Reviews on regulatory frameworks shaping experiences of international student at the national level are in existence (Lewis, 2005 and Marginson, 2012) but appears to be lacking. Information asymmetry was cited as the main rationale driving national governments in introducing performance measures that demonstrate the



quality of institutional teaching and research activities of HEIs (Kivistö and Hölttä, 2008). However, such intervention evoked mixed responses. On one hand, Carrington, Meek and Wood (2007) claimed that government intervention is required in terms of liberalising higher education for export, establishing indicators illustrating the quality of higher education provided and granting financial allocation to increase competitiveness of local higher education providers. On the other hand, Mause (2010) argued that government intervention is unnecessary as it is the students who should take the lead in regulating the international student market with the help of private third parties such as certifiers and information intermediaries. Blackmur (2007) believed that some form of government intervention is still required as the higher education institutions are expected to demonstrate strict quality assurance mechanisms in order to survive in a market – regulated environment.

The stakes are high for the Malaysian higher education system in achieving the targeted international student enrolment figures and its education hub aspiration by 2020. At current point of time, there is no regulatory framework established to safeguard the international students throughout their stay in Malaysia. Institutional checks and enforcement activities, which assess readiness of HEIs in hosting international students, are limited to implementation at private HEIs, highlighting a blind spot in policy implementation. As such, Malaysia must reaffirm its commitment in safeguarding the international students' higher education experience. The commitment in hosting international students can be projected through formulation of specialised policies that ensure all parties involved are aware of the values and responsibilities in managing the international student population. In addition, all stakeholders involved in the provision of services and support structures to international students must be assigned explicit roles and responsibilities so as to ensure quality in the services and support structures offered. This would enable the country to leverage on the international students' positive higher education experience as a catalyst that would enhance their appeal as capable global higher education providers.

## 1.5 Research Objective and Research Questions

The objective of this study is to develop a conceptual framework capable of providing a holistic overview on the study and living experiences of the international student population within an internationalised higher education landscape. This conceptual framework, to be called “international student experience”, will serve as the foundation in addressing the above – mentioned gaps, consequently paving the way in building a multi – stakeholder, multi – perspective, multi – faceted policy intervention in support of the students’ sojourn.

In a broader picture, the conceptual framework delineates each stage of an international student’s “experience” as he/she embarks on his/her higher education experience abroad. The delineation process enables national governments and higher education institutions to administer appropriate support structures and services throughout the student’s stay in a host country. On the home front, the conceptual framework serves as a backbone in formulating strategies and policy initiatives capable of supporting the expansion of higher education and the increased international student population. The framework, if incorporated into existing legal frameworks such as the PHEI Act 1996 and available higher education blueprints such as the NHESP, would safeguard an international student’s higher education experience in Malaysia, consequently protecting Malaysia’s reputation as a higher education exporter. Additionally, the conceptual framework also contributes to the existing body of research and literature on internationalisation in general and international students in particular either as an overall, end – to – end “ideal” experience or segments that are interrelated with one another, an example being the students’ language competency, academic success and social interactions with domestic students.

The objective is broken down into three main research questions. Each research question is then further defined into sub – questions. Tierney (2014) noted that higher education research covered four distinctive areas, consisting of systems of higher education, privatisation, academic work, and technology. These areas require careful analysis through multiple lenses and perspectives in order to understand

changes occurring as a whole, how the changes impact different countries in different ways, and the desired response by different participants. As such, it is necessary to refine each research question into sub – questions to ensure the exploration process can be conducted as comprehensive as possible, covering as many lenses and perspectives under the subject.

**Research question 1: What is the current status, depth and breadth of issues and concerns related to the international student population?**

Sub – questions to research question 1:

1. What is/are the sectors characterising international students' lived experience in higher education systems?
2. What is/are the issues and concerns associated with the international students' lived experience in higher education systems?

**Research question 2: How do national governments interpret “international student experience”?**

Sub – questions to research question 2:

1. Who is the “international student”?
2. How do national governments justify the presence of international students in respective higher education systems?
3. How does the presence of international students impact higher education systems?
4. How does the presence of international students affect behaviour of participants in higher education systems?
5. Who are the participants in the policy process?
6. What do the participants do?
7. How are the participants bounded to their responsibilities?
8. What are the formal boundaries that must be adhered to by the participants?

9. Is there any sector in relation to the international student population that has yet to be addressed by higher education systems?

**Research question 3: How might we design policies that that can be implemented in support of the international student population?**

Sub – question to research question 3:

1. How might national governments, with Malaysia as a case identified, prioritise its focus, resource allocation, regulation and enforcement in managing its international student population?

The questions are formulated based on the following principles:

- i. In considering the delivery of positive and meaningful higher education experiences to international students, “the sum is greater than its parts”. There are three aspects which are critical in delivering high – quality and holistic higher education experience: one, supporting students through every stage of their academic and personal higher education journey; two, identifying key services student need in order to achieve success; and finally, combining the two aspects in a professional manner (Morgan, 2012, p.15). Much analysis has “universalised” the international student population without dealing with their lived experiences and the complex and dynamic environment that confronts them (Kell and Vogl, 2010). Moreover, the current “culture” in which international students are discussed in the academia have disregard the larger context in which learning takes place, which often occurs outside classroom setting and involves the greater higher education community (Montgomery, 2010). External influences, such as higher education funding models at institutional, state and national levels might significantly impact the students’ higher education experience (Conner and Rabovsky, 2011). As such, an overall picture of the segments that forms the sum of the students’ higher education experience will facilitate higher education systems in better

coordination of efforts and resources in managing the international students at all levels of implementation.

- ii. In prescribing solutions beneficial to the international students' sojourn, the process of designing solutions at the start of the policy cycle is as equally important as the implementation of said solutions in later stages of the policy cycle. The identification of the "ideal state" facilitates decision makers in articulating the desired end state and expected outcome achievable within particular contextual setting (Howlett, 2011). This "ideal state" can only come into being when decision makers consciously ensure the knowledge and intelligence obtained is consistent with the environment in which the solution is to be implemented. As such, details matter; the goal setting process and alternatives designed to address the goals will directly influence the ultimate policy choices (Sidney, 2007). The ideas, values, social and cultural structures, processes and relations of power as well as political and organisational objectives concerning recruitment of international students should be embedded in the solutions crafted from the outset. This allows participants at all levels of implementation to interpret and translate the "ideal state" in their daily operations, with the ideal view that their efforts will facilitate the international student population to fully reap the benefits of an international higher education experience.
- iii. Solutions formulated in providing positive and meaningful higher education experiences to international students should be sustainable, taking into consideration on the existing structures at national and institutional levels as well as the participants involved in shaping operations in each level of implementation. Changes in higher education systems are often observed in well – established structures; while participants within the systems are accountable to the transformations introduced, their actions are consecutively bounded to structures, "...a socially constructed entity in which similar patterns and relationships interact..." (Saarinen and Ursin, 2012). As the number of international students will continue to increase in the coming years, national governments should seek to undertake long – term standpoint

on managing the international student population in respective higher education systems. This standpoint requires policy makers to consider solutions and possible innovations to be introduced in the long run, rather than devising temporary solutions that correct existing issues at the margins, or serve issues of interest to current electoral systems and management terms (Voß, Smith and Grin, 2009)

## **1.6 Scope of Study**

The following outlines the scope covered under this study:

- i. In its broadest sense, the study seeks to develop a comprehensive overview of international students' study and living experiences as they pursue higher education opportunities outside of their country of origin. This includes the decision making process prior to the students' arrival, preparation in country admission as well as admission to selected higher education institutions, the students' experience upon arrival, the academic and social domains impacting their higher education experience, and the students' experience after completion of their studies.
- ii. Upon identification of the comprehensive overview, the study narrowed its exploration to policy action and initiatives concerning the international student population. Specifically, the study seeks to establish understanding on the responses of national governments in view of the influx of international students in respective higher education systems. This includes the motivations underlying increased international student recruitment, potential segments regulated by the national governments, particular responsibilities prescribed to higher education institutions and relevant participants, actions that are allowed and prohibited, as well as possible penalties, punishments and sanctions in the event of non – compliance.

- iii. Once the policy action and initiatives are established, the study then focused its attention on identifying a general backbone that is required in formulating strategies, policy initiatives and implementation programmes concerning management of international students in higher education systems. This backbone facilitates formulation of appropriate policy recommendations in support of the international student population.
- iv. The context to which the policy recommendations are formulated is Malaysia. As reviewed in Section 1.3, Malaysia is actively pursuing initiatives in increasing the volume of international students in the country. The formulation of policy recommendations appropriate for the Malaysian context would support the country in achieving its ambition of 200,000 international student enrolment by 2020, consequently positioning the country as an education hub.

## **1.7 Methodology**

As can be seen in Section 1.5, the research questions and sub – questions under each research questions are in – depth and descriptive in nature. They provide understanding on how different cases give rise to consequences and events that have occurred under a phenomenon (Creswell, Hanson, Plano, and Morales, 2007). These questions frame the approach or design used in this study to collect and analyse the data. As such, it is ascertained that the study prescribes a qualitative approach in data collection and analysis.

Teichler (1996, as cited by Tight, 2003) explained that there are four categories or “spheres of knowledge” in higher education. They consist of quantitative – structural aspects of higher education, knowledge and subject – related aspects of higher education; person – related as well as teaching and research – related aspects of higher education; as well as aspects of organisation and governance of higher education. Tight (2003) carried this idea forward by proposing eight key methods or methodologies used in higher education research: documentary

analysis, comparative analysis, interviews, surveys and multivariate analysis, conceptual analysis, phenomenography, critical or feminist perspectives, and auto or biographical and observational studies. The selection of categories and methods underlying research on higher education would thus depend on the lens of the researcher, in particular the need to understand and explain what is going on in higher education research, and the ability to participate in research concerning higher education (Tight, 2003). As the “international student experience” conceptual framework involves interpreting the phenomenon across different “spheres of knowledge” in higher education, objectivity and empirical evidence should be embraced by the researcher while identifying the different “ways of knowing” (Taber, 2012, p.136) underlying experiences of international students across higher education systems. As such, it is ascertained that an interpretative paradigm is adopted throughout the course of this study.

The study is conducted in five stages:

The first stage involves a general literature review on existing research related to the international student population.

The second stage involves selection of countries as cases for analysis under this study. Four countries that are well – established in international student recruitment are selected, consisting of Germany, Netherlands, New Zealand and Australia. Data from the Organisation for Economic Cooperation and Development (OCED) is used as indicators for case selection and benchmarking as it provides a consistent set of data that is readily available for comparison.

The third stage involves selection of policy documents from the identified countries. The documents selected for analysis are as follows:

- i. *National Code of Conduct on Foreign Students at German Universities* (Germany) (to be referred to as Code of Conduct Germany)



- ii. *Code of Conduct with respect to International Students in Dutch Higher Education* (Netherlands) (to be referred to as Code of Conduct Netherlands)
- iii. *Code of Practice for the Pastoral Care of International Students* (New Zealand) (to be referred to as Code of Practice New Zealand)
- iv. *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2001* (Australia) (to be referred to as National Code Australia)
- v. *Code of Practice and Guidelines for the Provision of Education to International Students 2005* (to be referred to as Code of Practice Australia)

At this juncture, it is appropriate to provide a rationale for the selection of policy documents as the main units of analysis in this study. The policy texts selected are derived from recruiters that are well – established in the business of recruiting international students. Learning through policy texts of these recruiters is a form of ‘lesson drawing’, defined as the voluntary act of transfer by rational actors working in specific political contexts (Benson and Jordan, 2011). It also draws from Phillips and Ochs (2003)’s conceptualisation of ‘cross-national attraction’ in education policy borrowing, where foreign examples are used to inform on processes of educational change at all levels of the policy process.

The aspect that is of particular interest in this study is the unique position of policy texts as platforms in transferring ideas between transnational, national, local and global levels, and the role of policy documents in representing collectively agreed ideals and decision that have gone through a multi – stage policy process (Saarinen and Ursin, 2012). The discourse used in official documents transports the participants’ attitudes, ideas and beliefs about policy issues, subsequently precede policymaking process and institutional change (Wentzel, 2011). Problems and issues would only come to light if it forms part of a discourse within a policy, where language is used as a political tool reflecting the struggle between power, language and reality (Watts, 2006). The analysis on policy statements allows exploration on

how the objects, participants and spaces within the policy are constructed, besides revealing the “rules of formation” or conditions of existence of the policies formulated (Grimaldi, 2012). It could also reveal the values and goals that are perceived by the decision makers as more worthy than others besides studying the ways in which domination and subordination of participants and actions are presented within a policy (MacDonald, 2003).

The fourth stage involves discourse analysis of the policy documents selected. The discourse analysis is conducted based on two analytical elements, that is, policy contextualisation and policy recontextualisation. In policy contextualisation, the policy documents are repeatedly read and coded following syntax components under the Institutional Grammar Tool (IGT). In policy recontextualisation, Fairclough (2006)’s dialectical – relational exploration on globalisation and language is used as a model to identify themes discussed within the policy documents. Both analytical elements were divergent, in the sense that the former unpacked all statements in each policy document down to its semantic components while the latter analysed each document as a whole; however, when combined, the analytical elements uncovered findings that provide an overall narration on international students and responses of national governments in addressing the inflow of the students at respective higher education systems.

The final stage involves data analysis and construction of policy recommendations for consideration within the context of the Malaysian higher education system as a case identified for this study.

## **1.8 Operational Definition**

The major terms used throughout the thesis are defined as follows.

### **Internationalisation of higher education**

- “ the process of integrating international, intercultural and global dimensions into the purpose, functions or delivery of postsecondary education...” (Knight, 2007, p.214)
- “... a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education...it is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units...” (Hudzik, 2011, p.6)

### **International student**

- “...those students enrolled in a university in a foreign country, where they do not have permanent residence...” (Mehtap-Smadi and Hashemipour, 2011, p.418).
- “...students who have crossed a national border to study or to undertake other study related activities, for at least a certain unit of a study programme or a certain period of time, in the country to which they have moved... “student mobility” is used as an abbreviation for “international student mobility.”.... A “foreign student” could be equated with an “internationally mobile student” if and only if all students had actually lived in the country of their nationality prior to crossing a border for the purpose of study and if no students had changed their nationality during the course of study abroad to that of their country of study.” (Kelo, Teichler, and Wächter, 2006, p.210)

**International student experience** – The lived experiences of international students as they undergo higher education experiences abroad. It consists of four major stages: the pre – arrival stage, the arrival stage, the stage throughout their studies and the after – mobility stage. The lived experience of the students is shaped by a number of participants across different levels of operation; however, higher education institutions are situated at the heart of the action.

**Higher education** – “...education provided by a higher educational institution” (Education Act 1996)

**Policy** – “The word policy is commonly used in government documents, academic writings and daily conversations... Policy can cover a very broad arena and can be understood and used in various ways, including plans, decisions, documents and proposals. In addition to written forms, policy can include actions, practices and even the inactions of governments. The most popular of these definitions, amongst policy researchers and the public at large, are those that define informally produced commentaries which offer to make sense of the official texts; the speeches and public performances of relevant politicians and officials; and official videos...” (Rui Yang, 2007, p.241-245)

**Policy process** – “...the study of change and development of policy and the related actors, events, and contexts... the policy process should not be singly interpreted as the policy cycle, an evolutionary depiction of diffusion and selection of policies, ongoing adaptation and adjustment, or enduring conflict. Indeed, each interpretation has its place. The objective is to learn how to draw lessons from each of these processes at the appropriate point in time and not to focus just one as the single process lens...” (Weible et al, 2012, p.3-4)

**Policy consideration** – Points that steer the thought process and design of policies concerning the international student population, emphasising key elements that should be included during goal setting and objective formulation during the policy design process.

**Policy takeaway** – Practical tips in conducting design and operationalisation of policies in support of the international student population.

**Policy paradoxes** – Findings of the study that contradict concepts and theories reviewed in available literature on higher education policy development and internationalisation of higher education.

**Discourse** - “...an interrelated set of texts, and the practices of their production, dissemination and reception, that brings an object into being...” (Phillips and Hardy, 2002; as cited by Jedlicka, 2012)

**Institutional Grammar Tool (IGT)** – “...The purpose of the IGT is to unravel the minute components—analogue to genetic codes in living cells—of formal institutions, such as policies, laws, legislation, and regulations... offering refined definitions for systematically dissecting institutional statements in policy designs... (Siddiki et al, 2011, p.81)

**Institutional statements** – “...the shared linguistic constraint or opportunity that prescribes, permits, or advises actions or outcomes for actors (both individual and corporate). Institutional statements are spoken, written, or tacitly understood in a form intelligible to actors in an empirical setting... institutional statements were composed of five working parts: The Attribute (A), Deontic (D), aIm (I), Condition (C), and the Or else (O)... From these five working parts, institutional statements could then be identified as strategies, norms, and rules...” (Siddiki et al, 2011, p.81)

## 1.9 Significance of Study and Contribution to Knowledge

The following outlines the impact of the study on internationalisation of higher education and higher education policy development:

- i. The study provides a framework for national governments and higher education institutions to undertake continuous improvement over the services and support structures in support of their international student population. The main outcome of this study is the “international student experience” conceptual framework. The “international student experience” conceptual framework is developed in order to paint a holistic picture on the study and living experiences of the international student population within the global higher education landscape. This framework presents the “ideal state” of providing positive higher education experience to international students; the outcome of the cross – reference process showed gaps between policy formulation and policy implementation to be addressed by national governments intending to benefit from the inflow of international students

into respective higher education systems. While the experiences of the students may vary on the basis of demographic, socio – economic and other forms of indicators, the overall components that make up the students’ experiences are similar across higher education systems. The segments covered under the framework provide a general overview into the lives of the students from the moment they decide to undertake higher education opportunities outside of their country of origin to the point of graduation and beyond.

- ii. The study considers the subject of international student management from multiple perspectives, and proceeds to propose policy recommendations that highlights the needs of three groups of participants involved in the policy process, consisting of the international student population, higher education institutions, and national governments overseeing the overall operation of higher education institutions. A higher education institution may not be able to oversee or provide the complete “experience” for their international students; however, it would be appropriate to have an overall picture so as to comprehend the students’ perspective in adapting to conditions in the host country. For example, policy recommendations concerning the international students’ country admission involve participants operating within and outside the higher education institution, such as the Immigration Department and the ecosystem in which country admission procedures are managed. Urias and Yeakey (2009)’s case study on international student enrolment in the US post-9/11 demonstrated the need in looking both internally and externally for efforts in enhancing the international students’ higher education experience, in particular matters outside the purview of higher education institutions. It also underlines the importance in coordinating efforts on international student management both within and outside the higher education institution, in order to enable Hudzik (2011)’s conceptualisation of internationalisation, that is, “... a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education...it is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units...” to flourish.

- iii. The outcome of the study addresses critical concerns on international student management in the Malaysian higher education system. Malaysia has come a long way in internationalisation of higher education, standing tall as one of “emerging contenders”(Verbik and Lasanowski, 2007) hosting international students for post-secondary education globally. It is also the innovative platform in international higher education for the past twenty years, delivering different modes of higher education such as twinning programmes and the “3+0” foreign degree arrangements (Wilkinson and Ishak Yusoff, 2005). The country’s ability in recruiting large volume of international students has led to its current status as a student hub (Knight and Morshidi Sirat, 2011). How might Malaysia improve and strengthen its appeal in a highly competitive global international student market? It is timely that Malaysia takes stock of the current progress in internationalisation and re-strategise existing efforts in internationalisation. This study contributes to the country’s strategic focus in internationalisation by proposing that good practices in international student management, followed by strong commitment in ensuring the students’ well being throughout their studies, would enhance the country’s appeal as a destination of choice for higher education. The outcome of this study provides a basis to this strategy and the possible directions, both strategic and tactical, to be undertaken by the country in leveraging on the international student population as a means in realising its ambition of becoming an education hub.
- iv. The study builds on the topic of international student management from a macro perspective, complementing existing information gathered from research projects and practitioner insights at the micro perspective. In a review of the state of research on internationalisation of higher education, Kehm and Teichler (2007) noted institutions, people, and knowledge as the core of internationalisation in higher education, and there is a strong political undercurrent, in terms of institutional commitment, mission and vision statements and national value systems embedded in internationalisation activities. Current research initiatives on the phenomenon are more people – focused, that is, addressing issues by looking at the perspectives from those directly involved in the process, such as students, staff and institutional

leaders (Kehm and Teichler, 2007). The approaches also rely on conventional mode of inquiries such as interviews, surveys and small – scaled samples of case studies. This study explores international student management with an emphasis on institutions or policies governing national higher education systems. Such initiative complement, rather than contradict, ongoing efforts on the topic, paving the way for similar explorations on the subject matter to be carried out in the future.

- v. The study explores the use of the Institutional Grammar Tool (IGT) in higher education policy analysis. The IGT is a methodological tool stemmed from the institutional analysis and development (IAD) framework that is used to rationalise policy operations, in particular the participants, their actions, their interaction with one another and the opportunities and constraints underlying their actions and interaction. This study expands the use of the IGT as there are currently no published attempts on the use of this tool in higher education policy research. Moreover, this study also demonstrates the complementarity of the tool alongside discourse analysis methods. Such complementarity is reflected in Chapter 7, where possible policy recommendations are formulated based on findings presented in the two chapters.
  
- vi. The study highlights two emerging themes under internationalisation of higher education with the potential for further exploration. Both themes are briefly discussed in Chapter 6. The first theme is risk management involving international students. In a nutshell, this theme describes responses made by hosting universities towards critical incidences involving international students. The theme is raised in view of various critical incidences involving the international student population. The lack of review on this theme presents opportunities for further exploration on the subject. Given the increasing intensity in international student mobility, national governments should enhance institutional readiness not only in facilitating the students' study and living experiences in the country as outlined under the "international student experience" framework, but also to prepare for any adversities and the consequences that might affect the students, the hosts and



the whole higher education system in general. The second theme is ethics in internationalisation of higher education. In a nutshell, this theme discusses actions that are considered “the right thing to do” in internationalisation and elements of reciprocity in conducting internationalisation activities with others. Current discussions on the theme concentrate only on macro issues such as negative perception on the inflow of international students into particular higher education systems, selection and establishment of international partnerships and transnational education. Reviews have yet to be made with regard to ethics in hosting international students, and given the intensity in which students move across borders for higher education, such omission is detrimental to the students’ well being. Similar to the theme on risk management, the theme on ethics in internationalisation of higher education has yet to be fully explored, which provides opportunities for further exploration beyond the scope of this study.

### **1.10 Limitation of Study**

The following outlines three limitations of the study.

- i. The study identifies Germany, the Netherlands, New Zealand and Australia as countries selected for document analysis. These countries are well established in international student recruitment and good practices can be drawn and adapted from their experience. However, not all practices can be adapted as the countries may have different motivations and operational models, which may not be apparent through the policy documents analysed. As such, the findings presented in this study, and the ensuing policy recommendations formulated, may need to be selected and adapted based on current capacity of the Malaysian higher education system in recruiting international students.
- ii. There is a limit on what a country can do for its international student population. The four paradoxes presented in Chapter 5 are some of the

limitations identified throughout the data analysis process. As such, the findings presented in this study may be ideal in conceptualisation but not feasible in full implementation.

- iii. The study focused on textual analysis of policy documents on management of international students from four selected countries. The policy documents represent formal conventions of the countries for their international student population. There might be informal conventions that are only known to the participants and not policy makers tasked to draft the policy documents. As such, the findings of the study are limited in terms of the scope of exploration and the actual implementation realities encountered by participants in the policy process.

### **1.11 Organisation of Thesis**

The thesis is organised as follows:

- i. Chapter 1 (this chapter) provides an overview of the study and outlines the structure of the overall thesis.
- ii. Chapter 2 describes international students and their experiences in the global higher education system as interpreted through existing literature on the subject, as well as the theoretical and conceptual underpinnings guiding the research.
- iii. Chapter 3 chronicles the Malaysian higher education system, its initiatives in internationalisation and related studies concerning experiences of international students in the Malaysian higher education system.
- iv. Chapter 4 outlines the research method used to address the research objective and research questions.

- v. Chapters 5 and 6 present findings from the data analysis process.
- vi. Chapter 7 puts forward policy recommendations derived from the analysis.
- vii. Chapter 8 features a summary of the study and presents directions for further research.

## **1.12 Summary and Conclusion**

This study looks into experiences of international students in the global higher education landscape and seeks to understand responses of national governments towards the increasing inflow of international students at respective higher education systems. Specifically, the aim of this study is to develop the “international student experience” conceptual framework capable of providing a holistic overview on the lived experiences of international students as they pursue higher education opportunities abroad. This is achieved through three research questions and 12 sub – questions. The study is conducted in a three – stage exploration process involving literature review, analysis of policy documents from four identified higher education exporters using discourse analysis method, and building policy recommendations based on findings derived from the analysis. The findings are matched with Malaysia as the identified local setting, given the intensity of the country in growing its international student volume, as well as the country’s target to be a higher education hub by 2020.

This chapter forms the first part of this thesis, which gives a general introduction to the research, covering the research problem area, research objective, focus area and research questions, scope of study, methodology and operational definition. The next part demarcates the study in detail with regard to an overview of literature concerning experiences of international students and the conceptual underpinnings guiding the progression of the study.

## REFERENCES

- Abdul Rahman Haji Ismail and Mahani Musa. (2010). History of the Growth and Development of Higher Education in Malaysia until 2007. In Zailan Moris (Ed.), *50 Years of Higher Education Development in Malaysia (1957-2007)* (pp.1-36). Pulau Pinang: Penerbit Universiti Sains Malaysia.
- Abe, J., Talbot, D. M. and Gellhoed, R. (1998). Effects of a peer program on international student adjustment. *Journal of College Student Development*, 39, 539-547.
- Adams, T. (2007). The development of international education in Australia: A framework for the future. *Journal of Studies in International Education*. 11(3-4), 410-420.
- Ahmadreza Shekarchizadeh, Amran Rasli and Huam Hon-Tat (2011). SERVQUAL in Malaysian universities: perspectives of international students. *Business Process Management Journal*,17(1), 67-81.
- Al-Sharideh, K. A. and Goe, W. R. (1998). Ethnic communities within the university: An examination of factors influencing the personal adjustment of international students. *Research in Higher Education*, 39(6), 699-725.
- Alberts, H. C. (2007). Beyond the headlines: changing patterns in international student enrollment in the United States. *GeoJournal*, 68(2-3), 141-153.
- Altbach, P. G. (2004). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education & Management*, 10(1), 3-25.
- Altbach, P.G. (2005). The private higher education revolution: an introduction. In Manuel G. Anton, Molly Lee and Damtew Teferra (Eds.), *Private Higher Education: A Global Revolution* (Volume 2, pp.1-13). Rotterdam: Sense Publishers.
- Altbach, P. G. (2009). One-third of the globe: The future of higher education in China and India. *Prospects*39(1): 11-31.

- Alvesson, M. and Kärreman, D. (2011). *Qualitative research and theory development: Mystery as method*. Thousand Oaks, CA: Sage.
- Amaral, A. (2008). Transforming higher education. In Alberto Amaral, Ivar Bleiklie and Christine Musselin (Eds), *From Governance to Identity* (pp.81-94). Dordrecht: Springer Science + Business Media.
- Amenta, E. and Ramsey, K. M. (2010). Institutional theory. In K. Leict, and J.C. Jenkins (eds). *Handbook of Politics: State and Society in Global Perspective* (pp. 15-39). New York: Springer.
- Anctil, E. (2008). Recommendations for selling higher education. *ASHE Higher Education Report*, 34(2), 89-98.
- Anita Gopal. (2011). Internationalization of Higher Education: Preparing Faculty to Teach Cross-Culturally. *International Journal of Teaching and Learning in Higher Education*, 23(3), 373-381.
- Arambewela, R. and Hall, J. (2013). The interactional effects of the internal and external university environment, and the influence of personal values, on satisfaction among international postgraduate students. *Studies in higher education*, 38(7), 972-988.
- Araujo, J. and Born, D. G. (1985). Calculating percentage agreement correctly but writing its formula incorrectly. *The Behavior Analyst*, 8(2), 207-208.
- Arkoudis, S., Watty, K., Chi Baik, Xin Yu, Borland, H., Chang, S., Lang, I., Lang, J. and Pearce, A. (2013). Finding common ground: enhancing interaction between domestic and international students in higher education. *Teaching in Higher Education*, 18(3), 222-235.
- Arnott, M. and Ozga, J. (2010). Education and nationalism: the discourse of education policy in Scotland. *Discourse: Studies in the Cultural Politics of Education*, 31(3), 335-350.
- Arthur, N. and Flynn, S. (2011). Career development influences of international students who pursue permanent immigration to Canada. *International Journal for Educational and Vocational Guidance*, 11(3), 221-237.
- Australia. (2001). *National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students*.
- Australia. (2005). *Code of Practice and Guidelines for the Provision of Education to International Students*.

- Australian Education International (2010). Research Snapshot: Export Income to Australia from Education Services in 2010. Retrieved from [www.aei.gov.au](http://www.aei.gov.au). Accessed 6 July 2011.
- Bacchi, C. (2000). Policy as Discourse: What does it mean? Where does it get us? *Discourse: Studies in the Cultural Politics of Education*, 21(1), 45-57.
- Ball, S. J. (1997). Policy Sociology and Critical Social Research: A Personal Review of Recent Education Policy and Policy Research. *British Educational Research Journal*, 23(3), 257-74.
- Banks, M. and McBurnie, G. (1999). Embarking on an Educational Journey: The Establishment of the First Foreign Full University Campus in Malaysia under the 1996 Education Acts: a Malaysian- Australian Case Study. *Higher Education in Europe*, 24(2), 265-272.
- Banks, S. (1998). Codes of ethics and ethical conduct: a view from the caring professions. *Public Money and Management*, 18(1), 27-30.
- Banumathy Devi and Vikneswaran Nair. (2008). First Year Experience of International Students in Malaysia A Private Higher Education Viewpoint. In Sarjit Kaur, Morshidi Sirat and Norzaini Azman (Eds.), *Globalisation and Internationalisation of Higher Education in Malaysia* (pp. 178-209). Pulau Pinang: Penerbit Universiti Sains Malaysia.
- Barnett, R. (2009). The Postmodern University. In J. Strain, R. Barnett and P. Jarvis (Eds.), *Universities, Ethics and Professions* (pp.43-52). New York: Routledge.
- Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education*, 45(1), 43-70.
- Bartram, B. (2007). The sociocultural needs of international students in higher education: A comparison of staff and student views. *Journal of Studies in International Education*, 11(2), 205-214.
- Basile, M. L. (2005). The global competition for student talent: Marketing problem or crisis in US policy and campus response. *Journal of Public Affairs*, 8, 29-49.
- Bastian, M., Heymann, S., and Jacomy, M. (2009). Gephi: An Open Source Software for Exploring and Manipulating Networks. In *International AAAI Conference on Weblogs and Social Media*. Retrieved from <http://www.aaai.org/ocs/index.php/ICWSM/09/paper/view/154>. Accessed 4 February 2014.

- Basurto, X., Kingsley, G., McQueen, K., Smith, M. and Weible, C.M. (2010). A Systematic Approach to Institutional Analysis: Applying Crawford and Ostrom's Grammar. *Political Research Quarterly*, 63(3), 523– 537.
- Bates, T. (2010). New Challenges for Universities: Why They Must Change. In Ulf-Daniel Ehlers and Dirk Schneckenberg (Eds.), *Changing Cultures in Higher Education* (pp.15-25). Heidelberg: Springer Berlin Heidelberg.
- Becker, W. E. and Toutkoushian, R. K. (2013). On the Meaning of Markets in Higher Education. In Michael B. Paulsen (Ed), *Higher Education: Handbook of Theory and Research* (Volume 28, pp. 323-376). Dordrecht: Springer.
- Beerens, E. (2010). Global models for the national research university: adoption and adaptation in Indonesia and Malaysia. *Globalisation, Societies and Education*, 8(3), 369-391.
- Bejou, D. and Bejou, A. (2012) Shared Governance and Punctuated Equilibrium in Higher Education: The Case for Student Recruitment, Retention, and Graduation. *Journal of Relationship Marketing*, 11(4), 248-258.
- Bektaş, D. Y. (2008). Counselling international students in Turkish universities: Current status and recommendations. *International Journal for the advancement of Counselling*, 30(4), 268-278.
- Bektaş, Y., Demir, A. and Bowden, R. (2009). Psychological adaptation of Turkish students at US campuses. *International Journal for the Advancement of Counselling*, 31(2), 130-143.
- Benson, D. and Jordan, A. (2011). What Have We Learned from Policy Transfer Research? Dolowitz and Marsh Revisited. *Political Science Review*, 9, 366-378.
- Benson, G. C. (1989). Codes of ethics. *Journal of Business Ethics*, 8(5), 305-319.
- Bhandari, P. (2012). Stress and health related quality of life of Nepalese students studying in South Korea: A cross sectional study. *Health and quality of life outcomes*, 10(1), 1-9.
- Binsardi, A. and Ekwulugo, F. (2003). International marketing of British education: research on the students' perception and the UK market penetration. *Marketing Intelligence & Planning*, 21(5), 318-327.
- Blackburn, M. (1997). Internationalisation: Some ethical challenges. Proceedings of *The HERDSA 1997 Conference: Advancing International Perspectives* (pp.95-103). Adelaide: HERDSA.

- Blackmur, D. (2007). The public regulation of higher education qualities: rationale, processes, and outcomes. In Don F. Westerheijden, Bjørn Stensaker and Maria João Rosa (Eds.), *Quality assurance in higher education* (Volume 20, pp. 15-45). Dordrecht: Springer.
- Bleikle, I. (2006). Policy regimes and policy making. In Maurice Kogan, Mary Henkel, Marianne Bauer and Ivar Bleiklie (Eds.), *Transforming higher education* (Volume 13, pp. 39-67). Dordrecht: Springer.
- Bloomberg, L.D. and Volpe, M. (2008). Presenting Methodology and Research Approach. In *Completing Your Qualitative Dissertation: A Roadmap from Beginning to End* (pp.65-94). Thousand Oaks, CA: Sage Publications.
- Bodycott, P. and Lai, A. (2012). The influence and implications of Chinese culture in the decision to undertake cross-border higher education. *Journal of Studies in International Education*, 16(3), 252-270.
- Bowman, N. A. and Bastedo, M. N. (2011). Anchoring effects in world university rankings: exploring biases in reputation scores. *Higher Education*, 61(4), 431-444.
- Bradley, G. (2000). Responding effectively to the mental health needs of international students. *Higher Education*, 39(4), 417-433.
- Briguglio, C. (2000). Language and Cultural Issues for English-as-a-second/foreign language students in transnational educational settings. *Higher Education in Europe*, 25(3), 425-434.
- Brinkmann, S. (2007). The good qualitative researcher. *Qualitative Research in Psychology*, 4(1-2), 127-144.
- British Council. (2012). *Ethics and geopolitics in HE internationalisation* [Audio Podcast]. Retrieved from <https://soundcloud.com/britishcouncil/gg2012-12-4-mp3>.
- British Council. (2012). The shape of things to come: higher education global trends and emerging opportunities to 2020. Retrieved from [http://www.britishcouncil.org/sites/britishcouncil.uk2/files/the\\_shape\\_of\\_things\\_to\\_come\\_-\\_higher\\_education\\_global\\_trends\\_and\\_emerging\\_opportunities\\_to\\_2020.pdf](http://www.britishcouncil.org/sites/britishcouncil.uk2/files/the_shape_of_things_to_come_-_higher_education_global_trends_and_emerging_opportunities_to_2020.pdf). Accessed 18 July 2014.
- Brown, L. (2007). A consideration of the challenges involved in supervising international masters student. *Journal of Further and Higher Education*, 31(3), 239-248.



- Brown, L. and Holloway, I. (2008). The initial stage of the international sojourn: excitement or culture shock? *British Journal of Guidance & Counselling*, 36(1), 33-49.
- Brown, L. and Jones, I. (2013). Encounters with racism and the international student experience. *Studies in Higher Education*, 38(7), 1004-1019.
- Brown, N. (2011). Student, expert, peacekeeper: Three versions of international engagement. *Australian Journal of Politics and History*, 57(1), 34-52.
- Burnett, J. J. (1999). A strategic approach to managing crises. *Public relations review*, 24(4), 475-488.
- Butcher, A. (2002). A grief observed: Grief experiences of East Asian international students returning to their countries of origin. *Journal of Studies in International Education*, 6(4), 354-368.
- Butcher, A. and McGrath, T. (2004). International students in New Zealand: needs and responses. *International Education Journal*, 5(4), 540-551.
- Byrne, C. and Hall, R. (2013). Realising Australia's international education as public diplomacy. *Australian Journal of International Affairs*, 67(4), 419-438.
- Caluya, G., Probyn, E. and Vyas, S. (2011). 'Affective eduscapes': the case of Indian students within Australian international higher education. *Cambridge Journal of Education*, 41(1), 85-99.
- Cannon, R. (2000). The Outcomes of an International Education for Indonesian Graduates: the third place? *Higher Education Research and Development*, 19(3), 357-379.
- Capano, G. (2011). Government continues to do its job: A comparative study of governance shifts in the higher education sector. *Public Administration*, 89(4), 1622-1642.
- Carr, J. L., Miki Koyama, M. and Thiagarajan, M. (2003). A women's support group for Asian international students. *Journal of American College Health*, 52(3), 131-134.
- Carrington, R., Meek, V. L. and Wood, F. Q. (2007). The role of further government intervention in Australian international education. *Higher Education*, 53(5), 561-577.
- Cerny, P.G. (2009). Multinodal politics: globalisation is what actors make of it. *Review of International Studies*, 35(2), 421-449.

- CH Chen and Zimitat, C. (2006). Understanding Taiwanese students' decision-making factors regarding Australian international higher education. *International Journal of Educational Management*, 20(2), 91-100.
- Chadee, D. and Naidoo, V. (2009). Higher educational services exports: sources of growth of Asian students in US and UK. *Service business*, 3(2), 173-187.
- Cheliotis, G. (2010). Social Network Analysis (SNA): including a tutorial on concepts and methods. *Communications and New Media*. Lecture conducted from National University Singapore, Singapore.
- CK Cheung and XD Yue (2013). Sustaining resilience through local connectedness among sojourn students. *Social indicators research*, 111(3), 785-800.
- Cochran-Smith, M. and Fries, M. K. (2001). Sticks, stones, and ideology: The discourse of reform in teacher education. *Educational researcher*, 30(8), 3-15.
- Commonwealth Department of Industry, Innovation, Science, Research and Tertiary Education Australia. (2013). Australia: Educating Globally. Retrieved from <https://aei.gov.au/International-network/Australia/InternationalStrategy/theCouncilsReport/Documents/Australia%20%E2%80%93%20Educating%20Globally%20FINAL%20REPORT.pdf>. Accessed 17 May 2014.
- Conner, T. W. and Rabovsky, T. M. (2011). Accountability, affordability, access: A review of the recent trends in higher education policy research. *Policy Studies Journal*, 39(1), 93-112.
- Cooper, P. (2007). Knowing your 'lemons': quality uncertainty in UK higher education. *Quality in Higher Education*, 13(1), 19-29.
- Crawford, S. E. and Ostrom, E. (1995). A grammar of institutions. *American Political Science Review*, 89(03), 582-600.
- Creswell, J. W., Hanson, W. E., Plano, V. L. C. and Morales, A. (2007). Qualitative research designs selection and implementation. *The counseling psychologist*, 35(2), 236-264.
- Creswell, J.W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> edition). Thousand Oaks, CA: Sage Publications.
- Cropley, A. J. (2002). *Qualitative Research Methods: An introduction for students of psychology and education*. Zinatne: University of Latvia.

- Cruickshank, K., HL Chen. and Warren, S. (2012). Increasing international and domestic student interaction through group work: a case study from the humanities. *Higher Education Research & Development*, 31(6), 797-810.
- Cubillo, J. M., Sánchez, J. and Cerviño, J. (2006). International students' decision-making process. *International Journal of Educational Management*, 20(2), 101-115.
- Dassen, A. and Benneworth, P. (2011). Understanding the Limits to Higher Education Policy Networks. In J. Enders, H. F. de Boer and D. F. Westerheijden (Eds), *Reform of Higher Education in Europe* (pp. 123-141). Rotterdam: Sense Publishers.
- de Boera, H. and Goedegebuure, L. (2007). 'Modern' governance and codes of conduct in Dutch higher education. *Higher Education Research & Development*, 26(1), 45-55.
- De Matos, C. A. and Rossi, C. A. V. (2008). Word-of-mouth communications in marketing: a meta-analytic review of the antecedents and moderators. *Journal of the Academy of Marketing Science*, 36(4), 578-596.
- de Wit, H. (2012). Student mobility between Europe and the rest of the world: Trends, issues and challenges. In Curaj, A., Scott, P., Vlasceanu, L. and Wilson, L. (Eds.), *European higher education at the crossroads: Between the Bologna process and national reforms* (pp. 431–439). Dordrecht: Springer.
- Deakins, E. (2009). Helping students value cultural diversity through research-based teaching. *Higher Education Research & Development*, 28(2), 209-226.
- Definition.* (n.d.). Retrieved from <http://www.kdn.gov.my/index.php/en/maklumat-perkhidmatan/permit-penerbitan/definisi/100-maklumat-perkhidmatan/hal-ehwal-imigresen>. Accessed 3 June 2014.
- Demir, C. E., Aksu, M. and Paykoç, F. (2000). Does Fulbright make a difference? The Turkish perspective. *Journal of Studies in International Education*, 4(1), 103-111.
- Department of Business Innovation and Skills (BIS) UK. (2011). Higher Education: Students at the Heart of the System. Retrieved from <http://discuss.bis.gov.uk/hereform/white-paper/> Accessed 8 December 2011.
- Department of Business Innovation and Skills (BIS) UK. (2013). International Education: Global Growth and Prosperity. Retrieved from

<https://www.gov.uk/government/publications/international-education-strategy-global-growth-and-prosperity> Accessed 30 July 2013.

- Devos, A. (2003). Academic Standards, Internationalisation, and the Discursive Construction of "The International Student", *Higher Education Research & Development*, 22(2), 155-166.
- di Norcia, V. and Larkins, J. T. (2000). Mixed motives and ethical decisions in business. *Journal of Business Ethics*, 25(1), 1-13.
- Doherty, C. and Singh, P. (2005). How the West is done: Simulating Western pedagogy in a curriculum for Asian international students. In *Internationalizing higher education* (pp. 53-73). Dordrecht: Springer.
- Duff, A. H., Rogers, D. P. and Harris, M. B. (2006). International engineering students—avoiding plagiarism through understanding the Western academic context of scholarship. *European Journal of Engineering Education*, 31(6), 673-681.
- Dunn, K., Pelleri, D. and Maeder-Han, K. (2011). Attacks on Indian students: The commerce of denial in Australia. *Race & Class*, 52(4), 71-88.
- Eaves, M. (2009). Learning styles technology and supporting overseas learners. *Multicultural Education & Technology Journal*, 3(1), 61-73.
- Enders, J. (2004). Higher education, internationalisation, and the nation-state: Recent developments and challenges to governance theory. *Higher Education*, 47(3), 361-382.
- Erichsen, E. A. and Bolliger, D. U. (2011). Towards understanding international graduate student isolation in traditional and online environments. *Educational Technology Research and Development*, 59(3), 309-326.
- Erlenawati Sawir, Marginson, S., Forbes-Mewett, H., Nyland, C. and Ramia, G. (2012). International student security and English language proficiency. *Journal of Studies in International Education*, 16(5), 434-454.
- Erlenawati Sawir. (2011). Dealing with diversity in internationalised higher education institutions. *Intercultural Education*, 22(5), 381-394.
- Fairclough, N. (2006). *Language and Globalization*. Oxon: Routledge.
- Fairclough, N. (2013). Critical discourse analysis and critical policy studies. *Critical Policy Studies*, 7(2), 177-197.
- Fatini Yaacob (2011). *Ainuddin Pejuang 'Degil' Melayu*. Skudai: Penerbit UTM.

- Feast, V. and Bretag, T. (2005). Responding to crises in transnational education: new challenges for higher education. *Higher Education Research & Development*, 24(1), 63-78.
- Findlay, A. M. (2011). An assessment of supply and demand-side theorizations of international student mobility. *International Migration*, 49(2), 162–190.
- Forbes-Mewett, H. and Nyland, C. (2013). Funding international student support services: tension and power in the university. *Higher Education*, 65(2), 181-192.
- Forbes- Mewett, H., Nyland, C. and SJ Shao. (2010). International student security: a view from Beijing. *International Studies in Sociology of Education*, 20(4), 355-373.
- Frølich, N. and Stensaker, B. (2010). Student recruitment strategies in higher education: promoting excellence and diversity?. *International Journal of Educational Management*, 24(4), 359-370.
- Fryar, A. H. (2012). What Do We Mean by Privatization in Higher Education? In John C. Smart and Michael B. Paulsen (eds), *Higher education: Handbook of theory and research* (Volume 27, pp. 521-547). Dordrecht: Springer.
- Gacel-Ávila, J. (2005). The internationalisation of higher education: A paradigm for global citizenry. *Journal of Studies in International Education*, 9(2), 121-136.
- Gacel-Ávila, J. (2005). The internationalisation of higher education: A paradigm for global citizenry. *Journal of Studies in International Education*, 9(2), 121-136.
- Ganster, L. (2011). Reaching Out to International Students: A Focus-Group Approach to Developing Web Resources and Services. *College and Undergraduate Libraries*, 18(4), 368-384.
- Gareis, E., Merkin, R. and Goldman, J. (2011). Intercultural friendship: Linking communication variables and friendship success. *Journal of Intercultural Communication Research*, 40(2), 153-171.
- Gargano, T. (2009). (Re)conceptualizing international student mobility: The potential of transnational social fields. *Journal of Studies in International Education*, 13(3), 331–346.
- Gaskin, N. (2002). *International students in crisis: a guide for institutions*. London: UKCOSA: The Council for International Education.
- Gatfield, T., Barker, M. and Graham, P. (1999). Measuring student quality variables and the implications for management practices in higher education institutions:

- An Australian and international student perspective. *Journal of Higher Education Policy and Management*, 21(2), 239–253.
- Gayle, D.J., Tewarie, B. and White, Jr, A. Q. (2003). Competing Perspectives and Expectations. In Dennis John Gayle, Bhoendradatt Tewarie and A. Quilton White Jr. (Eds.), *Governance in the Twenty-First Century University: Approaches to Effective Leadership and Strategic Management* (Volume 30, pp.49-71). California: Jossey – Bass.
- George, E. S. (2006). Positioning higher education for the knowledge based economy. *Higher Education*, 52(4), 589-610.
- Germany. (2010). *National Code of Conduct on Foreign Students at German Universities*.
- Gesche, A.H. and Makeham, P. (2009). Creating conditions for intercultural and international learning and teaching. In Meeri Hellstén and Anna Reid (Eds.), *Researching international pedagogies* (pp. 241-258). Dordrecht: Springer.
- Gioia, D. A. and Pitre, E. (1990). Multiparadigm perspectives on theory building. *Academy of management review*, 15(4), 584-602.
- Goldbart, J., Marshall, J. and Evans, I. R. (2005). International students of speech and language therapy in the UK: Choices about where to study and whether to return. *Higher Education*, 50(1), 89-109.
- Gómez, O. A. (2013). Lessons from international students' reaction to the 2011 Great East Japan Earthquake: The case of the school of engineering at Tohoku University. *International Journal of Disaster Risk Science*, 4(3), 137-149.
- González, C. R., Mesanza, R. B. and Mariel, P. (2011). The determinants of international student mobility flows: an empirical study on the Erasmus programme. *Higher Education*, 62(4), 413-430.
- Green, W. (2007). Write on or write off? An exploration of Asian international students' approaches to essay writing at an Australian university. *Higher Education Research and Development*, 26(3), 329–344.
- Gresham, R. and Clayton, V. (2011). Community Connections: a programme to enhance domestic and international students' educational experience. *Journal of Higher Education Policy and Management*, 33(4), 363-374.
- Grimaldi, E. (2012). Analysing policy in the context (s) of practice: a theoretical puzzle. *Journal of Education Policy*, 27(4), 445-465.

- Haines, D. (2013). "More Aware of Everything" Exploring the Returnee Experience in American Higher Education. *Journal of Studies in International Education*, 17(1), 19-38.
- Hanassab, S. (2006). Diversity, international students, and perceived discrimination: Implications for educators and counselors. *Journal of Studies in International Education*, 10(2), 157-172.
- Harman, G. (2011). Competitors of rankings: New directions in quality assurance and accountability. In Jung Cheol Shin, Robert K. Toutkoushian and Ulrich Teichler (Eds.), *University Rankings* (pp. 35-53). Dordrecht: Springer.
- Harris, R. (1995). Overseas students in the United Kingdom university system. *Higher Education*, 29(1), 77-92.
- Healey, N. (2008). Is higher education in really 'internationalising'? *Higher Education*, 55(3), 333-355.
- Held, D. (2003). Cosmopolitanism: globalisation tamed?. *Review of International Studies*, 29(4), 465-480.
- Hellstén, M. and Prescott, A. (2004). Learning at University: The International Student Experience. *International Education Journal*, 5(3), 344-351.
- Hemsley-Brown, J. and Goonawardana, S. (2007). Brand harmonization in the international higher education market. *Journal of Business Research*, 60(9), 942-948.
- Hemsley-Brown, J. and Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, 19(4), 316-338.
- Hewitt, S. (2009, October). Discourse analysis and public policy research. *Centre for Rural Economy Discussion Paper Series 24*. Retrieved from <http://www.ncl.ac.uk/cre/publish/discussionpapers/pdfs/dp24Hewitt.pdf>
- Higher Education Sector, Ministry of Education Malaysia. (2012). *Indikator Pengajian Tinggi 2011-2012*. Putrajaya: Higher Education Sector, Ministry of Education Malaysia.
- Hill, F. M. (1995). Managing service quality in higher education: the role of the student as primary consumer. *Quality Assurance in Education*, 3(3), 10-21.
- Hoffman, D. M. (2003). Internationalisation at home from the inside: Non-native faculty and transformation. *Journal of Studies in International Education*, 7(1), 77-93.

- Hoffman, K. D. and Kretovics, M. A. (2004). Students as partial Employees: A metaphor for the student-Institution interaction. *Innovative Higher Education*, 29(2), 103-120.
- Hou, A. Y. C., Morse, R. and Chiang, C. L. (2012). An analysis of mobility in global rankings: making institutional strategic plans and positioning for building world-class universities. *Higher Education Research and Development*, 31(6), 841-857.
- Howarth, D. (2010). Power, discourse, and policy: articulating a hegemony approach to critical policy studies. *Critical Policy Studies*, 3(3-4), 309-335.
- Howlett, M. (2011). *Designing Public Policies: Principles and Instruments*. Oxon: Routledge.
- Hudzik, J. K. (2011). Comprehensive Internationalization: From concept to action. Report prepared for NAFSA: Association of International Education. Retrieved from [http://www.nafsa.org/uploadedFiles/NAFSA\\_Home/Resource\\_Library\\_Assets/Publications\\_Library/2011\\_Comprehen\\_Internationalization.pdf](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Publications_Library/2011_Comprehen_Internationalization.pdf). Accessed July 6, 2011.
- Hughes-Warrington, M. (2012). The Ethics of Internationalisation in Higher Education: Hospitality, self-presence and 'being late'. *Educational Philosophy and Theory*, 44(3), 312-322.
- HY Ku, Lahman, M. K., HT Yeh and YC Cheng. (2008). Into the academy: preparing and mentoring international doctoral students. *Educational Technology Research and Development*, 56(3), 365-377.
- Hyatt, D. (2013). The critical policy discourse analysis frame: helping doctoral students engage with the educational policy analysis. *Teaching in Higher Education*, 18(8), 833-845.
- Hyun, J., Quinn, B., Madon, T. and Lustig, S. (2007). Mental health need, awareness, and use of counseling services among international graduate students. *Journal of American College Health*, 56(2), 109-118.
- Institut Penyelidikan Pengajian Tinggi Negara (IPPTN). (2009). *Laporan Akhir Kajian Pelajar Antarabangsa di Malaysia*. Penang: IPPTN.
- Institute of International Education US. (2011). International Education as an Institutional Priority What Every College and University Trustee Should Know. Retrieved from <http://www.iie.org/Research-and-Publications/Publications-and->



Reports/IIIE-Bookstore/International-Education-as-an-Institutional-Priority.

Accessed 4 May 2011.

- International Association of Universities (IAU). (2012). Affirming Academic Values in Internationalization of Higher Education: A Call for Action. Retrieved from <http://www.iau-aiu.net/content/affirming-academic-values-internationalization-higher-education-call-action>. Accessed 19 April 2012.
- Ippolito, K. (2007). Promoting intercultural learning in a multicultural university: ideals and realities. *Teaching in Higher Education*, 12(5-6), 749-763.
- Jackson, P.A. (2005). Incoming international students and the library: a survey. *Reference Services Review*, 33(2), 197 - 209.
- Jacobs, K. (2006). Discourse analysis and its utility for urban policy research. *Urban Policy and Research*, 24(1), 39-52.
- Jamshidi, L., Arasteh, H., Naveh Ebrahim, A., Zeinabadi, H. and Rasmussen, P. D. (2012). Developmental patterns of privatization in higher education: a comparative study. *Higher Education*, 64(6), 789-803.
- Jarvis, P. (2009). Ethics, Values and Higher Education. In J. Strain, R. Barnett and P. Jarvis (eds), *Universities, Ethics and Professions* (pp.13-28). New York: Routledge.
- Jasvir Kaur Nachatar Singh, Schapper, J. and Jack, G. (2014). The Importance of Place for International Students' Choice of University A Case Study at a Malaysian University. *Journal of Studies in International Education*, 18(5), 463-474.
- Jedlicka, S. (2012). The normative discourse of anti-doping policy. *International Journal of Sport Policy and Politics*, 6(3), 429-442.
- Johnson, C.A. (1997). *Rules, norms and the pursuit of sustainable livelihoods*. (Report no 52). Brighton: Institute of Development Studies.
- Johnson, E. M. (2008). An investigation into pedagogical challenges facing international tertiary- level students in New Zealand. *Higher Education Research & Development*, 27(3), 231-243.
- Jongbloed, B., Enders, J. and Salerno, C. (2008). Higher education and its communities: Interconnections, interdependencies and a research agenda. *Higher Education*, 56(3), 303-324.

- Joseph, M. and Joseph, B. (2000). Indonesian students' perceptions of choice criteria in the selection of a tertiary institution: Strategic implications. *International Journal of Educational Management*, 14(1), 40-44.
- Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin Books.
- Kaufman, R. (2008). A practical definition of ethics for truly strategic planning in higher education. *New Directions for Higher Education*, 2008(142), 9-15.
- KC Soh. (2013). Misleading university rankings: cause and cure for discrepancies between nominal and attained weights. *Journal of Higher Education Policy and Management*, 35(2), 206-214.
- Kehm, B. M. and Teichler, U. (2007). Research on internationalisation in higher education. *Journal of Studies in International Education*, 11(3-4), 260-273.
- Kell, P. and Vogl, G. (2010). Studying Overseas: The "Risky Business" of Global Mobility and International Students. In Sarjit Kaur and Morshidi Sirat (Eds), *Contemporary Issues in the Global Higher Education Marketplace: Prospects and Challenges* (pp.9-20). Pulau Pinang: Penerbit USM, Institut Penyelidikan Pengajian Tinggi Negara.
- Kell, P. and Vogl, G. (2012). Experiencing Global Student Mobility in Hong Kong, Singapore and Malaysia. In Peter Kell and Gillian Vogl (Eds.), *International Students in the Asia Pacific* (pp. 95-116). Dordrecht: Springer.
- Kell, P. and Vogl, G. (2012). International Students, Anxiety and Risk in the Post-September 11 Nation State. In Peter Kell and Gillian Vogl (Eds.), *International Students in the Asia Pacific* (pp. 117-131). Dordrecht: Springer.
- Kell, P. and Vogl, G. (2012). Internationalisation in the Asia Pacific: Education Hubs in Hong Kong, Singapore and Malaysia. In Peter Kell and Gillian Vogl (Eds.), *International Students in the Asia Pacific* (pp. 67-82). Dordrecht: Springer.
- Kelo, M., Teichler, U. and Wächter, B. (2006). Toward improved data on student mobility in Europe: Findings and concepts of the Eurodata Study. *Journal of Studies in International Education*, 10(3), 194-223.
- Kent, R. (2012). State and Market in Higher Education. In Hans G. Schuetze, Germán Álvarez Mendiola and Diane Conrad (eds), *State and Market in Higher Education Reforms* (pp. 25-39). Rotterdam: Sense Publishers.
- KH Mok (2008). Positioning as Regional Hub of Higher Education: Changing Governance and Regulatory Reforms in Singapore and Malaysia. *International Journal of Education Reform*, 17(3), 230-250.

- KH Mok. (2010). When state centralism meets neo-liberalism: managing university governance change in Singapore and Malaysia. *Higher Education*, 60(4), 419-440.
- Khan, H. and Matlay, H. (2009). Implementing service excellence in higher education. *Education+ Training*, 51(8/9), 769-780.
- Kim, E. Y. and Choi, S. (2011). Korea's Internationalization of Higher Education: Process, Challenge and Strategy. In David W. Chapman, William K. Cummings and Gerard A. Postiglione (Eds), *Crossing borders in East Asian higher education* (Volume 27, pp. 211-229). Dordrecht: Springer.
- King, R. (2010). Policy internationalization, national variety and governance: global models and network power in higher education states. *Higher Education*, 60(6), 583-594.
- Kinser, K. and Levy, D. (2007). For – profit higher education: US tendencies, international echoes. In James J. F. Forest and Philip G. Altbach (Eds.), *International Handbook of Higher Education, Part I: Global themes and Contemporary Challenges* (Volume 18, pp.107-119). Dordrecht: Springer.
- Kivistö, J. and Hölttä, S. (2008). Information as a Regulative Element in Higher Education Systems. *Tertiary Education and Management*, 14(4), 331-344.
- Knight, J. (2006a). Crossborder education: An analytical framework for program and provider mobility. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (Volume 21, pp. 345-395). Dordrecht: Springer.
- Knight, J. (2006b). Higher Education Crossing Borders: A Guide to the Implications of the General Agreement on Trade in Services (GATS) for Cross-border Education: A Report Prepared for the Commonwealth of Learning and UNESCO.
- Knight, J. (2007). Internationalisation: Concepts, complexities and challenges. In J. J. F. Forest and P. G. Altbach (Eds.), *International Handbook of Higher Education* (Vol. 18, pp. 207–227). Dordrecht: Springer.
- Knight, J. and Morshidi Sirat. (2011). The complexities and challenges of regional education hubs: focus on Malaysia. *Higher Education*, 61(5), 593–606.
- Knight, L., Hight, M. and Polfer, L. (2010). Rethinking the library for the international student community. *Reference Services Review*, 38(4), 581 - 605.
- Komives, S.R. and Associates. (2003). *Student Services: A Handbook for the Profession*. San Francisco: Jossey-Bass.

- Kondakci, Y. (2011). Student mobility reviewed: attraction and satisfaction of international students in Turkey. *Higher Education*, 62(5), 573-592.
- Koontz, T. M. (2003). *An Introduction to the Institutional Analysis and Development (IAD) Framework for Forest Management Research*. Unpublished manuscript prepared for the “First Nations and Sustainable Forestry: Institutional Conditions for Success” workshop, University of British Columbia, Vancouver.
- Krämer, A., Prüfer-Krämer, L., Stock, C. and Tshiananga, J. T. (2004). Differences in health determinants between international and domestic students at a German university. *Journal of American College Health*, 53(3), 127-132.
- Kuwamura, A. (2009). The challenges of increasing capacity and diversity in Japanese higher education through proactive recruitment strategies. *Journal of Studies in International Education*, 13(2), 189-202.
- Labuschagne, A. (2003). Qualitative research-airy fairy or fundamental?. *The qualitative report*, 8(1), 100-103.
- Lacina, J.G. (2002). Preparing international students for a successful social experience in higher education. *New Directions for Higher Education*, 2002(117), 21-28.
- Leask, B. (2008). Internationalisation, globalisation and curriculum innovation. In Meeri Hellstén and Anna Reid (Eds.), *Researching International Pedagogies* (pp. 9-26). Dordrecht: Springer.
- Leask, B. and Carroll, J. (2011). Moving beyond ‘wishing and hoping’: internationalisation and student experiences of inclusion and engagement. *Higher Education Research & Development*, 30(5), 647-659.
- Lee, J. J. and Rice, C. (2007). Welcome to America? International student perceptions of discrimination. *Higher Education*, 53(3), 381-409.
- Levy, D. (2007). The private fit in the higher education landscape. In James J. F. Forest and Philip G. Altbach (Eds.), *International Handbook of Higher Education, Part I: Global themes and Contemporary Challenges* (Volume 18, pp.281 – 291). Dordrecht: Springer.
- Lewis, N. (2005). Code of practice for the pastoral care of international students: making a globalising industry in New Zealand, *Globalisation, Societies and Education*, 3(1), 5-47.
- LH Chen. (2007). Choosing Canadian graduate schools from afar: East Asian students’ perspectives. *Higher Education*, 54(5), 759-780.

- Li, M. and Bray, M. (2007). Cross-border flows of students for higher education: Push–pull factors and motivations of mainland Chinese students in Hong Kong and Macau. *Higher Education*, 53(6), 791-818.
- Li, M. and Li, M. (2008). Keeping them safe: A review of Chinese students' safety issues in New Zealand. In E. Tilley (Ed.) *ANZCA 2008 conference, Power and Place* (pp.1-30). Wellington: Massey University. Retrieved from [http://pep.massey.ac.nz/massey/fms/Colleges/College%20of%20Business/Communication%20and%20Journalism/ANZCA%202008/Refereed%20Papers/Li ANZCA08.pdf](http://pep.massey.ac.nz/massey/fms/Colleges/College%20of%20Business/Communication%20and%20Journalism/ANZCA%202008/Refereed%20Papers/Li%20ANZCA08.pdf).
- Li, M. and Zhang, Y. J. (2011). Two-way flows of higher education students in Mainland China in a Global Market: Trends, characteristics and problems. In S. Marginson, Sarjit Kaur and Erlenawati Sawir (Eds.), *Higher education in the Asia Pacific: Higher Education Dynamics* (Volume 36, pp. 309–327). Dordrecht: Springer.
- Long, B. (2010). Losing Sight of Humboldt: A Synoptic Review of Australian Government Policy over the Last 35 Years. *Journal of Further and Higher Education*, 34(3), 451-465.
- Luxon, T. and Peelo, M. (2009). Internationalisation: Its implications for curriculum design and course development in UK higher education. *Innovations in Education and Teaching International*, 46(1), 51-60.
- MacDonald, C. (2003). The value of discourse analysis as a methodological tool for understanding a land reform program. *Policy Sciences*, 36(2), 151-173.
- Macfarlane, B. (2009). Community as an Academic Ethic. In J. Strain, R. Barnett and P. Jarvis (eds), *Universities, Ethics and Professions* (pp.69-80). New York: Routledge.
- Malaysia. (1996). *Education Act 1997*.550.
- Manjula, J. and Slethaug, G. (2011). *The Business of Education: Improving International Student Learning Experiences in Malaysia*. Paper presented in the 14th International Business Research Conference. Dubai, UAE.
- Marcel, F. D. and Harris, C. (2000). If students are not customers, what are they? *Academic Medicine*, 75(12), 1173-1177.
- Marginson, S. (2007). The public/private divide in higher education: A global revision. *Higher Education*, 53(3), 307-333.

- Marginson, S. (2012). Including the other: Regulation of the human rights of mobile students in a nation bound world. *Higher Education*, 63(4), 497–512.
- Marginson, S., Nyland, C., Sawir, E. and Forbes – Mewett, H. (2010). *International student security*. Melbourne: Cambridge University Press.
- Marginson, S., Sarjit Kaur and Erlenawati Sawir. (2011). Global, local, national in the Asia-Pacific. In Simon Marginson, Sarjit Kaur and Erlenawati Sawir (Eds.), *Higher Education in the Asia-Pacific* (pp. 3-34). Dordrecht: Springer.
- Marimuthu, T. (2008). The role of the private sector in higher education in Malaysia. In D. Johnson and R. Maclean (Eds.), *Teaching: Professionalisation, development and leadership* (pp.271–282). Dordrecht: Springer.
- Marlyna Maros, Siti Hamin Stapa and Mohamad Subakir Mohd Yasin. (2012). English Language Proficiency Levels and Needs of International Postgraduate Students: Implications and Recommendations. *Asian Social Science*,8(13), 181-188.
- Martens, V. P. and Grant, P. R. (2007). A needs assessment of international students' wives. *Journal of Studies in International Education*, 12(1), 56-75.
- Masuda, A., Anderson, P.L., Twohig, M.P., Feinstein, A.B., Y.Y. Chou, Wendell, J.W. and Stormo, A.R. (2009). Help-seeking Experiences and Attitudes among Africa American, Asian American, and European American College Students. *International Journal for the Advancement of Counselling*, 31(3), 168-180.
- Matzavinos, C. (2011). Institutions. In Ian C. Jarvie and Jesus Zamora-Bonilla (eds). *The SAGE Handbook of The Philosophy of Social Sciences* (pp.399-412). London: SAGE Publications Ltd.
- Mause, K. (2010). Considering market-based instruments for consumer protection in higher education. *Journal of Consumer Policy*, 33 (1), 29-53.
- Mazzarol, T. and Soutar, G. N. (2002). “Push-pull” factors influencing international student destination choice. *International Journal of Educational Management*, 16(2), 82-90.
- Mazzarol, T. and Soutar, G. N. (2012). Revisiting the global market for higher education. *Asia Pacific Journal of Marketing and Logistics*, 24(5), 717-737.
- Mazzarol, T. W. and Soutar, G. N. (2008). Australian educational institutions' international markets: a correspondence analysis. *International Journal of Educational Management*, 22(3), 229-238.

- Mazzarol, T., Soutar, G. N. and YS Sim. (2003). The third wave: future trends in international education. *International Journal of Educational Management*, 17(3), 90-99.
- McGinnis, M. (2011). An Introduction to IAD and the Language of the Ostrom Workshop: A Simple Guide to a Complex Framework. *The Policy Studies Journal*, 39(1), 169-183.
- McGuire, H. C. (1997). Strategic for Reforming University/State Relationships: Australia's Experience Sets Example. *Journal of Studies in International Education*, 1(1), 57-68.
- McKinlay, N. J., Pattison, H. M. and Gross, H. (1996). An exploratory investigation of the effects of a cultural orientation programme on the psychological well-being of international university students. *Higher Education*, 31(3), 379-395.
- McLachlan, D. A. and Justice, J. (2009). A Grounded Theory of International Student Well-being. *Journal of Theory Construction & Testing*, 13(1), 27-32.
- Mehtap-Smadi, S. and Hashemipour, M. (2011). In Pursuit of an international education destination: Reflections from a University in a Small Island State. *Journal of Studies in International Education*, 17(2), 409–428.
- Ministry of Higher Education Malaysia (2007). *Pelan Strategik Pengajian Tinggi Negara Fasa 1 2007–2020*. Putrajaya: Ministry of Higher Education.
- Ministry of Higher Education Malaysia (2011). *National Higher Education Strategic Plan 2. Malaysia's Global Reach: A New Direction*. Putrajaya: MoHE.
- Ministry of Higher Education Malaysia. (2007). *Pelan Strategik Pengajian Tinggi Negara Fasa 1 2007–2020*. Putrajaya: Ministry of Higher Education.
- Misra, R. and Castillo, L. G. (2004). Academic Stress Among College Students: Comparison of American and International Students. *International Journal of Stress Management*, 11(2), 132-148.
- MNN Lee. (2004). Global trends, national policies and institutional responses: Restructuring higher education in Malaysia. *Educational Research for Policy and Practice*, 3(1), 31-46.
- MNN Lee. (2006). Centralized decentralization in Malaysian education. In Christopher Bjork (Ed.), *Educational Decentralization* (pp.149–158). Dordrecht: Springer.

- Moelker, R. and Kümmel, G. (2007). Chivalry and Codes of Conduct: Can the Virtue of Chivalry Epitomize Guidelines for Interpersonal Conduct? *Journal of Military Ethics*, 6(4), 292-302.
- Montgomery, C. (2010). *Understanding the International Student Experience*. Hampshire: Palgrave Macmillan.
- Moore, S.M., Thomas, A.C., Kale, S., Spence, M., Zlatevska, N., Staiger, P.K., Graffam, J. and Kyrios, M. (2012). Problem gambling among international and domestic university students in Australia: Who is at risk? *Journal of Gambling Studies*, 29(2), 217-230.
- Morgan, M. (2012). The student experience practitioner model. In Michelle Morgan (Ed.), *Improving the student experience: A practical guide for universities and colleges* (pp.15-30). Oxon: Routledge.
- Morshidi Sirat and Sarjit Kaur. (2010). Changing state–university relations: the experiences of Japan and lessons for Malaysia. *Comparative Education*, 46(2), 189-205.
- Morshidi Sirat, Abdul Razak Ahmad and Koo Yew Li. (2011). Trade in services and its policy implications: The case of cross-border/transnational higher education in Malaysia. *Journal of Studies in International Education*, 15(3), 241–260.
- Morshidi Sirat. (2008). The impact of September 11 on international student flow into Malaysia: Lessons learned. *International Journal of Asia Pacific Studies*, 4(1), 80-95.
- Morshidi Sirat. (2010). Introduction. In Zailan Moris (Ed.), *50 Years of Higher Education Development in Malaysia (1957-2007)* (pp.ix-xvii). Pulau Pinang: Penerbit Universiti Sains Malaysia.
- Morshidi Sirat. (2010). Strategic planning directions of Malaysia’s higher education: University autonomy in the midst of political uncertainties. *Higher Education*, 59(4), 461-473.
- Munteanu, C., Ceobanu, C., Bobâlca, C. and Anton, O. (2010). An analysis of customer satisfaction in a higher education context. *International Journal of Public Sector Management*, 23(2), 124-140.
- Murphy-Shigematsu, S. (2002). Psychological barriers for international students in Japan. *International Journal for the Advancement of Counselling*, 24(1), 19-30.



- Musselin, C. (2010). Universities and pricing on higher education markets. In D. Mattheou (Ed.), *Changing Educational Landscapes* (pp.75 – 90). Dordrecht: Springer Science+Business Media B.V.
- Naguib, R. and Smucker, J. (2009). When economic growth rhymes with social development: The Malaysia experience. *Journal of Business Ethics*, 89(2), 99–113.
- Naidoo, R. (2008). Building or eroding intellectual capital? Student consumerism as a cultural force in the context of knowledge economy. In Jussi Välimaa and Oili-Helena Ylijoki (eds), *Cultural perspectives on higher education* (pp. 43-55). Dordrecht: Springer.
- Naidoo, R., Shankar, A. and Veer, E. (2011). The consumerist turn in higher education: Policy aspirations and outcomes. *Journal of Marketing Management*, 27(11-12), 1142-1162.
- Netherlands. (2009). *Code of Conduct with respect to International Students in Dutch Higher Education*.
- Newcastle University. (n.d.) Press releases: Press office. Retrieved from <http://www.ncl.ac.uk/press.office/press.release/item/?ref=1227175604>. Accessed May 24, 2014.
- New Zealand. (2010). *Code of Practice for the Pastoral Care of International Students*.
- Nickolai, D. H., Hoffman, S. G. and Trautner, M. N. (2012). Can a knowledge sanctuary also be an economic engine? The marketization of higher education as institutional boundary work. *Sociology Compass*, 6(3), 205-218.
- Nilsson, B. (2003). Internationalisation at home from a Swedish perspective: The case of Malmö. *Journal of Studies in International Education*, 7(1), 27-40.
- Nisbett, M. (2013). Protection, survival and growth: an analysis of international policy documents. *International Journal of Cultural Policy*, 19(1), 84-102.
- NL Sum and Jessop, B. (2012). Competitiveness, the knowledge-based economy and higher education. *Journal of the Knowledge Economy*, 4(1), 24-44.
- Norris, E. M. and Gillespie, J. (2009). How Study Abroad Shapes Global Careers Evidence From the United States. *Journal of Studies in International Education*, 13(3), 382-397.
- Norton, D. (2000). Tuberculosis screening for international students. *Journal of American College Health*, 48(4), 187-189.

- Norzaini Azman, Morshidi Sirat and Mohd. Azahari Karim. (2010). Building future scenarios for Malaysian universities. *Journal of Asian Public Policy*, 3(1), 86-99.
- Nyland, C., Forbes- Mewett, H. and Marginson, S. (2010). The international student safety debate: moving beyond denial. *Higher Education Research & Development*, 29(1), 89-101.
- Oakman, D. (2011). *Facing Asia: A History of the Colombo Plan*. Canberra: ANU E Press.
- Obeng-Odoom, F. (2012). Far away from home: the housing question and international students in Australia. *Journal of Higher Education Policy and Management*, 34(2), 201-216.
- Olivas, M. and Li, C. (2006). Understanding stressors of international students in higher education: What college counselors and personnel need to know. *Journal of Instructional Psychology*, 33(3), 217.
- Oliver, R., Vanderford, S. and Grote, E. (2012). Evidence of English language proficiency and academic achievement of non-English-speaking background students. *Higher Education Research and Development*, 31(4), 541-555.
- Olson, C. (2005). Comprehensive internationalization: From principles to practice. *Journal of Public Affairs*, 8, 51-74.
- Organisation for Economic Cooperation and Development (OECD). (2013). *OECD: Education at a glance*. Paris: OECD Publisher.
- Ostrom, E. (2011). Background on the institutional analysis and development framework. *Policy Studies Journal*, 39(1), 7-27.
- Otte, E. and Rousseau, R. (2002). Social network analysis: a powerful strategy, also for the information sciences. *Journal of Information Science*, 28(6), 441-453.
- Owens, A. R. and Loomes, S. L. (2010). Managing and resourcing a program of social integration initiatives for international university students: what are the benefits?. *Journal of Higher Education Policy and Management*, 32(3), 275-290.
- Paltridge, T., Mayson, S. and Schanpper, J. (2010). The contribution of university accomodation for international student security. *Higher Education Policy And Management*, 32(4), 353-364.
- Park, E. L. (2009). Analysis of Korean students' international mobility by 2-D model: driving force factor and directional factor. *Higher Education*, 57(6), 741-755.

- Pascale, C.M. (2011). *Cartographies of Knowledge: Exploring Qualitative Epistemologies*. California: SAGE Publications Inc.
- Patterson, G. (2005). Collaboration / Competition Crossroads: National / Supranational Tertiary Education Policies on a Collision Course. *Tertiary Education and Management*, 11(4), 355-368.
- Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods*. Thousand Oaks, CA: Sage Publications.
- Pearson, G. (2006) The Place of Codes of Conduct in Regulating Financial Services. *Griffith Law Review*, 15(2), 333-369.
- Performance Management and Delivery Unit Malaysia. (2010). *Economic Transformation Programme*. Putrajaya: Prime Minister's Department.
- Phillips, D. and Ochs, K. (2003). Processes of Policy Borrowing in Education: some explanatory and analytical devices. *Comparative Education*, 39(4), 451-461.
- Pimpa, N. (2005). A family affair: The effect of family on Thai students' choices of international education. *Higher Education*, 49(4), 431-448.
- Ping, C.J. (1997). A vision of a developed university. *Journal of Studies in International Education*, 1(2), 33-52.
- PM Chai, Krägeloh, C. U., Shepherd, D. and Billington, R. (2012). Stress and quality of life in international and domestic university students: cultural differences in the use of religious coping. *Mental Health, Religion & Culture*, 15(3), 265-277.
- Polski, M. M. and Ostrom, E. (1999, February). An institutional framework for policy analysis and design. In Workshop in Political Theory and Policy Analysis Working Paper W98-27. Indiana University, Bloomington, IN.
- Posiah Mohd Isa. (2011, March). Global student mobility: Current trends and new directions. Paper presented in IIE best practices conference 2011, New York.
- Posner, R. A. and Rasmusen, E. B. (1999). Creating and enforcing norms, with special reference to sanctions. *International Review of Law and Economics*, 19(3), 369-382.
- Poyrazli, S. and Lopez, M. D. (2007). An exploratory study of perceived discrimination and homesickness: A comparison of international students and American students. *The Journal of Psychology*, 141(3), 263-280.
- Pritchard, R. (2011). Re-entry Trauma: Asian re-integration after study in the west. *Journal of Studies in International Education*, 15(1), 93-111.

- Pritchard, R. M. and Skinner, B. (2002). Cross-cultural partnerships between home and international students. *Journal of Studies in International Education*, 6(4), 323-353.
- Pyvis, D. and Chapman, A. (2007). Why university students choose an international education: A case study in Malaysia. *International Journal of Educational Development*, 27(2), 235-246.
- Ramburuth, P. and McCormick, J. (2001). Learning diversity in higher education: A comparative study of Asian international and Australian students. *Higher education*, 42(3), 333-350.
- Ramoniene, L. and Lanskoronskis, M. (2011). Reflection of higher education aspects in the conception of national competitiveness. *Baltic Journal of Management*, 6(1), 124-139.
- Raunic, A. and Xenos, S. (2008). University counselling service utilisation by local and international students and user characteristics: A review. *International Journal for the Advancement of Counselling*, 30(4), 262-267.
- Ravinder Shidu. (2002). Educational brokers in global education markets. *Journal of Studies in International Education*, 6(1), 16-43.
- Rehnuma Ali-Choudhury, R., Bennett, R. and Sharmila Savani. (2009). University marketing directors' views on the components of a university brand. *International Review on Public and Nonprofit Marketing*, 6(1), 11-33.
- Reinard, J. C. (2006). Ensuring reliability and validity. In *Communication research statistics* (p.118-144). California: Sage Publications Inc.
- Rienties, B., Beusaert, S., Grohnert, T., Niemantsverdriet, S. and Kommers, P. (2012). Understanding academic performance of international students: the role of ethnicity, academic and social integration. *Higher Education* 63(6): 685-700.
- Robertson, S. (2011). Cash cows, backdoor migrants, or activist citizens? International students, citizenship, and rights in Australia. *Ethnic and Racial Studies*, 34(12), 2192-2211.
- Rohana Jani, Yong Zulina Zubairi, Siti Aishah Ali, Huam Hon Tat and Abdul Hafaz Ngah. (2009). *The Perception of International Students on Malaysian Education*. Report prepared for Education Promotion Division, Ministry of Higher Education Malaysia.
- Rong Huang. (2008). Mapping Educational Tourists' Experience in the UK: understanding international students. *Third World Quarterly*, 29(5), 1003-1020.

- Rosenthal, D.A., Russell, J. and Thomson, G. (2007). Social connectedness among international students at an Australian university. *Social Indicators Research*, 84(1), 71-82.
- Rosser, V. J., Hermsen, J. M., Mamiseishvili, K. and Wood, M. S. (2007). A national study examining the impact of SEVIS on international student and scholar advisors. *Higher Education*, 54(4), 525-542.
- Rothblatt, S. (2008). Global branding and the celebrity university. *Liberal Education*, 94(4), 26-33.
- Ruetzler, T., Taylor, J. and Hertzman, J. (2012). Adaptation and international students' perceptions of on-campus foodservice. *British Food Journal*, 114(11), 1599-1612.
- Rui Yang. (2007). Comparing policies. In Mark Bray, Bob Adamson and Mark Mason (eds), *Comparative Education Research* (Volume 19, p. 241-262). Dordrecht: Springer.
- Rui Yang. (2008). University internationalisation: its meanings, rationales and implications. *Intercultural Education*, 13(1), 81-95.
- Russell, J., Rosenthal, D. and Thomson, G. (2010). The international student experience: three styles of adaptation. *Higher Education*, 60(2), 235-249.
- Russell, J., Thomson, G. and Rosenthal, D. (2008). International student use of university health and counselling services. *Higher Education*, 56(1), 59-75.
- Russell, M. (2005). Marketing education: a review of service quality perceptions among international students. *International Journal of Contemporary Hospitality Management*, 17(1), 65-77.
- Saarinen, T. (2008) Position of text and discourse analysis in higher education policy research. *Studies in Higher Education*, 33(6), 719-728,
- Saarinen, T. and Ursin, J. (2012). Dominant and emerging approaches in the study of higher education policy change. *Studies in Higher Education*, 37(2), 143-156.
- International students' preferences for learning about library services. *Australian Academic & Research Libraries*, 39(1), 38-55.
- Sandhu, D. S. (1994). An examination of the psychological needs of the international students: Implications for counselling and psychotherapy. *International Journal for the Advancement of Counselling*, 17(4), 229-239.
- Sarjit Kaur and Ambigapathy Pandian. (2010). Higher Education in Malaysia: Issues and Challenges. In Zailan Moris (Ed.), *50 Years of Higher Education*

- Development in Malaysia (1957-2007)* (pp.121-147). Pulau Pinang: Penerbit Universiti Sains Malaysia.
- Sarjit Kaur, Morshidi Sirat and Norzaini Azman. (2008). The scenario of globalisation and internationalisation of higher education in Malaysia. In Sarjit Kaur, Morshidi Sirat and Norzaini Azman (Eds.), *Globalisation and Internationalisation of Higher Education in Malaysia* (pp. 3-21). Pulau Pinang: Penerbit Universiti Sains Malaysia.
- Schlüter, A. and Theesfeld, I. (2010). The grammar of institutions: The challenge of distinguishing between strategies, norms, and rules. *Rationality and Society*, 22(4), 445-475.
- Schneider, A. and Ingram, H. (1990). Behavioral assumptions of policy tools. *The Journal of Politics*, 52(2), 510-529.
- Schweisfurth, M. and Qing Gu. (2009). Exploring the experiences of international students in UK higher education: possibilities and limits of interculturality in university life. *Intercultural Education*, 20(5), 463-473.
- Seo, Y. S. (2005). Characteristics of Korean international students and their perceived preferences for counselling style. *International Journal for the Advancement of Counselling*, 27(3), 359-369.
- Sharom Ahmat. (1980). Nation building and the university in developing countries: The case of Malaysia. *Higher Education*, 9(6), 721-741.
- Sheridan, V. (2011). A holistic approach to international students, institutional habitus and academic literacies in an Irish third level institution. *Higher Education*, 62(2), 129-140.
- Sherry, M., Thomas, P. and WH Chui (2010). International students: a vulnerable student population. *Higher Education*, 60(1), 33-46.
- Siddiki, S., Weible, C. M., Basurto, X. and Calanni, J. (2011). Dissecting policy designs: An application of the institutional Grammar tool. *Policy Studies Journal*, 39(1), 79-103.
- Sidhu, R. (2009). The 'brand name' research university goes global. *Higher Education*, 57(2), 125-140.
- Sidney, M.S. (2007). Policy formulation: design and tools. In Frank Fisher, Gerald J. Miller and Mara S. Sidney (Eds), *Handbook of Public Policy Analysis: Theory, Politics and Methods* (pp.79-88). Boca Raton: CRC Press.

- Singh, P., Thomas, S. and Harris, J. (2013) Recontextualising policy discourses: a Bernsteinian perspective on policy interpretation, translation, enactment. *Journal of Education Policy*, 28(4), 465-480.
- Singh, S. (2011). Indian Students in Melbourne: Challenges to Multiculturalism, *Journal of Intercultural Studies*, 32(6), 673-689.
- Singleton-Jackson, J. A., Jackson, D. L., and Reinhardt, J. (2010). Students as consumers of knowledge: Are they buying what we're selling? *Innovative Higher Education*, 35(5), 343-358.
- Sovic, S. (2009). Hi-bye friends and the herd instinct: international and home students in the creative arts. *Higher Education*, 58(6), 747-761.
- Speight, J. G. and Foote, R. (2011). The Psychology and Philosophy of Ethics. In J.G. Speight and R. Foote (eds), *Ethics in Science and Engineering* (pp. 53-84). Hoboken, NJ: John Wiley & Sons, Inc.
- Stella, A. (2006). Quality assurance of cross- border higher education. *Quality in Higher Education*, 12(3), 257-276.
- Stensaker, B., Frølich, N., Gornitzka, Å. and Maassen, P. (2008). Internationalisation of higher education: the gap between national policy- making and institutional needs. *Globalisation, Societies and Education*, 6(1), 1-11.
- Stern, B., Zinkhan, G. M. and Jaju, A. (2001). Marketing images: Construct definition, measurement issues, and theory development. *Marketing Theory*, 1(2), 201-224.
- Stolz, I., Hendel, D. D. and Horn, A. S. (2010). Ranking of rankings: Benchmarking twenty-five higher education ranking systems in Europe. *Higher Education*, 60(5), 507-528.
- Strain, J. (2009). The Vitality of Ethics in the Contemporary University. In J. Strain, R. Barnett and P. Jarvis (eds), *Universities, Ethics and Professions* (pp.29-42). New York: Routledge.
- Strauss, A. and Corbin, J. (1994). Grounded theory methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA: Sage Publications.
- Stronkhorst, R. (2005). Learning outcomes of international mobility at two Dutch institutions of higher education. *Journal of Studies in International Education*, 9(4), 292-315.

- Sümer, S., Poyrazli, S. and Grahame, K. (2008). Predictors of depression and anxiety among international students. *Journal of Counseling & Development*, 86(4), 429-437.
- SW Ng. (2012). Rethinking the mission of internationalization of higher education in the Asia-Pacific region. *Compare*, 42(3), 439-459.
- SY Tham (2013). Internationalizing Higher Education in Malaysia: Government Policies and University's Response. *Journal of Studies in International Education*, 17(5), 648-662.
- Taber, K.S. (2012) Prioritising paradigms, mixing methods, and characterising the 'qualitative' in educational research. *Teacher Development*, 16(1), 125-138.
- Tait, C. (2010). Chinese Students' Perceptions of the Effects of Western University Examination Formats on their Learning. *Higher Education Quarterly*, 64(3), 261-275.
- Tamaoka, K., Ninomiya, A. and Nakaya, A. (2003). What makes international students satisfied with a Japanese university? *Asia Pacific Education Review*, 4(2), 119-128.
- Tani, M. (2008). Raising the in-class participation of Asian students through a writing tool. *Higher Education Research and Development*, 27(4), 345-356.
- Taras, V. and Rowney, J. (2007). Effects of cultural diversity on in-class communication and student project team dynamics: Creating synergy in the diverse classroom. *International Studies in Educational Administration*, 35(2), 66-81.
- Taylor, S. (2004). Researching educational policy and change in 'new times': Using critical discourse analysis. *Journal of Education Policy*, 19(4), 433-451.
- Teferra, D. (2005). Brain circulation: Unparalleled opportunities, underlying challenges, and outmoded presumptions. *Journal of Studies in International Education*, 9(3), 229-250.
- Teichler, U. (2004). The changing debate on internationalisation of higher education. *Higher Education*, 48(1), 5-26.
- Teichler, U. (2011). Bologna: Motor or stumbling block for the mobility and employability of graduates? In H. Schomburg and U. Teichler (Eds.), *Employability and mobility of bachelor graduates in Europe* (pp. 3-41). Rotterdam: Sense Publishers.



- Teshome, Y. and Osei-Kofi, N. (2011). Critical Issues in International Education: Narratives of Spouses of International Students. *Journal of Studies in International Education*, 16(1), 62-74.
- Tierney, W.G. (2004). Globalization and educational reform: The challenges ahead. *Journal of Hispanic Higher Education*, 3(1), 5-20.
- Tierney, W.G. (2014). Higher education research, policy, and the challenges of reform. *Studies in Higher Education*, 39(8), 1417-1427.
- Tight, M. (2003). *Introduction*. In *Researching Higher Education* (pp. 3 – 13). Berkshire: The Society for Research into Higher Education.
- Tight, M. (2004). Higher education research: An atheoretical community of practice? *Higher Education Research and Development*, 23(4), 395–411.
- Tight, M. (2012). Higher education research 2000–2010: Changing journal publication patterns. *Higher Education Research and Development*, 31(5), 723–740.
- Tight, M. (2013). Discipline and methodology in higher education research. *Higher Education Research and Development*, 32(1), 136–151.
- Trahar, S. and Hyland, F. (2011). Experiences and perceptions of internationalisation in higher education in the UK. *Higher Education Research and Development*, 30(5), 623–633.
- Tsukamoto, K. (2009). The Interconnection Between Australia's International Education Industry and Its Skilled Migration Programs. In James Fegan and Malcolm H. Field (Eds.), *Education Across Borders* (pp.49-60). Dordrecht: Springer.
- UNESCO Institute of Statistics. (2014). Higher Education in Asia: Expanding Out, Expanding Up. Retrieved from <http://www.uis.unesco.org/Education/Pages/higher-education-asia-report.aspx>. Accessed 12 May 2014.
- Urias, D. and Yeakey, C. C. (2009). Analysis of the US Student Visa System Misperceptions, Barriers, and Consequences. *Journal of Studies in International Education*, 13(1), 72-109.
- van Damme, D. (2001). Quality issues in the internationalisation of higher education. *Higher Education*, 41(4), 415-441.

- van der Wende, M., Beerkens, E. and Teichler, U. (1999). Internationalisation as a cause for innovation in higher education. In Ben Jongbloed, Peter Maassen and Guy Neave (eds), *From the Eye of the Storm* (pp. 65-93). Dordrecht: Springer.
- Vera, E. R. and Schupp, T. (2006). Network analysis in comparative social sciences. *Comparative Education*, 42(3), 405-429.
- Verbik, L. and Lasanowski, V. (2007). International Student Mobility: Patterns and Trends. Report prepared for Observatory of Borderless Higher Education. Retrieved from <http://www.wes.org/educators/pdf/StudentMobility.pdf> . Accessed 28 August 2010.
- Vicziany, M. and Marlia Puteh. (2004). Vision 2020, the Multimedia Super Corridor and Malaysian universities. In *Asia Examined: Proceedings of the 15th Biennial Conference of the Asian Studies Association of Australia* (pp. 1-21). Canberra: 29 June – 2 July 2004.
- Vinke, A. A. and Jochems, W. M. G. (1993). English proficiency and academic success in international postgraduate education. *Higher Education*, 26(3), 275-285.
- Volet, S. E. and Ang, G. (2012). Culturally mixed groups on international campuses: an opportunity for inter-cultural learning. *Higher Education Research & Development*, 31(1), 21-37.
- Voß, J. P., Smith, A. and Grin, J. (2009). Designing long-term policy: rethinking transition management. *Policy Sciences*, 42(4), 275-302.
- Wachter, B. (2003). An introduction: Internationalisation at home in context. *Journal of Studies in International Education*, 7(1), 5-11.
- Wæraas, A. and Solbakk, M. N. (2009). Defining the essence of a university: lessons from higher education branding. *Higher Education*, 57(4), 449-462.
- Wagenaar, H. (2007). Interpretation and intention in policy analysis. In Frank Fischer, Gerald J. Miller and Mara S. Sidney (Eds.), *Handbook of public policy analysis: Theory, politics, and methods* (p.429-441). Boca Raton: CRC Press.
- Watson, D. (1998). Characteristics influencing Asian students' learning in contemporary Australian classrooms. *Journal of Studies in International Education*, 2(2), 99–116.
- Watson, P. (2009). Regional themes and global means in supra-national higher education policy. *Higher Education*, 58(3), 419-438.

- Watts, R. (2006). The politics of discourse: Academic responses to the Dawkins reforms of higher education, 1945–1991. *Melbourne Studies in Education*, 47(1-2), 235-267.
- Watts, R. (2006). The politics of discourse: Academic responses to the Dawkins reforms of higher education, 1945–1991. *Critical Studies in Education*, 47(1-2), 235-267.
- Weible, C. M., Heikkila, T., deLeon, P. and Sabatier, P. A. (2012). Understanding and influencing the policy process. *Policy Sciences*, 45(1), 1-21.
- Welzer, T., Družovec, M., Hölbl, M. and Bonačić, M. (2010). Need for the Intercultural Awareness in Erasmus Mobility–Administrative Point of View. In Nicholas Reynolds and Márta Turcsányi-Szabó (Eds.), *Key Competencies in the Knowledge Society* (pp. 435-439). Berlin: Springer Berlin Heidelberg.
- Wentzel, J. (2011). Governmental paper analysis. In *An Imperative to Adjust?* (pp. 115-216). Wiesbaden: Springer VS.
- White, N. R. (2007). ‘The customer is always right?’ Student discourse about higher education in Australia. *Higher Education*, 54(4), 593-604.
- Wilkins, S. and Huisman, J. (2012). The international branch campus as transnational strategy in higher education. *Higher Education*, 64(5), 627-645.
- Wilkins, S., Balakrishnan, M. S. and Huisman, J. (2012). Student choice in higher education: Motivations for choosing to study at an international branch campus. *Journal of Studies in International Education*, 16(5), 413–433.
- Wilkinson, R. and Yusoff Ishak. (2005). Public and private provision of higher education in Malaysia: A comparative analysis. *Higher Education*, 50(3), 361–386.
- Wood, P. (2007). Homicides in Higher Education: Some Reflections on the Moral Mission of the University. *Academic Questions*, 20(4), 277-294.
- Woodward, J. (2010). Internal state of emergency – working with an international student suffering from trauma in a student counselling service. *Psychodynamic Practice*, 16(3), 257–271.
- Woolf, M. (2007). Impossible things before breakfast: Myths in education abroad. *Journal of Studies in International Education*, 11(3/4), 496–509.
- Yang Ming and Chau, A. (2012). Social engagement in a diversifying campus: a phenomenological exploration. *Higher Education Research & Development*, 31(2), 155-169.

- Yeh, C.J. and Inose, M. (2003). International students' reported English fluency, social support satisfaction, and social connectedness as predictors of acculturative stress. *Counselling Psychology Quarterly*, 16(1), 15-28.
- Yin, R. K. (2003). *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Yonezawa, A. (2007). Strategies for the emerging global higher education market in East Asia: A comparative study of Singapore, Malaysia and Japan. *Globalisation, Societies and Education*, 5(1), 125-136.
- Yusliza Mohd Yusoff (2011). Self-Efficacy, perceived social support, and psychological adjustment in international undergraduate students in a public higher education institution in Malaysia. *Journal of Studies in International Education*, 16(4), 353– 371.
- Zhang, Y. and Hagedorn, L. S. (2011). College Application with or without Assistance of an Education Agent: Experience of International Chinese Undergraduates in the US. *Journal of College Admission*, 212, 6-16.
- Ziguras, C. (2003). The impact of the GATS on transnational tertiary education: Comparing experiences of New Zealand, Australia, Singapore and Malaysia. *The Australian Educational Researcher*, 30(3), 89–109.
- Ziguras, C. and McBurnie, G. (2011). International student mobility in the Asia-Pacific: from globalization to regional integration? In Simon Marginson, Sarjit Kaur and Erlenawati Sawir (Eds.), *Higher Education in the Asia-Pacific* (pp. 123-140). Dordrecht: Springer.
- Zimmerman, M. (2012). Plagiarism and international students in academic libraries. *New Library World*, 113(5), 290 - 299.
- Zuria Mahmud, Salleh Amat, Saemah Rahman and Noriah Mohd Ishak. (2010). Challenges for international students in Malaysia: Culture, climate and care. *Procedia - Social and Behavioral Sciences*, 7, 289-293.