

**INTENTIONS, EXPECTATIONS AND EXPERIENCES OF FEMALE PHD
INTERNATIONAL STUDENTS AT FACULTY OF EDUCATION,
UNIVERSITI TEKNOLOGI MALAYSIA**

LEE SIE HUI

**Laporan projek ini dikemukakan sebagai memenuhi
syarat penganugerahan Ijazah Sarjana Pendidikan
(Pembangunan Pendidikan)**

**FAKULTI PENDIDIKAN
UNIVERSITI TEKNOLOGI MALAYSIA**

FEBRUARI 2014

ACKNOWLEDGEMENT

First of all, I am grateful that I finally completed this thesis successfully. I would like to express the deepest appreciation to my academic supervisor, Dr Mahani Mokhtar, who is there to assist me by giving advice, continually supporting and motivating me throughout the journey. Her professionalism, positive attitude and helpful character give me the spirit of never give up in my studies. Without her guidance and persistent help, this thesis would not have been possible.

I would like to thank all the participants who were willing to spend their precious time in accepting my interview sessions and also to participate in the focus group session. Their thoughts inspired me to look forward in becoming a better woman in the future.

Lastly, I want to thank my caring husband, my supportive parents and all of the lovely peers who have supported me in different ways towards the accomplishment of this endeavour.

ABSTRACT

This study aims to examine and explore the intentions, expectations and experiences of female PhD international students at Faculty of Education, Universiti Teknologi Malaysia (UTM). Their intentions, expectations and experiences of studying abroad are valuable to be explored since they will provide data which can enhance the development of postgraduate education in the faculty. A qualitative approach with Case Study design has been chosen for this research since it enables the researcher to have in depth exploration with the respondents. Individual interviews and a focus group session with six female international PhD students were being conducted. Thematic analysis was used to analyse and present the data. The data reveal that the intentions of female PhD international students to pursue the doctoral journey are due to career requirement, self-fulfilment and recognition. In addition, they have chosen to study in UTM because of financial consideration, background of the country, distance consideration, university ranking, environment and facilities, and friends' recommendation. There are two important expectations which are academic and non-academic expectations. This study also discussed the experiences and kinds challenges of female PhD students at Faculty of Education in UTM. For instance, their challenges are discussed in academic and living challenges such as language barrier, working relationship with academic supervisor, completion of study and insufficient resources. While living challenges included financial, balancing between life and study, homesickness and adaption to the society. As a conclusion, despite facing numerous challenges along the journey of doctoral studies, the respondents are having the perseverance, confident and motivation to sail through until the road of completion.

ABSTRAK

Kajian ini bertujuan untuk mengkaji pengalaman pelajar wanita antarabangsa yang sedang melanjutkan pelajaran falsafah doktor di Fakulti Pendidikan, Universiti Teknologi Malaysia (UTM). Pengalaman pelajar antarabangsa yang belajar di Malaysia amat berharga untuk diterokai dengan tujuan pembangunan pendidikan pascasiswazah di fakulti UTM. Kajian ini dijalankan sebagai kualitatif dengan reka bentuk kajian kes yang membolehkan penyelidik mendapat response dan maklumat yang lebih mendalam. Temu-bual individu dan kumpulan perbincangan dengan enam pelajar wanita PhD antarabangsa telah dijalankan. Analisis tematik digunakan untuk menganalisis dan mempersembahkan data dalam kajian. Data menunjukkan bahawa niat pelajar wanita antarabangsa PhD meneruskan perjalanan falsafah doktor adalah disebabkan oleh keperluan kerjaya, meningkatkan diri dan pengiktirafan. Di samping itu, mereka memilih UTM sebagai destinasi mereka dengan pertimbangan kewangan, latar belakang negara, pertimbangan jarak antara negara asal dan Malaysia, ranking universiti, alam sekitar dan infrastruktur, serta cadangan kawan. Terdapat dua jangkauan penting daripada enam responden iaitu jangkauan akademik dan bukan akademik semasa pelajaran mereka di universiti Malaysia. Kajian ini membincangkan pengalaman dan jenis cabaran yang telah ditemui oleh enam pelajar wanita di Fakulti Pendidikan di UTM. Sebagai contoh, cabaran dalam akademik dan cabaran dalam kehidupan seperti isu komunikasi dalam bahasa, hubungan dengan penyelia akademik, penyelesaian kajian dalam tempoh jangkauan dan sumber yang tidak mencukupi di universiti. Cabaran hidup termasuk isu kewangan, mengimbangi sendiri antara kehidupan dan belajar, rindui keluarga dan adaptasi kepada masyarakat tempatan. Kesimpulannya, walaupun mereka menghadapi pelbagai cabaran di sepanjang perjalanan kajian kedoktoran, responden mempunyai ketabahan, yakin dan motivasi untuk belayar sehingga jalan penyelesaian.

TABLE OF CONTENTS

	Page
PENGESAHAN STATUS TESIS	
PENGESAHAN PENYELIA	
TITLE	i
CONFESSION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
ABSTRAK	v
CONTENTS	vi
LIST OF ABBREVIATIONS	vii
LIST OF APPENDIXES	viii
CHAPTER 1 INTRODUCTION	
1.1 Introduction	1
1.2 Background of Study	4
1.3 Statement of Problem	6
1.4 Research Questions	7
1.5 Conceptual Framework	8
1.6 Significance of Study	9
1.7 Definition of Terms	10
1.7.1 Definition of International Student	10

1.7.2 Definition of Intention	10
1.7.3 Definition of Expectation	10
1.7.4 Definition of Experience	11

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction	12
2.2 Postgraduate Education in Malaysia	12
2.3 An overview on Faculty of Education in UTM	17
2.4 Enrolment of International Students in Malaysia	19
2.5 Education, Adult Learning and Women	21
2.5.1 Concepts of Adult Learning	21
2.5.2 Women and PhD Study	23
2.5.3 Characteristics of Adults Learners	25
2.6 Review of Related Research	26
2.6.1 Introduction	26
2.6.2 Studies on intention to study aboard	26
2.6.3 Studies on student's expectation on selecting university	28
2.6.4 Studies related to students learning experiences	29
2.6.5 Studies specifically on women	29
2.6.6 Studies on experiences of study abroad	30
2.6.7 Studies on the intentions to enrol in PhD	31

CHAPTER 3 METHODOLOGY

3.1	Introduction	32
3.2	Research Design	32
3.3	Methods of Data Collection	34
3.3.1	Interview Session	35
3.3.2	Focus Group Session	37
3.3.3	Research Setting & Participants	39
3.3.4	Analysis of Data	40
3.3.4.1	Transcription	40
3.3.4.2	Data Coding	41
3.4	Ethical Considerations	42
3.4.1	Obtaining Informed consent	43
3.4.2	Issues of Privacy, Confidentiality and Anonymity	43
3.4.3	Issue of Trustworthiness	44

CHAPTER 4 ANALYSIS OF FINDINGS

4.1	Introduction	45
4.2	Intentions of female PhD International Students at Faculty of Education in UTM	46
4.2.1	Decision to do PhD	47
4.2.1.1	Career Requirement	47
4.2.1.2	Self-Accomplishment	48
4.2.1.3	Recognition	48
4.2.2	Intention of Choosing Malaysia	49
4.2.2.1	Financial Consideration	49
4.2.2.2	Background of the Country	50

4.2.2.3	Distance Consideration	50
4.2.3	Intention of female PhD International Students in Choosing Faculty of Education in UTM	51
4.2.3.1	University Ranking	51
4.2.3.2	Environment and Facilities	52
4.2.3.3	Friend's Recommendation	52
4.2.3.4	Living Cost	53
4.3	Expectations of female PhD International Students in Choosing Faculty of Education in UTM	53
4.3.1	Academic Expectations	54
4.3.1.1	Gaining Knowledge and Skills	54
4.3.1.2	Target of Completion in PhD Studies	55
4.3.2	Non-Academic Expectations	56
4.3.2.1	Financial Support	56
4.3.2.2	Learning Environment	56
4.3.2.3	Accommodation	57
4.3.2.4	Adaptation to the Society	57
4.4	Experiences of female PhD International Students Studying at Faculty of Education in UTM	58
4.4.1	Academic Challenges	59
4.4.1.1	Language Barrier	59
4.4.1.2	Working Relationship with Academic Supervisor	59
4.4.1.3	Completion of Study	60
4.4.1.4	Insufficient resources	60
4.4.2	Living Challenges	61
4.4.2.1	Financial	61

4.4.2.2	Balancing between Life and Study	61
4.4.2.4	Homesickness	62
4.4.2.4	Adaptation to the Society	62
4.5	Motivation of female PhD International Students Studying at Faculty of Education in UTM	63

CHAPTER 5 DISCUSSION

5.1	Introduction	66
5.2	Discussion 1: Intention of doing PhD among Female PhD International Students at Faculty of Education in UTM	66
5.3	Discussion 2: Intention of choosing Malaysia among Female PhD International Students at Faculty of Education in UTM	67
5.4	Discussion 3: Intention of choosing Faculty of Education in UTM	69
5.5	Discussion 4: Satisfactory Level of female PhD international students towards the Faculty of Education in UTM	70
5.6	Discussion 5: Experiences of female PhD International Students at Faculty of Education in UTM	71
5.7	Limitations of Study	72
5.8	Recommendations	72

CONCLUSION	74
-------------------	----

REFERENCES	75
-------------------	----

LIST OF ABBREVIATIONS

HE	-	Higher Education
HEIs	-	Higher Education Institutions
MOE	-	Ministry of Education
MQA	-	Malaysian Qualification Agency
MQF	-	Malaysian Qualification Framework
UTM	-	University Technology Malaysia

LIST OF APPENDIX

APPENDIX	TITLE	PAGE
Appendix 1 -	Consent Letter	80
Appendix 2 -	Interview Protocol Form	81
Appendix 3 -	Background information of research participants	82

CHAPTER 1

INTRODUCTION

1.1 Introduction

The last decade has brought tremendous change in the education landscape of Malaysia, particularly at tertiary level. The role of the education sector now is to produce professional human capital that has the capability to compete around the globe. Through shifting of policies, the higher education in Malaysia was brought to an era of internationalisation. With this attention, any analysis of higher education today has to contend with globalisation including its marketing, commodification of knowledge, degrees, students, staff and student mobility—all being the hallmarks of education globalisation (Carmen, 2001).

Internationalisation brings huge impact to the world's education systems and how it affects the education system has become a popular topic among researchers. Socio-economic and political developments are not the sole elements that affect education change but global forces and trends as well (Molly, 2005). As for the Malaysian higher education system, the reformation and trends in the era of globalisation have highlighted how the Malaysians are responding to the current trends in the global market.

In twenty years, the mobility of international students has been in the global higher

education landscape. The number of student in tertiary education has reached more than 2.7 million in 2005, an increment of almost 61 percent from 1999 (Line et al, 2007). This rate has increased the number of international students in university classes (Sophie, 2010). As foreign students are looking for education that is both affordable and exciting. Many of them found Malaysia as an ideal choice to obtain a high quality, internationally-recognised degree.

Malaysia marked two percent of the international student population around the world. Following the Malaysian government's effort to turn the country into a high-quality education destination for foreign students, the country's education system is now being recognised worldwide. Currently, Malaysia is ranked 11th in the world's most preferred study destination by the UNESCO and the country then has almost ten thousand international students pursuing courses from diploma to postgraduate levels, in private, public, and foreign university campuses alike. (Sophie, 2010)

According to Knight (2003), the rationale for internationalisation in education can be divided into two categories: institutional level and national level. The first category is mainly academic: it facilitates exchanges and mobility of staff and students to carry out collaborative research projects, and it enhances in terms the quality and standard of institutions. National level of internationalisation are more related to economic, technology, political and social cultural aspects.

Malaysia is aiming to become a world class education hub and will be engaged in an ongoing process of integrating various international perspectives into our higher education. These perspectives or elements, according to Ahmad Saat et al (2007), are in terms of academic program, academic staff, curricular, students, and infra-structure and facilities—all these are defined as the benchmark for internationalisation. The description are listed below:

- **Student Enrolment** – The enrolment of students into the institution should be from various countries, regions, races, religions or cultural independence.

- **Multinational staff** – The institution should be able to attract and gather expertise multinational teaching and research staff.
- **Program or courses** – The programs offered should be global in nature, and recognised internationally.
- **Curricular and Co-curricular competencies** – The co-curricular activities, informal non-academic training along with the formal academic activities should prepare the students to meet global challenges and needs, particularly on their subsequent employability and marketability.
- **Infra-structure and facilities** – The institutions' physical and information must be at par with those used by the top-ranked universities. The resource centre such as library and internet communication, classrooms, science and language laboratories are up-to-date with the latest appropriate facilities.

To achieve the above competency and attract international students, the consideration of economic and financial exchanges is not sufficient. Malaysian universities should continue to strengthen research and innovation activities through international collaborations and network, and strive for wider recognition even in a highly competitive market. National policies and quality assurance are crucial to ensure the quality of institutions in Malaysia. Related individuals and bodies, in addition, must execute their responsibilities to ensure its success.

1.2 Background of Study

The process of internationalisation exposes the country's higher education to prospective international students. For instance, the enrolment of international students legitimize the claims that a university is a global player in higher education and with such prestige, the university attracts a high number of talented students from around the globe (Kell & Vogl 2012). Through globalisation, students are free to choose the type of education they are looking for, creating greater mobility of students who decide to study abroad and experience different cultures. In par with other developing countries, Malaysia is aiming to attract more international students to pursue their higher education here.

According to the Ministry of Education Malaysia, 40,425 international students have pursued tertiary studies in Malaysian public or private universities in 2005. Within five years, this number has doubled to about 100,000. Such rapid expansion came with commitments from many institutions that offer tertiary education. This demonstrates their confidence in Malaysia as the destination for acquiring academic qualifications and it also signifies that the country is being accepted as an international education hub.

An institution's reputation and quality of education directly affect international students in their decision making; their perceptions can be identified as a process where 'his interpretation may influence his decisions' (Azizah et al, 2011). According to Steve & Amy (2009), what attracts international students are location, learning environment, reputation and career prospects. Because this rising number of international students also include undergraduate students, the higher learning institutions in Malaysia should improve their overall performance in order to attract prospective international students. This is because the number and quality of postgraduate students will indirectly affect the interest of other prospective students (Zainurin & Muhamad, 2011).

Other factors like curricular opportunities (Salisbury et al. 2009) and gender may

also influence a student's decision to study abroad. Gender gap happens in different form of social and cultural capital and it plays an important role in varying ways to form a decision. For this reason, the intention of female students to study in Malaysia is an important issue for the researcher to explore. In fact, OECD (2010) has reported that the enrolment of female students at tertiary level has doubled compared to men and conclusively, women become the principal beneficiaries of this foremost expansion of higher education in every region. Their mobility can be due to improved income and international demands to narrow down the gender gap (OECD, 2010). Furthermore, having a doctorate degree will expand the career opportunities for women, especially in the academic world.

Universiti Teknologi Malaysia is one of the pioneer public universities in Malaysia and the university has been continuing to strive to achieve the status of an excellence research university by producing high-quality local and international researchers. According to the university's management, there are currently 1607 international students pursuing their PhDs at the university. The Faculty of Education is the biggest one out of the thirteen in Johor campus, accommodating 132 international PhD students (72 females and 60 males). In addition, three international academic staffs are in lectureship position in this faculty.

As mentioned in the earlier section, internationalisation of education consists of few important elements such as academic program, academic staff, curricular, students, and infra-structure and facilities. Hence, the perceptions of international students before deciding Universiti Teknologi Malaysia for abroad study and also their experiences studying here are crucial for the university management to review. In other words, the related departments should continuously support the development of international students in order to remain in the competitive market.

1.3 Statement of Problem

The widespread phenomenon of internationalisation in higher education have encouraged competition among universities around the globe. Universiti Teknologi Malaysia is not excluded but relevant studies on the situations of international students in Malaysia are limited. Countries such as Britain and the United States have already formed a body of research to carry out investigations on international students' adjustment while studying in a foreign environment. The same effort however, was not heeded on Malaysia's international students (Yusliza & Shankar, 2010).

Studies specifically on female international students in the Malaysian context are even more limited. Concerned, the researcher intended to explore further the intentions, expectations and experiences of international female PhD students in deciding UTM as their platform of pursuing a doctorate. It is imperative to close this knowledge gap by understanding the reality of satisfaction among international female PhD students in the research context. In particular, the research aimed to improve the current situation and learning conditions of the international female PhD students in UTM by answering the following questions:

- (a) What female international students are looking for in an international education particularly for doctorate? What were the aspects they considered when choosing a Malaysian university for an abroad study?
- (b) What are the expectations of international students (before and after) reaching a Malaysian university?
- (c) What kinds of experiences in academic and socio-cultural aspects they have experienced in a Malaysian university?

1.4 Research Questions

This study aimed to explore the intentions, expectations and experiences of female PhD international students of the Faculty of Education in Universiti Teknologi Malaysia. In particular, the researcher intended to explore, at length, the issues concerning their doctorate studies in Malaysia. The following objectives were enlisted:

RQ 1: To explore the intentions of doing PhD among female international students at the Faculty of Education in Universiti Teknologi Malaysia.

RQ 2: To explore the expectations of female international PhD students at the Faculty of Education in Universiti Teknologi Malaysia.

RQ 3: To investigate what are the experiences faced by the female international PhD students at the Faculty of Education in Universiti Teknologi Malaysia.

1.5 Conceptual Framework

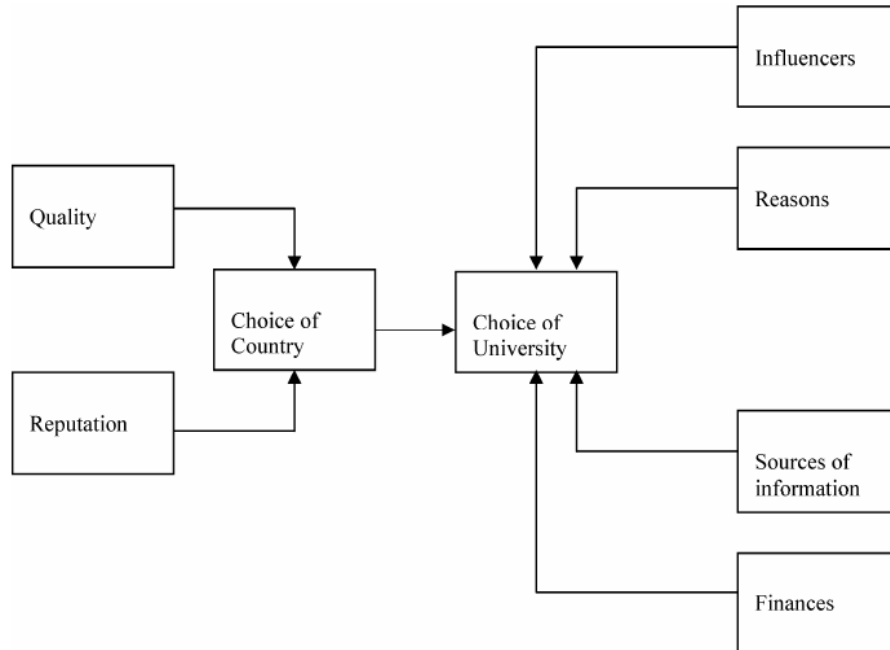


Figure 1: A framework of integrated primary dimensions of foreign students' choice for higher education institutions.

Steve & Amy (2009) have focused on the perceptions and selection choice criteria for higher education institutions (Figure 1). The study, which was conducted on British and Malaysian students, found the increasing female students' mobility in studying abroad. It also arrived to a conclusion that factors that have affected these students' intentions and expectations are various. Correspondingly, the researcher explored the first intention of the female students deciding to study in Malaysia. The researcher also considered the understanding of the country's reputation and quality of education system. Other factors include quality of institutions, information they had about the institutions, financial support and future career prospects.

This study focuses on female international students because gender also contributes to the different intentions, expectations and experiences in abroad study. Females face

different challenges than men that could affect their doctoral study in this country. In particular, present challenges, problems, issues, and concerns for women students will be discussed in this study.

1.6 Significance of Study

This study provides deeper understanding of the female international students who are pursuing their doctoral studies at the Faculty of Education in Universiti Teknologi Malaysia. The study served two important objectives in terms of academic and practical contributions. It intended to produce findings that can lead to the improvement of Malaysia's education system, particularly as a global provider of quality tertiary education.

This study is important for the development of postgraduate studies in Malaysia. Understanding the intentions and expectations of international students will facilitate relevant authorities to develop a better education system that suits the needs and aspirations of international students. Malaysia is aiming to become among the top ranking world universities, thus, the highest quality of Malaysia education system would lead the country to higher status quo worldwide.

Furthermore, the outcome of the study is useful for the management and staffs at the Faculty of Education to continuously improve the quality of their education at institutional and national level and the outcome would benefit the international students as well. This study is a part of continuous evaluations and review series in a long run.

1.7 Definition of Terms

1.7.1 International Student

When a “nation” is defined as a country, the word “international” is interpreted as “between or among countries”. The term of “internationalisation” has been discussed in the earlier section. According to Huang (2007), generally, internationalisation means ideas and actions to promote cooperative initiatives and coexistence between or among ethnic groups and nations, transcending the differences on the presupposition that dependent cultural traditions inherent to nation-states and their people exist.

International students are defined as a group of people who crossed borders deliberately with the intention of study in a foreign place. They will undergo the social culture change and reflects the diversity of experience in a different context (Kell & Vogl, 2012).

1.7.2 Intentions

The Oxford Dictionary defines “intention” as a thing intended, an aim or plan. Generally, “intention” refers to what one plans to do or achieve and signifies a course of action that one proposes to follow.

1.7.3 Expectations

“Expectation” in the Oxford Dictionary is defined as a strong belief that

something will happen or be the case. It refers to an attitude of expectancy or hope; something looked forward to, whether feared or hoped for.

1.7.4 Experiences

From the Oxford Dictionary, “experiences” gives two major meanings: the first one is practical contact with and observation of facts or events while the second meaning is defined as an event or occurrence which leaves an impression on someone. As for the target sample of international students, the “experiences” such as migration, transnational education and student mobility are also the factors for studying abroad.

REFERENCES

- Azizah R., Hamidah R., & Roziana S. (2011). *The International Students' Perception towards the Education Quality*. International Journal of Social Science and Humanity Studies. Vol 3, No 2, 2011 ISSN: 1309-8063
- Banumathy, D. & Vikneswaran, N. (2010). In Sarjit, K., Morshidi Sirat & Azman Norzaini. *Globalisation and Internationalisation of Higher Education in Malaysia*. Pulau Pinang : Penerbit USM.
- Catherine A. H. & Vivian W. M. (2010) *Handbook of Adult and Continuing Education. Chapter 1: Adult Learners*. USA: Sage Publication
- Chong P.Y & Amlil Hazlin (2013). *International Students' Learning Experiences at Private Higher Education Institutions in Malaysia*. Kuala Lumpur: Global Summit on Education 2013
- Creswell, J.W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. Thousand Oaks: Sage Publications.
- Cross, K. P. (1981). *Adults as Learners: Increasing Participation and Facilitating Learning*. California: Jossey-Bass.
- Esterberg K.G. (2002). *Qualitative Methods in Social Research*. USA: McGraw Hill
- Elizabeth J. H. & Patricia M. D. (2006). *Is Verbatim Transcription of Interview Data Always Necessary?* Applied Nursing Research 19 (2006) 38–42

Gill P.,K. Stewart,E. Treasure & B. Chadwick (2008). *Methods of Data Collection in Qualitative Research: Interviews and Focus Groups*. British Dental Journal Vol 204 NO. 6. Mar 22 2008.

Guba,E.G. & Lincoln.Y.S.(1998) *Competing paradigms in Qualitative Research*. In Norman K.D. & Yvonna S.L.(eds) *The landscape of Qualitative Research: Theories and Issues*.Thousand Oaks:Sage Publications.

Johnny S. (2013). *The Coding Manual for Qualitative Researchers*. London: Sage Publication

Kathleen G & Ruth H (2002). In Tim May 2002 (ed).*Qualitative Research in Action*. Thousand Oaks,California: Sage Publication.

Karl W. & Pooyan Y. F. (2009). *Factors Influencing Malaysian Students' Intention to Study at a Higher Educational Institution*. E-Leader Kuala Lumpur, 2009

Kell P. & Vogl G. (2012). *Transnational Student Mobility: Introducing New Paradigms for Researching*. International Students International Students in the Asia Pacific Education in the Asia-Pacific Region: Issues, Concerns and Prospects 17

Knight, J.(2003); *Internationalisation of Higher Education Practices and Priorities: 2003 IAU Survey Report*; International Association of Universities, Paris, France.

Knowles, M. (1990). *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Company.

Laurell C.M, et al. *The Multiple Roles of Women Pursuing Doctoral Studies*.
Virginia: Virginia Polytechnic Institute and State University

Line V., Hobsons, Veronica L. (2007). *International Student Mobility: Patterns and Trends*. World Education Service: The Observatory on Borderless Higher Education.

Mahani.M & Zainuddin Bin Hassan (2010). *Pillar of Strength in the Lives of Female PhD Students in Education and Engineering at one university in Malaysia*. Malaysia: Universiti Teknologi Malaysia.

Miles, M.B. and Huberman,A.M. (1994). *Qualitative Data Analysis (2nd ed.)*.Thousand Oaks, CA: SAGE Publications.

Molly N.N. Lee (2005). *Global Trends, National Policies and Institutional Responses:Restructuring Higher Education in Malaysia*. Educational Research for Policy and Practice (2004) 3:31–46

Mott, V.W. (2000). *Adult and continuing education: A political-economic enterprise*. In D. A.Gabbard (Ed.), *Knowledge and power in the global economy: Politics and the rhetoric of school reform* (pp. 335–342). Hillsdale, NJ: Lawrence Erlbaum.

Morshidi S. (2008). *The Impact of September 11 on International Student Flow intoMalaysia: Lessons Learned*. Penerbit Universiti Sains Malaysia: IJAPS, Vol. 4, No. 1.

Morshidi S. (2009). *Strategic planning directions of Malaysia's higher education: university autonomy in the midst of political uncertainties*. Springer Science & Business Media B.V. 2009

National Higher Education Plan 2007-2010 (2007).

Ministry of Higher Education Malaysia.

Nyquist, Jody D. (2002). *The PhD: A Tapestry of Change for the 21st Century.*

JStor: Vol. 34, No. 6(Nov. - Dec., 2002), pp. 12-20

OECD (2010). *Atlas of Gender and Development: Enrolment and gender trends: tertiary education.* Paris: Organisation for Economic Co-operation and Development.

Robin M. & Steve W. (2004). *The Role of Transnational, Private, and For-Profit Provision in Meeting Global Demand for Tertiary Education: Mapping, Regulation and Impact (A Malaysian Case Study).* United Kingdom: Commonwealth of Learning & UNESCO

Ruzela Tapsir & Ahmad Saat & Suzana Meor A. Aziz (2007); *International Education: Diversity, Dilemmas, Differences and Direction*; Proceedings INCUE 2005, UPENA, UiTM Shah Alam.

Sabina Y. & Khan F.R. (2012). *'Triangulation' Research Method as the Tool of Social Science Research.* BUP Journal, Volume 1, Issue 1, September 2012

Salisbury M.H., Paulsen M.B., & Pascarella E.T. (2009). *Gender Differences in Intent to Study Abroad.* Iowa City: The University of Iowa.

Sophie. A (2010). *Teaching International Students: Strategies to Enhance Learning.* The University of Melbourne: Centre for the Study of Higher Education

Steve C. & Yeo Amy (2009). *My Place or yours? Perceptions of, and Selection Criterion for, Higher Education Institutions: The case of UK and Malaysian*

Students. International Journal Economic and Business Research. Vol. 1, No.2, 2009.

Stewart, D. W., N.Shamdasani, P., & W.Rook, D. (2007). *Focus Groups: Theory and Practice*. Sage Publications, Inc.

Strauss, A. and Corbin, J. (1990). *Basics of qualitative research: Grounded procedures and techniques*. London: Sage.

Yusliza M.Y & Shankar C. (2010). *Adjustment in International Students in Malaysian PublicUniversity*. International Journal of Innovation, Management and Technology, Vol. 1, No. 3, August 2010

Zainurin D. & Muhamad Abduh (2011). *Factors influencing international students'choice towards universities in Malaysia*. African Journal of Business Management Vol. 5(26), pp. 10615-10620.

Zenobia C.Y (2011). *My Doctoral Journey: A Chinese Woman's Struggles*. Sage Publication:AFFILIA, Vol. 18 No. 4, Winter 2003 Pg 479-484