MUSICAL AND NON-MUSICAL EXPERIENCES OF UNDERGRADUATE MUSIC STUDENTS' MOBILITY PROGRAMME IN SOUTH KOREA BETWEEN 2014-2016

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MUSICAL AND NON-MUSICAL EXPERIENCES OF UNDERGRADUATE MUSIC STUDENTS' MOBILITY PROGRAMME IN SOUTH KOREA BETWEEN 2014-2016

ABSTRACT

Nowadays, trend of international student mobility is increasing. Due by the growth of globalization international high education has been developing. There are many education institutions promote and offer the program of study abroad. This development has led to an increase of higher education research. There are substantial researchers are aiming to understand the influences, motivation, and benefits of study abroad. However, due to the increasing complexity of mobility, getting popular in contemporary period, there seem to be contradictions within their empirical data. By studying for a short term in Korea, students are able to experience studying abroad through the lens of academic, musical, cultural, and lifestyle. This study aims to gain an insight of the international study mobility; to present the influences factors of international student mobility; to contribute to the scholastic resources for a deeper understanding of international student mobility; and to discover the achievements of the international student mobility.

Keywords: international student mobility, musical experience, cultural experience, educational experience, well-being, influencing factors of student mobility

PENGALAMAN MUSIKAL DAN BUKAN MUSIKAL MOBILITY PROGRAM SARJANA MUDA MUZIK PELAJAR PRASISWAZAH DI KOREA SELANTAN ANTARA 2014-2016

ABSTRAK

Pada masa kini, trend mobiliti pelajar antarabangsa sedang meningkat. Hal ini disebabkan oleh pertumbuhan globaksi terhadap peringkat antarabangsa pendidikan tinggi telah dikembangkan. Terdapat banyak pendidikan institusi mempromosi dan menawarkan pelajaran program ke luar negara. Lantaran itu, perkembangan ini telah membawa pertambahan hasil penelitan pengajian tinggi. Terdapat banyak penyelidik bertujuan untuk memahami pengaruhan, motivasi, dan faedah-faedah belajar di luar negara. Walau bagaimanapun, disebabkan oleh peningkatan kerumitan mobility serta semakin popular dalam kontemporari tempoh,nampaknya terdapat percanggahan dalam empiric mereka. Dengan jangka masa pendek belajar di Korea, pelajar-pelajar sanggup mempengalamani belajar di luar Negara melalui aliran- aliran antara akademik, musical dan gaya hidup. Kajian ini bertujuan untuk meningkatkan pandangan antarabangsa pendidikan mobility dengan menunjukan faktor-faktor mempengaruhi mobiliti pelajar antarabangsa telah menyumbangkan sumber skolastik untuk pemahaman yang lebih mendalam tentang mobiliti pelajar antarabangsa; dan untuk mengetahui pencapaian mobility pelajar antarabangsa.

Kata kunci: Mobiliti antarabangsa pelajar, pengalaman musikal, pengalaman budaya dan pengalaman pendidikan, kesejahteraan pelajar, dan faktor-faktor pergerakan

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CHAPTER 1

INTRODUCTION

1.1. Background

International student mobility is not a new phenomenon; it existed at the oldest universities in Bologna and Paris from the 12th century (Guruz, 2008; Haskins, 1957). In the 19th century, international student mobility became prominence in Germany, due to some factors such as offering scholarship and providing lower cost for studying in Germany. The early patterns of students' migration to foreign countries to pursue higher education are evidenced from the 12th to the 19th centuries (Versey, 1970).

International student mobility is defined as students studying in a foreign country (Guruz, 2008, p. 16). Besides, the United Nations Educational, Scientific and Cultural Organization (UNESCO) defined international student mobility as short-term study programs for students to stay abroad, temporary at the host nation for a year or less.

The term education has multiplicity ways of description. Gupta (2014) described education as aims to provide appropriate learning environment to nurture high quality individuals. Besides, education form embraced formal, informal and non-formal learning (Dib, 1988). Educational mobility is considered as both formal and informal education. Educational mobility is considered as a procedure of an individual completed the formal or informal education that was offered and successfully attains extra knowledge and skills during study abroad (American Assoication of Colleges of Nursing, 1998).

Cultural capital has been defined as social attainment; Bourdieu (1986) explained that cultural capital has been separated into embodied, objectified and institutionalized. In the recent year, there are empirically research investigated on the

correlation of cultural capital and education. The cultural capital significantly presented the achievement of education (Kosutic, 2017; Tavakoli, Pahlavannezhad, & Ghonsooly, 2017).

Well-being has been broadly defined by researchers. Well-being is considered as experiences from multiple determinations based on society setting, which are life satisfaction, pleasant or unpleasant (Diener & Suh, 1997). Tov (2018) considered well-being as hedonic well-being and eudaimonic well-being. War (1990) described affective well-being experience of a person in positive affect and negative affect.

The trends and choices to participation in international student mobility are impacted for international exposure, motivation, and language skills (Krupnik & Krzaklewska, 2007). The influencing factors on the students' decision to study abroad are personal and cultural influences (Kondakci, 2011).

1.2 Statement of Problem

The development of globalisation is influenced by multidimensional factors, which includes social, culture, and economic aspects (Mir, Hassan, & Qadri, 2014). The changes in tertiary education had significantly affected by globalization and the influences from the developed countries. In the recent years, considerable choices of exchange programs available for university students to experience globalised education.

At present, many universities promote and encourage students for student mobility exchange, and many university students take it as an opportunity to gain knowledge and experiences, some of them considered this as a "gap year" for travelling and to experience different cultures. However, what are the learning outcomes and the benefit students gained through this program? How the participants perceived the experiences and the benefits on well-being arise from the participation in the exchange program?

1.3 Purpose of the Study

This study focuses on the student mobility among the undergraduate music students at Culture Centre, University of Malaya. The purposes of the study aim: (1) to investigate the factors influence the participation in international student mobility program; (2) to explore the musical and non-musical experiences gained from the international student mobility program; and (3) to examine the achievements of the students who participated in the international student mobility program.

1.4 Research Questions

The following are the research questions that address the purpose of the study:

1. What are the influencing factors on the students' decision to participate in the international mobility exchange program?
2. What are the musical and non-musical experiences gained from the exchange program?
3. What have the international mobility students achieve through the exchange program and how it contributes to their future?

1.5 Significance of the Study

The increased competitiveness in the worldwide economy between countries contributes to the demand for expertise in the framework of globalization. Education, particularly in the higher learning becomes essential and the key component to compete with other countries. Besides functioning as a tool to promote globalization, international higher education plays an important role in the pursuit of prestige status among the universities worldwide. With the rising growth in the number of in-bound and out-bound students, the landscape of worldwide higher education changes

according to the international student mobility. However, diversity remained among researchers on the views, thoughts and definitions of student mobility (Verbik & Lasanowski, 2007).

Previous studies had examined student mobility on attitudes, student achievement and experiences studying abroad (Cloer, 2014; Marlowe, 2016 ; Panteloukas, 2015). However, scarcity was observed in the studies on the experiences and achievement of music students. Hence, to address this knowledge gap, this study aims to investigate the influencing factors, the experiences, the achievement, and the impacts of the exchange program from the individual perspectives among the music undergraduates who have participated in the international student mobility.

1.6 Delimitations of the Study

According to Lunenburg and Irby (2008), delimitations are set of boundaries decided by researchers themselves on the objectives and contents of the research. This study has delimitations focusing on undergraduate students at Culture Centre of University of Malaya who participated in the exchange program in South Korea within years of 2014-2016.

Rodrigues (2012) separated student mobility into two categories, which are: (1) degree mobility, where the entire study program is done abroad; and (2) credit mobility, where only a part of the program is done abroad. This study only focuses on the program with credit mobility where the participants study abroad in the host university for a short semester.

1.7 Definition of Terms

There is extensive definition of international student mobility such as study abroad, exchange student and exchange student. Guruz (2008) refers international student

mobility as program for student to study in a foreign country (p. 16). Besides, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), which institution aims to contribute to peace by promoting international collaboration through educational, scientific, and cultural reforms, UNESCO (2006) defined internationally mobile students as students who are not permanent residents of the host countries but on short exchange programs of one year or less. Further, Kelo, Teichler, and Wachter (2006) defined students who are studying or undertaking academic curricular in other countries in a certain short period are considered as internationally mobile student (p. 83). Internationally mobile students are student who went for out-bound or continue their tertiary studies abroad for certain duration of time.

Teichler (2017) clearly defined student mobility, foreign students and study abroad. International student mobility is appropriately defined as transnational for oriented-study (p. 186). The terms foreign student and study abroad are used in traditional studies. Giedt, Gokcek, and Ghosh (2015) defined study abroad as learning gained from the education process away from participant's origin country. Moreover, study abroad embraces international experiences such as employing, volunteering, non-credit internships, and travel.

1.8 Conclusion

Chapter 1 has presented the statement of problem, purpose of study, significance of study, delimitation of the study and definition of terms.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

This chapter aims to review the scholarly literature related to international student mobility followed by a brief review of international student mobility organised according to themes that emerged from the literature. The literature review examines the relationships between the influencing factors, experiences and achievement of the international student mobility exchange program.

2.2 History of Student Mobility

The first activities of international student mobility were evidenced in the medieval period. In the modern era, international student mobility activities started to emerge in the 1960s and continue to flourish in the 1980s. By 2000s, the international student mobility program has increased and widely developed due to the growth in global higher education. In this section, the review aims to examine the development of international student mobility chronological.

Veysey (1970) stated that there were many academic migrations of international students to the German universities for the purpose of serious scholarship and research in 19th century. Besides, Veysey (1970) also indicated two other factors on the issues of relocation of students to Germany. One of the reasons is that it was considered as an honour to be able to study in a German research university. Another reason was the studying expenses. Studying in Germany was much cheaper as compare to studying in United States, which can be up to one-third of the expense of Johns Hopkins, and other peer research universities institutions in the states (Rudolph, 1961). Veysey (1970) further commented that, England was reckoned as not "scholarly enough"; France was

then "neglected"; and German's scholarship was offered for master's degree only. Consequently, students were to acquire the ability to conduct innovative research with much efforts and difficulties. Due to this reason, the American colleges tried to imitate the German universities where prestige scholarships were given to those students that allow them to hold high position in their home countries in the future. Further, most of them were also given faculty positions in major American research institutions (Veysey, 1970).

The early pattern of students' migration to foreign countries to pursue higher education can be seen from the 12th to 19th centuries. Given their status and reputation, universities in Bologna and Paris, along with those "true universities" established in Germany, held international appeal (Haskins, 1957). For example, the cost of completion for a doctorate in Berlin was much lower than the U.S institutions despite the fact that it was highly reputable. Students from the United States and all over the world would set German education as their first choice when furthering their studies and education (Garcia & Villarreal, 2014).

Legrandjacques (2019) stated that the trend of student mobility was led by the colonial countries, particularly the British India. The earlier development of student mobility in colonial Asia emerged around the 1840s. Between the years 1865 to 1885, 700 Indian students were sent to Great Britain. The earlier host universities were London, Oxford, Cambridge, and Edinburgh. Law and medical were the prevalent studies in preparation for the Indian civil service until 1922 (p. 2).

In the 20th century, the international student mobility was greatly affected by the World Wars, and the changes of student mobility can be classified into three stages, which are: (1) First World War (1914-1918); (2) Second World War (1939-1945); and (3) Cold War (1946-1991).

Gledt, Gokcek, and Ghosh (2015) indicated that the first international student mobility program founded after the First World War was the Junior Year Abroad (JYA) that aims to broaden students' perspectives and learning experiences. In the early year of 1914, New York University conducted courses in Cologne, Germany; and later in the 1920s, a series of faculty-led summer courses were offered in England, France, Germany, and Italy (p. 53).

Barnett and Wu (1995) stated that student mobility started to increase rapidly after the Second World War. The amount of international student mobility has grown steadily since the end of the Second World War (p. 353). As indicated by Barnett and Wu (1995), the tertiary education has been reconstructed with the economic development and political influence in the mid of 1960. Therefore, the education of international student mobility has been emphasised at the national and transnational levels. Hence, since then, the research focus on the international student mobility has gradually dwelt upon deeper insights on its purpose, goals and policies of both home and host countries (p. 354). In the late 1960s and 1970s, to encourage further development, humanities and social sciences departments had led the emergence of the international context within their majors and proposed new international studies in the 1980s (Dewinter & Rumbley, 2010). Since then, an opportunity to participate in study abroad programs emerged as the continual preference among college students in the United States.

Barnett and Wu (1995) investigated the development of international student mobility over the twenty years between 1970 and 1989 among 50 nations. The study indicated that the colonial countries had debilitated by the decolonization during the Second World War. Hence, language and culture are profoundly the influencing components of international student mobility. Consequently, Barnett and Wu (1995) commented that economic development is the most crucial influences in the world.

These influences have unavoidably affected the international student mobility and its changes had echoed the global trend (p. 364). In contrast, with the advancement in new global economic, the Asian institutions began to lead a more prominent role in the international student mobility programs. Hereafter, Asian students who study in English speaking countries have since increased, especially student from East Asian countries, such as China, Japan, and Korea (p. 365). Barnett and Wu (1995) indicated that research in international student mobility had been broadening in the perspective of internationalization since the end of 1980s (p. 354).

By the end of the 20th century, the international student mobility had shown a sustainable growth in comparison to the war eras and attracted much research interest and attention (Barnett & Wu, 1995; Choudaha, 2017; Kell & Vogl, 2012; Perkins & Neumayer, 2014; UNESCO, 2011). The studies indicated that over recent decade, the number of individuals studying abroad has shown significant growth. Between the years of 1975 to 1990, the number of international students increased from 0.6 million to 1.3 million; furthermore, the number of international student mobility increased to 3.4 million in 2009 (UNESCO, 2011). Kell and Vogl (2012) commented that since early 1990s, the international student mobility programs have been shaped and revised. They indicated that many recent decolonized countries intended to enhance their economic infrastructure and techniques profiles by constructing several of these programs. These programs were also strategies and approaches to protect colonial countries since the cold war. Moreover, Kell and Vogl (2012) also explicated that with the economic rise and growth, international student mobility had grown rapidly in Asian countries especially in the early of 1990s. Hence, the growing global wealth in the Asian countries was the catalyst to elicit student mobility that increased steadily after 1990 (p. 8).

The economic and political development has profoundly affected the rise and declination of the number international mobility students from ancient to modern. Based on this concept, Chodaha (2017) clearly distinguished the development of international student mobility from 1999 to 2020 into three periods that are: (1) between 1999 and 2006; (2) between 2006 and 2013; and (3) between 2013 and 2020. Choudaha (2017) stated that between 1990 and 2006, the advancement of the information and communication technologies (ICT) has drove the demand of high techniques in the developed countries. The scholars have significantly indicated these countries in the Organization for Economic Co-operation and Development (OECD), which included Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Ireland, Italy, Japan, Luxembourg, New Zealand, the Netherlands, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States (OECD，2001, p. 2). Choudaha (2017) indicated that for the development of economic and technology, international student mobility has increased by the demand of high technique ability. Hence, in this period, the international student mobility major in science, engineering and technology were in exceeding demand and highly participated. In addition, Gledt, Gokcek, and Ghosh (2015) also indicated that organization which related with study abroad also aggressively improve and enhance the enrolment of student mobility by synthesizing programs in human sciences, such as development studies, history, sociology, political science and history (p. 170).

However, the September 11 terrorist attacks altered the equality of international student mobility and the United States has restricted the requirements for visa processing. It has incurred more challenges in the international student mobility in USA after 2001 (OECD, 2005, p. 259). Besides, in the same year, Bologna and European Higher Education Area (EHEA) simultaneously structured a competitive and accordance schemes for higher education to nurture students within the European

student mobility. Thus, the country choice for student mobility diverted to United Kingdom, France, Italy, Austria, Switzerland, Europe, Canada and Australia. As a consequently, the large population for international student mobility in USA was evidenced with rapid growth with the talent recruitment but slumped by the terrorist events (Choudaha, 2017).

Choudaha (2017) documented that within 2006 to 2013, the global financial crisis had affected the core events of international student mobility. The global financial crisis begun in the United States and had prompted the government and universities to reduce the scholarship and welfare allocated to the international student mobility. The financial recession shifted from the United States to European and Oceanian countries. Though the host countries collected the tuition fees from foreign student as profits, nonetheless, some universities and institutions still encountered the difficulties to support the international students. Despite the impact of global economic recession, number of international student mobility from Saudi and China had adversely increased. At a same time, though the core countries for international student mobility encountered financial difficulties, the participating population China was increasing as most of the family are financially secure to afford the fees studying abroad. In the meantime, government of Saudi Arabia also offered scholarships to encourage their local students to study overseas. These have prompted to the rapid increase of international students from Chinese and Saudi. Conversely, the dynamic growth of foreign students from India was developing at a much slower rate with the decreased funding from the local government and institutions. In the latter period of the global economic recession, some institutions had planned continual strategies to address the financial issues and to stimulate and promote the financial stability. Consequently, the top choice host countries for international student mobility program were able to optimise the enrolment for international students. Perkins and Neumayer (2014) observed that there

is a prominent increment phenomenon of international mobility students in the recent years with a largest student flow in 2009. In terms of recent temporal dynamic, the most remarkable development was the significant growth in the number of international student mobility participants from the developing countries, predominantly China and India. Besides, it was statistically evidenced that developing countries as a whole contributed their worldwide sharing of outbound students from 54.8% to 69% within the years of 1999 to 2009. In the East Asian, countries like Korea and Malaysia, and South Africa, with their steady economic growth also contribute significantly to the rapid growth of outbound students (p. 247).

Chordata (2017) indicated that from 2013 to 2020, the economy in China is in deceleration, thus a decline in the number of Chinese students study abroad. Besides that, the political change of United Kingdom has affected the decline the number of international student mobility. In consequence of "Brexit", United Kingdom has declared to withdraw from European Union, and thus, expenses of studying abroad have increased (p. 9).

2.3 Definition of Student Mobility

There are extensive ways to define international student mobility, study abroad and exchange student. International student mobility refers to students who are studying in foreign country (Guruz, 2008, p. 16).

Besides, The United Nations Educational, Scientific and Cultural Organisation (UNESCO), an agency which aims to promote international collaboration through educational, scientific, and cultural reforms, defines internationally mobile students as those who are not in permanent residence of the host country and excludes those who are on short term exchange programs of one year or less (UNESCO, 2006).

According to Kelo, Teichler, and Wachter (2006), they defined international mobile students as individuals who study in a foreign country with the purpose of learning or engaging in other curricular for at least a certain unit of a study program in a certain period in a foreign country (p. 83). International mobile student refers to student who went for an out-bound program to further or continue his or her tertiary studies overseas for certain duration of time.

Moor and Handeikx (2013) define exchange mobility as a program that students themselves select their host institutions to have a further experience studying abroad for short term or longer term (p. 3). In the exchange program, students select a foreign institution according with the policy and agreement between home and host universities. Generally, the home university accepts these academic credits and to be transferred into the final grading of their degree accordance to the policy of exchange program.

Gledt, Gokcek, and Ghosh (2015) indicated that study abroad embraces international experiences such as employing, volunteering, non-credit internships, and travel. Teichler (2017) clearly defines student mobility, student foreign students and study abroad; and defined international student mobility as transnational oriented-study (p.186).

Over the decades, the research in international student mobility was much observed. Researchers investigate international student mobility from different aspects. King, Smith, Geddes, and Skelton (2012) conducted a study to investigate the incentive and definitions of international student mobility. Their study used questionnaire surveys and engaged with in-depth interviews. The results revealed that multi-facets of social and cultural capital were accumulated through studying abroad. It is argued that the search for globalization education was considered as new phenomenon. This research also stated that the analysis of student mobility should not be restricted to a field that distinguishes study abroad but also from the broader life-course aspirations of students.

They also suggested to consider the perspectives from the theory of international student mobility, and to combine with other methods and the difference within cultural mobility.

Azzwan and Azhar (2016) examined the construct on knowledge transfer through the investigation on the reality of experience after the participants' exchange program. Qualitative semi-structured interview was employed in their study. The participants were students of the Faculty of Economic and Management, National of Malaysia who enrolled in the exchanged program. The random sampling of participants was 21 students from foreign universities across the world. The findings indicated that the participants experience linguistic barrier to communication but did not encounter culture shock. The findings also reported that the participants accustomed to the cultures of the host countries rapidly and not a hindrance to their study and learning process. However, the students from the mobility program enhanced their experience through positive environment, outstanding facilities, and innovative teaching-learning styles that were different from their prior learning experience in their home country. These new experiences stimulate motivation and interest for further learning that further enhance with the acquisition of new living experiences as well as meeting new foreign friends.

Yung, Hill, Chen, Tsai, and Chen (2017) observed the influences of international student mobility on higher education. Their study accessed the findings through three agencies that are: (1) ASEAN International Mobility for Students (AIMS); (2) University Mobility in Asia and Pacific (UMAP); and (3) Campus Asia. In their study, they analysed and compared the outcomes and achievements of the exchange programs on the key constructs, for example, governmental role, involvement of the universities and institutions, the assurance of quality, and challenges.

The term international student mobility has been defined from different approaches over the decade. The abundance of the study in this discourse has significantly indicated the development of the international student mobility programs.

2.4 Student Mobility and Education

Gupta (2014) interpreted education with three concepts. Firstly, it was highlighted that education is intended to nurture and to draw out the best of human potential. Holistically, it aims to realise the innate potential within us. Secondly, education is certification to measure "knowledge, skills, attitudes and habits" (p. 4). Thirdly, it was advocated that education is not restricted to mere schooling, but an implication to lifelong learning, experience, achievements, and attainment throughout various life stages. Lastly, education is considered as an action or experience that has a developmental impact on shaping one's personality and characteristics. Education is also referred as the key to social change and an investment of economic growth. Hence, education as self–development is a vital process for future contributions to own well-being and society.

Education comprised of formal, informal and non-formal learning. Dib (1988) indicated that formal learning implies formative, planning strategy of learning, constructed and executed based upon regulation and customs. The program of formal education strictly comprises with the goals, approaches and subjects. On the contrary, characteristic of informal education is diverse from the formal education. Informal education is structured without formative, planning strategy of learning. The goals and contents are not compulsory embraced in informal education. In general, it is stated that performance of informal education is not regulated by events, it is a not a compulsory education offered to the undergraduates as credentials. However, informal education has been an addition to the formal and non-formal education. Process of informal education

supported with approaches and flexible programs. It enables individuals to receive education with their demand and learning interest. Further, Dib (1988) also stated that non-formal education is constructed with flexible program and approaches that enable the individuals to assimilate their individual intellectual demand and interest; a contrast to the characteristics and curricula features of formal education.

Educational mobility is considered as a learning process for an individual to accomplish formal or informal education to attain additional knowledge and skills. In addition, educational mobility is constructed on prior knowledge and focus on the learning outcomes (American Assoication of Colleges of Nursing, 1998). In additional, Yang and Cheng (2018) explained that educational mobility is to increase value in education with implicated diversity of characters, such as nations, society, organization and human. It is considered as one of the crucial tool in developing cultural capital via open-access to attain higher education, transcultural ability and skill. Furthermore, according to Waibel, Rüger, Ette, and Sauer (2017), transnational educational mobility is defined as formal or informal education attained in temporary sojourn abroad; for students who are willing to spend a study year participating in cross-broader learning program.

Teichler (2017) interpreted the term "international education" or "international higher education" as the curricula that offer learning programs with the purpose to nurture the capacities of students studying in the higher education institution abroad. The capacities included: (1) to practice the proficiency and communicate effectively with foreign language; (2) to attain general knowledge of the host country; (3) to gain international insights; and (4) to broaden and deepen the understanding of cross-broader and cross-cultural experience and knowledge through variety of events (p. 118).

2.5 Student Mobility and Culture

Cultural capital is a social attainment. Bourdieu (1986) stated that cultural capital is comprised of three approaches, namely, "embodied", "objectified" and "institutionalized" (p. 17). Firstly, Bourdieu (1986) indicated that embodied state is a inherent form of inner individual such as preference, linguistic, and habitus. For instance, he described embodied state as a personal growth of an individual giving effort to gain his or her values. Secondly, objectified state can be implied as a form of material object such as reading materials, paintings, monuments, instruments. Objectified state refers to the term cultural capital used to indicate economic class. Thirdly, institutionalized state refers to academic credentials such as diploma, degree, master and doctoral. Institutionalized state was used to evaluate social capital, to present the rank, experience and performance of the candidate. The institution used institutionalized capital to compare and exchange the position of credential holder (p. 17).

Understanding and multicultural tolerance when studying abroad is established by the interaction between international students and local students. Jones (2011) stated that international students who study abroad would have an encounter with people from diverse cultures through the exchange programs. This international experience is greatly worthwhile; and hence, the international students will be attracted to the local culture at the host country with keen interest during the exchange programs. Additionally, Pritchard and Skinner (2002) also indicated that the international students will ultimately accustomed and adapted to the local culture and developed an intercultural competence to deal with varied conceptions and practices. Besides that, Caurana and Ploner (2010) elucidated that through culture, internationalization can be connected with "multiculturalism, equality and diversity" (p. 23). This further enhance intercultural competence as one of essential objective of internationalization. Thus, the

intercultural opportunities represented by diversities and broad multicultural society are able to offer equivalent benefits of diverse experiences for all students.

Cultural capital was greatly used to measure the performance of students in schooling. Kosutic (2017) has applied the theory of cultural capital in his quantitative study which aimed to investigate the disproportion of society in academic accomplishments and academic-educational decision making among the final year secondary schools students in the Zagreb, Croatia. Questionnaire survey was conducted among randomly selected participants (N=534) ages between 16-18 years old from different secondary schools. Kasuki (2017) concluded that material components in cultural capital had significantly affected the students' academic achievement; and conversely, embodied state and social class of family do not significantly affect the students' academic performance.

The theory of cultural capital has been used to examine the efficacy of English teachers in Iran. Tavakoli, Pahlavannezhad, and Ghonsooly (2017) examined self-efficacy of the english teacher in Iran with cultural concept. English teachers (N=242) from 607 senior high schools in Iran were recruited for the stdy through simple random sampling. The instruments fro data collection included researcher self-designed questionnaires and interviews in this mixed method research. They were 20 teachers and 40 students engaged with the interviews. The items in the questionnaire comprised of categoies in the cultural capital (e.g., preference of arts, cultural activities, duties of religion, and family education) and self-efficacy (e.g., efficacy for educational models, classroom management and envinronmental aspects). The findings presented the discussion on the positive relationships between self-efficacy of english teachers and cultural capital. It was indicated that the high levels of knowledge and skills in cultural capital among the english teachers had significantly increased thier self-efficacy and thus indirectly enhanced the students' academic performance and achievement.

Intercultural competence of student mobility that has undertaken short-term study abroad has been greatly developed and supported by institutions. Boyce (2015) discussed the correlation between cultural competence and development of studying abroad. The purpose of this study focussed on the experience and insight of intercultural competence among the students were participated the Intercultural Project. The research study engaged the mixed method as the research design with 72 participants. In the quantitative method, the researcher collected data via questionnaires. In the qualitative method, interviews were used to collect data. Out of the 72 participants, 68 participants were requested to respond to the questionnaire survey; and the other four participated in the interview. The participants selected were among the participants of Intercultural Project during the year of 2012. However, the findings revealed that the linguistic proficiency significantly affect the students' experience when studying abroad. Thus, it was recommended that the related institutions should offer sufficient preparation and support in linguistic acquisition prior to study abroad; also during their duration study abroad and later stage of study abroad to maximum their experience in intercultural competence.

2.6 Student Mobility and Self-well-being

Diener and Suh (1997) defined well-being as a kind of internalised experience that is related to the environment and setting of society. Subjective well-being constitutes of life satisfaction, and pleasant-unpleasant affects. Life satisfaction can be measured from the satisfaction of life events and level of contentment to their lives, whereas pleasant-unpleasant affect is measured on the affective and emotional components. Diener and Suh (1997) claimed that conscious experience is implied in the individual well-being on hedonic emotions and cognitive satisfactions. Conscious experience is used to

empirically measure the quality of well-being and to investigate the individual perception of the affective level about their life.

However, Tov (2018) explained that well-being includes how the individual experience and assess their life positively. He indicated that positive life could be characterised by happiness, cheerful, joyful, and wellness. Besides, he distinguished well-being into hedonic well-being and eudaimonic well-being. Hedonic well-being is defined as satisfaction whereas eudaimonic wellbeing is associated with meaning of life with the life activities in which people engaged in.

Affective well-being was described as the essential point focusses on the several psychological elements of well-being (Warr, 1990). Affective well-being is multi-faceted and reflects the experience of individual in positive and negative affect. Warr (1990) suggested to investigate affective well-being in a specific space and to apply to the fields that correlate with well-being. He presented scopes of affective well-being that embrace the engagement, working stress of, and satisfaction. Engagement comprises of enthusiasm and depression; where work stress is associated with anxiety and comfort. Conversely, job satisfaction is possibly related to pleasant feeling.

In a recent study, Schimmack, Radhakrishnan, Oishi, Dzokoto, and Ahadi (2002) proposed personality and cultural influences as predictive factors for hedonic balance and life satisfaction in the study of wellbeing. Schimmack et al. (2002) suggested that the impact of personality upon life satisfaction is mediated by hedonic balance. In their study, culture is used as a moderate model to elaborate the relationships among hedonic balance and life satisfaction and the interplay of personality factor and life satisfaction. The participants for their study were of different nationality from Germany, Japan, Mexico, and Ghana. Hence, their finding is holistic and representative across all cultures with the implication that personality has its positive influence on the affective

domain in subjectivity well-being; and the impact of personality on life satisfaction in subjectivity well-being is moderated by culture.

2.7 Determinant of Student Mobility

There are recent studies that focus on the determinant of international student mobility (Kondakci, 2011; Krupnik & Krzaklewska, 2007). Krupnik and Krzaklewska (2007) divided determinant of international student mobility into two main factors, which are: (1) economical social background (as measured by parental education level); and (2) international exposure. Moreover, the two most essential motivation for students studying abroad are: (1) to expose themselves to new experiences; and (2) to practice a foreign language. The findings suggested that the least important indicators were to be independent, to enhance academic knowledge and to enhance future employment perspectives. Motivations were identified as career-oriented and experience-oriented (p. 4).

Besides, Kondakci (2011) also suggested three main factors that attracted students to study abroad, which includes: (1) personal, to have different life experience in other countries; (2) economic, as scholarships and cost; (3) academic, to further enhance academic quality (p. 693).

2.8 Conclusion

The review of the literature aims to exemplify some of the key concepts concerning international student mobility, including historical context, definition, determinants line educational cultural, and well-being.

CHAPTER 3

METHODOLOGY

3.1 Overview

This chapter aims to provide a succinct description of the research methodology. The outline of this chapter is organised as follows: (1) research method and research design; (2) interview; (3) participants; (4) data collection procedures; and (5) data analysis procedures. The study discusses the methods used to examine and address the following research questions:

1. What are the influencing factors on the students' decision to participate in the international mobility exchange program?

2. What are the musical and non-musical experiences gained from the exchange program?

3. What have the international mobility students achieve through the exchange program and how it contributes to their future?

3.2 Research Method

The term research is generally defined as to seek an understanding. It is a process of efficiency and technically seeking the related data on a concerning theme. It is considered as a journey of discovery. Kothari (2004) indicated research as extensive and intensive process to provide knowledge (p. 1). The purpose of the research aims to seek the solution to problems through technically process. The core purpose is to discover the reality which has not been found. He defined the term, method, as approaches or skills that are applied in the process of conducting study. However, skills and methods have their own specific definitions. Kothari (2004) explained that skills are

actions and tools and equipment engaged in a research study. Besides, research approaches are the actions chosen to structure a research plan. Research methods can be classified into three categories: (1) the first set of research method focused on the data collection. When the data available is insufficient, these methods would be used to requisite answer; (2) the second set of research method involves skills. These skills are applied to build relations between the information and the unknown; and (3) the third set of research method is used to assess the accuracy of the consequence attained (p. 8).

Walliman (2011) described research methods as the essential "tools and techniques" in conducting various types of research enquiry; a pragmatic skill engaged to bring out the result of the research (p. 1). MacDonald and Headlam (2008) described research methods as the procedure of collecting data and classified research methods into two modes, the quantitative method and qualitative method (p. 8). They stated that an inappropriate design and practice of research method would affect the efficiency in collecting appropriate data. MacDonald and Headlam (2008) suggested three types of procedures in quantitative research; which are: (1) quantitative survey; (2) collecting and analysing secondary data; and (3) statistical analysis. The procedures of qualitative research included: (1) social survey; (2) interview; (3) data collection procedures; and (4) data analysis procedures.

3.3 Research Design

Research design is interpreted as the task of explaining the research problem. Research design encompasses the decisions concerned about what, why, and how. The research design includes a systematic plan for data collection and data analysis within the conceptual framework of a research study. Research design is a plan in which the researcher noted down the theoretical and operational implications of the data collection and analysis procedure (Kothari, 2004, p. 31). Kothari (2004) categorised research

design into the following stages. Firstly, the sampling design which associates with the method of choosing participants to be investigated in that particular study. Secondly, a research design that focusses on observation. Thirdly, a statistical design that concerned with the number of participants is to be observed and how the information gathered and data collected are to be evaluated. Fourthly, an operational design, a design is discussed by the skills where the particular procedure in the sampling, statistical and observational designs can be elicited. In additional, Kothari (2004) indicated that research design is structured upon the sources and kind of data pertinent to the problem of the research. Secondly, the research design is a tacit, in which specific methods would be engaged for collecting data and evaluating data. Thirdly, research design comprises of the consideration of time and expenses to be accomplished timely. Lastly, research design is required to stipulate: (1) a classify statement of the research problem; (2) processes and skills applied for data collection; (3) study of the population; and (4) approaches to be applied in data collection and data analysis.

Marczyk, DeMatteo, and Festinger (2005) described research design as the strategy applied to survey the answers on the specify topic. It is stated as plan and strategy to lead the researcher to discover the efficiency of problem solving in the research (p. 22). The aim of the research design is to exclude those causes of biasness and threats. Therefore, the consequences of the research could be presented confidently (p. 65). Creswell and Creswell (2018) indicated that research designs are the systematic investigation with well-planned research methods to render particular processes in a research study. They explained that researchers decide the research design upon three choices, which are: (1) quantitative; (2) qualitative; and (3) mixed methods. Quantitative method focuses on three kinds of design, which are, experimental design, non-experimental design, and longitudinal design. Qualitative design focuses on five kinds of design such as, narrative research, phenomenology, grounded theory,

ethnography, and case study. Mixed methods focus on convergent, explanatory sequential, exploratory sequential and complex design with embedded core designs (p. 12).

3.4 Qualitative Research

Shank (2002) featured qualitative research with the characteristics of investigating the insights of a specific issue systematically. Insight is interpreted as investigate deeply and to attain the answers close to the truth. Qualitative research includes an interpretive and naturalistic approach that indicates the phenomenon of qualitative researcher study. MacDonald and Headlam (2008) defined qualitative research as the study focused on the valuable and meaningful data. The methods of qualitative research aim to increase knowledge hidden under the causes and the inspirations from the acts and development of the participants through their descriptions. Hence, qualitative method aims to deliver the deep and clear perception and situation of the inquiry and well organized the notions and assumptions (p. 8). Merriam and Tisdell (2016) defined qualitative researchers as those with interest to know further insight of the way of the human describe their life experience events (p. 6). Creswell and Creswell (2018) proposed five approaches to qualitative research: (1) narrative research; (2) phenomenological research; (3) grounded theory; (4) ethnography; and (5) case studies. Thus, this study employed narrative research as a strategy to investigate human-being activities and about their life experiences.

3.5 Interview

Easwaramoorthy and Zarinpoush (2006) delineated that interview is a dialog and conversation between the interviewer and interviewee. Interviewer plays the role of conducting the inquiry procedure through dialog, whereas, interviewee plays the role of reply the queries asked by the interviewer. Interviews can be conducted through face-to-

face interactions between interviewees and interviewers, telephone calls or using internet device. MacDonald and Headlam (2008) defined interview as a research method to collect qualitative data from individuals during the interview process with the individuals. This is the most common methods in the social science research. In general, interview is considered as an interpersonal process, usually conducted in an environment that is conducive with informal conversational setting. The interview process are recorded and transcribed for further analysis.

Structured interviews, semi-structured interviews and unstructured interviews are the three common types of quantitative interviews (Easwaramoorthy & Zarinpoush, 2006; Edwards & Holland, 2013; MacDonald & Headlam, 2008). Structured interview consists of specific questions prepared and predetermined prior to the interview. Conversely, semi-structured interview and unstructured interview are both more flexible and less constructed. Researchers draw the outline of inquiry or sequence to guide the semi-structured interview (Edwards & Holland, 2013). MacDonald and Headlam (2008) described unstructured interview as an interview technique without any guidance and prior determination style of query and topic. MacDonald and Headlam (2008) stated that interview is used for searching the perceptions and the insights of the individual. It could be conducted via telephone or face-to-face to acquire meaningful data. Further, Seidman (2006) also stated that the purpose of interview is to have a better insight exploring life experiences and value of the specific individuals. Interview is neither to attains responses through inquiry nor hypothesis tests. It is to seek the experience of the specific individuals and making meaning from their experiences through interviews. From the above discussion, this study employed qualitative research with participants' face-to-face semi-structure interviews.

3.6 Participants

Participant is an individual or a group of people who are willing to partake in a process of a research project. Participants are also considered as subjects, respondents, interviewees, focus group members, and informants. Participants provide data to a study through questionnaires, interviews, experiments, personal health, records, narrative, focus groups, and direct observation (Given, 2008, p. 597). This study employed purposive sampling in which four participants who participated in the exchange program to universities in South Korea between the years of 2014 to 2016 were recruited.

Table 3.1

Courses taken by participants in the host universities

Participant	Courses taken
1	All music courses
2	All non-music courses
3	Half music courses and half non-music
4	Half music courses and half non-music

Table 3.1 presented the music and non-music courses taken by the four undergraduate music students in their host universities in South Korea. Participant 1 registered for music courses only during exchange program where Participant 2 registered for non-music courses. Both Participant 3 and Participant 4 registered for a combination of music and non-music courses.

3.7 Data Collection Procedures

The data for this study was conducted through face-to-face semi-structured interviews. The interviews were conducted in the music practise room at the Cultural Centre, University Malaya. The participants responded to the open-ended questions prepared by the interviewer and discussed on their music and non-music experiences during their exchange program in South Korea. The interviews were scheduled for 45 minute each participant to allow sufficient discussion and interaction to acquire meaningful data. The process of interview was audio-recorded with the permission of the participants.

3.8 Data Analysis Procedure

As stated by Yin (2002), data analysis is a process focus on examining, labelling, tabulation, testing or reforming evidences from the raw data. Creswell and Creswell (2018) proposed five systematic procedures to analysis qualitative data. Firstly, preparation, to transcribe and organize data for analysis; followed by reflection, to read the data repeatedly and thoroughly for interpretation; then coding, a process to organize and classify the data into manageable and meaningful categories. After the coding process, the next step is to generate emerging themes for further description and discussion. Finally, is to present a discussion to convey the meaning of the themes and the findings. In this study, the narrative data from the interviews was transcribed, coded, categorized, and further analyzed for emergent themes.

3.9 Conclusion

This chapter has presented the research methodology of this study. It included research design, participants, data collection procedures and data analysis procedures. This study employed the qualitative research method to gain insights of the research topic and further address the research questions through semi-structured interviews to explore

deeper understanding of the participants' music and non-music experiences in the exchange program in South Korea.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Overview

This chapter presents the data analysis from the interviews and a discussion of the research findings. The purpose of this study was to examine the music and non-music experiences of four Malaysian undergraduate music students during their international student mobility program in South Korea. The findings are guided by the following research questions:

1. What are the influencing factors on the students' decision to participate in the international mobility exchange program?

2. What are the musical and non-musical experiences gained from the exchange program?

3. What have the international mobility students achieve through the exchange program and how it contributes to their future?

4.2 Findings of the Study

This section discusses the findings of the study and organised accordingly: (1) influencing factors; (2) musical experience; (3) life experience; (4) cultural experience; and (5) educational experience.

4.2.1 The influencing factors

In this study, four selected participants participated in the student mobility program for a semester for about 14 weeks were interviewed. According to Gurun (2008), student mobility refers to students who studying in a foreign country. Student mobility exchange is popular in Malaysia. University of Malaya have regularly offered and assist

students to study abroad. From the interview data, it was indicated that the influencing factors on their decision to partake the exchange program were: (1) personal aspiration to widen experiences; (2) peer influence; and (3) support from family.

All four participants said that the primary factors that encourage them undertake the exchange program was to broaden the mind, enrich life experience and widen academic and musical horizon. Participant 1 said that:

I am aspired for a personal development, broadening the academic and musical horizon; to experience different style of education, and foremost, music learning.

Participant 1 added that:

Prior to the exchange program, I sought information on music programs in the Korean universities. I was looking forward to experience Korean music and other music … Classical music in the host institution.

Similarly, Participant 3 recalled that she was also anticipated diversities of musical experience. She said that:

I read that Korean musicians had won many international prestige awards. Korea has rich musical tradition and musical environment. I was excited to explore different genres of music, not just classical music, but also jazz, pop and Korean traditional music. It is valuable experience to have a cross-cultural experience and perspectives of music … between Korea and Malaysia.

Participant 1 and Participant 3 were both aspired by the broadening of academic and musical experiences and horizon. Participant 2 was more intrigued and attracted by the Korean culture. The cultural experience was the motivating factor that led her to undertake the exchange program. She had some fond traveling memories with positive impression. She said that:

First, I have been to Korea, it is a lovely country … but the time spent for vacation was too brief to explore and know Korea better. It is my hope to discover and gain deeper insights of this country through the mobility program … within four months.

Participant 2 reflected that the short semester in Korea is still too quick and have insufficient time for her to explore and assimilate the culture. Nevertheless, it was an unforgettable experiences immersed in Korean cultural, social and learning

environments. Participant 2 also elaborated that she is fascinated with the Korean local lifestyle. She said that:

> Other than the pleasure of traveling and expanding the geographical scope visiting the local places, I am most interested to experience the local daily life and it was a great experience to gain access to actual interaction with the locals and have a better understanding of the authentic society. What a diverse experience!

Participant 2 added that:

> The effort to integrate into the local communities, it was a great challenge for me to be proficient in Korean language and to be adapted and familiar with the local social culture.

According to Walker and Gibbins (1989), *neophilia* refers to attitude that opens to the new; those with high *neophilia* are willing to take risks. Participant 2 has a strong affinity to succeed new language acquisition and the familiarity and knowledge of the local culture and lifestyles. Similarly, Participant 4 also indicated that:

> I want to have experience living abroad, experience a different lifestyle. It is a unique opportunity to experience new culture through this program. I love Korean music and drama. Student mobility program in Korea was my top choice.

Further, both Participant 3 and 4 are fans of K-Pop, yearning and longing to live in Korea, in the hope of meeting their favourite K-pop idol. Participant 1 and Participant 3 indicated that the exchange program enable them to immerse in new culture and experience transformative musical learning. Participant 2 and Participant 4 stated that they had widened and broaden their worldview and perspectives in foreign lifestyle and culture. Overall, the cultural immersion and interaction in a foreign social setting had benefited their well-being.

The participants indicated that there are external motivating factors that initiate the decision to undertake the exchange program. Their participation in the student mobility program was greatly influenced by the recommendations from peers who had relevant encouraging experiences. Participant 2 stated that:

It was influenced by positive reviews and recommendations from friends.

Participant 3 reflected that she was attracted to the program from the sharing of good experiences from peers:

> My friends shared good and memorable experiences and that inspired me to partake in this program

However, Participant 3 also shared that, it is a daunting task to be completely alone traveling to a foreign country:

> I am uncomfortable in own solitude, and lacking self-confidence of being alone, studying abroad. I prefer to have a travel companion, a friend to share life study abroad with.

Nevertheless, Participant 3 was encouraged by friends who have shared the benefits of studying alone in a foreign country:

> I was much inspired with the positive comments, like, confidence boost and meeting new friends … and motivated.

Participant 4 said that she was encouraged by her friend to join this program. She shared:

> My friend strongly recommended this program. She shared many of her pleasant experiences and fond memories during her short stay in Korea. She also provided many details and information … it was attractive, and I am convinced to engage in the short-term study abroad exchange program.

Besides peer influence, family support is another main determinant factor encouraging the decision to study abroad. Participant 2 shared that her parents play a key role in her study abroad decision. She said that:

> My parents are supportive of this program. They are highly influential in the process of decision making. They considered this as a "golden" opportunity to explore and widen the global view.

All participants indicated that other than the financial assistance mechanism provided by the universities, parental financial affordability make a significant contribution to the other cost and expenses during their short-term stay in the foreign country. Participant 4 said that:

> I was attracted by the financial support provided by the home and host universities. I was reasonable to accept this offer. Further, my family was able to provide other financial means.

In sum, the external and internal influencing factors on the participants' process of decision making to undertake the international mobility exchange program were personal pull motivation of self-aspiration, and external push factors of positive peer influence and encouraging and assuring family support.

4.2.2 Musical experience

Kivy (2002) stated that theoretical and intellectual nature of musical experience is a process of gaining knowledge of music. It aims to enhance the appreciation in music and enjoyment. The knowledge of theory in music is a process both necessary and essential for deepening musical understanding. Besides that, Krueger (2009) described that music experience is an experience of intense and meaningful music listening with understanding and being emotionally engaged to the flow of the music.

From the interview data, three out of the four participants reported that they registered for the music related courses and attended musical events and activities regularly. Participant 1 provided a summary of the courses he attended:

> There were all together eight courses for the semester … choir, piano ensemble, conducting, vocal principle, literature and contemporary music. They were all awe-inspiring.

He shared his inspirational learning experience and stated that it was an enriching learning experience in his musical journey. These learning experiences have deepened and broadened his musical knowledge especially the understanding of the voice mechanism and the historical development of vocal music.

Other than his principal study on vocal music, he also attended piano ensemble class which he has limited prior experience. He explained:

> The piano ensemble lectures are well structured with systematic teaching approaches which enhances the development of emotional expression. I learned much on expression management. I gained much knowledge in expressing the emotion through piano performance.

Expressive emotion is one of the most essential aspect of music performance. As indicated Koob (1984), expressive experience is educative and vital to be embedded in music learning process. Participant 1 shared that, music learning experience in piano ensemble lectures definitely have a significant impact that influence emotional communication. He also indicated his limitation in his piano technique:

> I am a vocalist with limited piano learning experience … I have keen interest in learning the piano. Attending the piano ensemble class was a good choice.

He commented on his piano technique:

> It is not easy for me to master this technique in such a short time, as most of the attendees of this course are all piano major. However, I make the best of it.

He shared his experience at the piano ensemble class fondly:

> I joined the piano ensemble, we played trio. I played the lower part. Of course, my trio partners who played the main melodies will learn and gain more than me. The technical demand of the primo and secondo were more difficult and challenging.

These musical experiences enable Participant 1 to explore other musical instrument other than voice. He also commented that he had acquired new knowledge and attained new skills. He was excited to share how he attains the new skills:

I learned how to control the dynamics, the gradation of tone, playing softer or louder, also the attributes as a piano accompanist. It was challenging to learn those piano pieces but our Korean classmates played more challenging repertoire … piano duet, trio and quartet.

Participant 1 admitted that:

Prior to this, I have limited piano repertoire … and poor in score reading skills. However, I made improvements since then.

Participant 3 and Participant 4 had taken contemporary music, conducting, and piano ensemble during the exchange program. Participant 3 stated that conducting class was her favourite class within that course she took during exchange program. She said:

I have learned something new in conducting and attained new knowledge.

Participant 3 said that:

To further our knowledge and experience in conducting, the lecture brought us to conduct a real orchestra.

Similarly, Participant 4 also enrolled in this course, she said that:

It is really a new experience for me. Previously we only conducted a choir collaborated with other course mates, but this, for the first time, I actually conducted an orchestra alone.

Participant 4 said:

It was practical …and the lecturer was precise and specific in the teaching.

Both Participant 3 and Participant 4 also commented that the difference in teaching approaches from their previous learning experiences have spark new interest, arouse curiosity to stimulate reflection in acquiring new knowledge. Participant 3 was recalled and shared with excitement:

I was much looking forward to attend the lecturers in piano ensemble … it is a new learning experience … a contrast to my previous performing experience, playing solo, duo, and duet. It was an unforgettable musical experience.

She said that:

I was assigned to a group rehearing a trio. It was a brand new experience … memorable and exciting playing together in a piano trio.

Similarity, Participant 4 also gathered pleasant experience in piano ensemble. She said that：

I am impressed with the structure and the presentation of the class … with outstanding teaching contents and skills … very professional, it is like attending a master class, exemplified with diverse dimensions of musical expertise.

Hence, Participant 4 shared that the lectures she attended, always facilitated with exchange of musical expertise, a constant transfer and sharing of musical knowledge and musical thought among the course mates. The dynamics in musical environment and communication was an encourage to improve the skills and competency in music performance:

It was a personal professional gain in both musical knowledge and skills. Generally, I made improvements in my finger technique, dexterity and velocity, I am able to play faster. Not just the speed, but an achievement in the musical understanding.

Participant 4 recalled that there were challenging, perplexing moments at the onset of the course; nonetheless, these learning experiences had a remarkable impact on the development of musical skills and competencies. Other than challenges in musical tasks, language barrier between the lecturers and fellow course mates appeared to be another daunting issue. Participant 3 and Participant 4 both commented on their predicament attending the Applied Contemporary Course; and their engagement in the new music experiences exploring music of new music culture. Participant 3 said that:

I have much difficulty understanding the lecture, lots of confusion with my limited understanding of the Korean language. It is a course to further my musical knowledge in Korean and Japanese traditional music. However, I made extra effort exploring and learning about the Asian musical instruments from the pictures in the textbook.

Hedden (1981) defined music background as supplementary music experience. Supplementary music experience is defined as experiences outside of formal classroom. Other than experiencing music from the formal setting and training, the participants were also immersed in the rich musical environment. Participant 2 and Participant 4

described their musical experience in their daily life. Participant 2 said that the classical music is easily accessible in Korea; she giggled and said:

> Music is everywhere, all around the university campus, I was surprised and amused to hear Mozart's music played and broadcasted in the washrooms near the university's library.

Not just in the campus, music could be heard in the bustling city. Participant 2 and 3 stated that the classical music is in the surrounding when they walk in the campus or open spaces in the urban city. Western classical music is popular in Korean, and an integral part of their daily life. Participant 2 commented that in her homestay during exchange program, the host family listen to classical music regularly:

> Each morning, mother will listen to classical music while doing her house chores. I was deeply immersed in this beautiful musical environment. I am impressed with their music enthusiasm and passion.

> Korea is country rich in traditional culture, other than assimilating classical music into the daily life, the participants also experienced Korean traditional music. Participant 1 attended several Korean traditional performances. He said that:

> I have a chance to watch a traditional performance with authentic musical instruments. There were dancers dancing the traditional folk dance and sang along with the ancient folk song.

> Participant 1 described that:

> The performance was awesome! I never heard this music before and was overwhelmed with this unique musical experience.

Participant 1 said this Korean traditional performance was new for him. He expressed that:

> They sang the folk songs loudly like shouting. The dancers dance gorgeously accompanied by a Korean traditional orchestra with different Korean ancient traditional instruments.

Participant 1 was much impressed with the spectacular Korean traditional performance, both aural and visual enjoyment. As a vocalist, he was captivated with the vocal performativity of the vocalist. As stated by Trimillos (1972), ethnic music is recognised as a method to understanding culture and subculture. Participant 1 stated that the traditional performance provided meaning experience to know Korean history and gain a deeper understanding of the culture. He was overwhelmed watching how the ancient Korean musical instruments being played on stage.

Participant 3 attended a lecture in traditional music course focussing on ancient music. She said:

> Korea is rich in musical heritage, I gained knowledge in understanding Korean history and culture in relation to music and playing the traditional musical instruments.

However, she was unable to attend the subsequent classes as it was taught in Korean language. Her limited proficiency in Korean hindered the possibility of attending this course.

> I was very disappointed … it was taught in Korean without any English translation. Nevertheless, I enjoyed that preview lesson, and acquire some knowledge in the history and culture.

Similarly, Participant 4 too was fascinated by traditional instrument, especially the Korean drumming. However, she was unable to enrol for the course:

> It was my first time seeing Korean drum practice … unfortunately, I was not able to participate as the course has prior requisite. Nevertheless, I was allowed to visit and watch their practice and rehearsal. It was a pleasant experience and enjoyment watching their characteristic drumming styles, energetic drumbeats and intense rhythmic skills.

Trimillos (1972) indicated that traditional music is a tool to expand and broaden musical experience. Participant 3 and Participant 4 were invited to wedding ceremonies by their native friends. Participant 3 said that:

Meeting new friends are new adventures in the exchange program. She invited us to her Korean style traditional wedding. The wedding ceremony was very different from us.

Participant 3 shared with much excitement:

The wedding procession was a traditional ceremony accompanied by various Korean traditional instruments. It was the best unique experience for me. The musicians played and walk around the streets and alleys. It was exciting, with festive and harmonious atmosphere.

Participant 4 shared that:

It was my great pleasure to attend a wedding during the exchange program. The ceremony began with the groom with a group of guests playing gongs and drums. They were walking toward a direction to pick up the bride. They were local crowds to watch the parade too. It was a joyful celebration.

Participant 4 commented that:

The music they played was joyful, blissful and delighted. The buzzing atmosphere with excitement was created by the cheerful crowd. I was deeply impressed and fascinated by the distinctive effect of ethnic music.

Participant 3 and Participant 4 appreciated the opportunity to be invited to attend a local wedding ceremony, and most impressed with the use of traditional musical instruments in the wedding procession that fully reflected the value of cultural heritage and tradition. As Trimillos (1972) indicated, ethnic music is a representation of a culture or a sub-culture; musical experience could be enhanced enormously through the appreciation of traditional music.

Other than enjoying traditional music, Participant 4 also went for K-pop concerts and felt excited seeing her favourite idol in live convert. It was an amazing experience. She said,

I went to a countdown concert organized by my favourite boy group. It was in my bucket list to attend at least one K-pop concert!

As a K-pop fan, Participant 4 shared that it was the best memories to attend her very first K-pop live concert in a huge concert hall. It was an immersive experience with the awesome concert atmosphere and her expectations were fulfilled.

Motivation plays vital roles in music education, in developing musical growth (Schmidt, 2005). Participant 1 was inspired and motivated by the local music students He said:

> I admire the individual learning attitudes of the local music students, and much motivated by their personal characteristics and intense effort.

Participant 1 explained that they are goal-oriented and aware of self-development; pay attention to every detail in their daily life. He admires and respects their perseverance and attitudes towards music making. He said:

> They have sincere passion for music.

Participant 1 described the local students as highly accomplished and enthusiastic, paying attention to musical details.

> They are always seeking for greater improvement, achievement … and most importantly the enjoyment of the creative and artistic process.

Besides, Participant 1 indicated that the provision of musical environment that is conducive for students to engage and stimulate interest in music learning and music making. He said that:

> Other than having big music rehearsal place, they also have many opportunities to perform and gain exposure.

Similarly, Participant 3 is impressed with music environment, and fascinated by the music skills of the local music students, she said,

> I was inspired by their performance; it is an aspiration for me to become a performer. The musical environments greatly unleash my passion for music and greatly influence the determination that drives me to my dream and goal.

She added:

The musical environments in Korea had a vast contribution to the development of musicianship. The music students are competent in musical skills as well as the art of performing.

Participant 3 further shared that:

They are not just competent with one musical instrument, but sometime, two or three instruments as well. The musical environment and rich resources are important in developing music talents.

Participant 3 reflected on her music learning and indicated that immersion in musical environment is inspirational. She is aspired to improve her musical skills further. Hence, as stated by Austin, and Vispoel (1998), music environment can motivate and enhance the quality music learning. Participant 2 and Participant 4 felt overwhelmed and inspired when immerse in the classical music environment.

The positive musical experiences of the participants have greatly enriched their musical life and influence on the future career plans. These music experiences have an impact on their career choice and determination of becoming accomplished musicians. They are more determined, assertive and more positive in planning their music life and future career. Participant 1 elaborated that:

I am inspired, more passionate and determined to pursue my music career. I was much motivated and have positive attitudes toward music learning and desire in music appreciation.

Participant 1 stated that since then, he imbued his participation in music activities more enthusiastically, both as music audience and music performer.

Yes, I am becoming more enthusiastic, and willingness to engage, actively involved in music concerts and activities. I am a frequent music goer now, attending concerts regularly, especially vocal music concerts!

Participant 1 stated that the international student mobility program provided wider international perspectives on his future career planning and influences on career prospects. The music and non-music experiences improve his career planning skills, and also make significant differences in his future career plan, just as what he said,

> The experience of studying abroad was a marked improvement in my social skills and study behaviour. I am more ambitious, confident and determined to plan for progressively achievable goals. I am more focus on personal goal setting and think seriously about the ideal future. I plan and look ahead to pursue doctoral studies in the future … to USA, perhaps.

Participant 2 was perplexed and confused with her career indecisiveness and career uncertainty. However, the opportunity of studying abroad was a "self-discovery journey" and have given her a chance to know herself better and to pursue a clearer personal goal.

> I was always a follower with no opinion of my own … but now I began to think independently on my career choice. I am reflecting and contemplating on the career path after my graduation.

Participant 2 paused and further commented:

> My state of mind is tremendously changed. I am more determined to make decision, as compared to before. I am reflecting on decisive plans to achieve future goals.

Participant 2 contemplated on the ideal future plan,

> Although, at this present moment, I have no concrete plan for the future; but I determined, confident and decisive to plan progressively to accomplish my goals in music achievement. I am determined to seek opportunities to fulfil her career aspirations.

Participant 3 and Participant 4 shared similar views with Participant 2, they are constantly reflecting and contemplating on the best plans and choices for their future career. However, Participant 3 observed that:

> The opportunities and choices for music career in Malaysia are limited and competitive; it is beyond certainty to have a sustainable career in music teaching.

Participant 3 stated that she appreciated and treasured the pleasant experiences and fond memories of the exchange program in Korea, and she was inspired and looking forward positively to a successful career in the future.

Besides, Participant 4 stated that she is becoming more confident and assertive in life and in the planning of future career path. Participant 4 said that:

I become braver with positive affirmation on self-confidence and self-esteem. While waiting to complete my undergraduate studies, I am constantly reflecting and visualising my career future. I am seeking career path in music teaching and music education.

From the narration of the participants, their music experiences had influenced the perceptions on their future career plan. As summarised by Participant 2, the musical environment enabled musical assimilation through music broadcasting, musical events and concerts which enrich and enhance their musical well-being.

In sum, during the exchange program, studying abroad, the participants have experienced music from different aspects. Mostly from the formal educational setting attending the courses provided in their host university. They also experienced music from cultural performance, cultural events, concert and daily life during the exchange program. Other than classical music, they also had good exposure in experiencing Korean traditional music and Korean pop music.

4.2.3 Life experience

There are empirical studies that explained life experience (Emmons & King, 1988; Palys & Little, 1983; Zirkel & Cantor, 1990). Emmons and King (1988) stated that when an individual is in conflict with personal goal setting, this contradicting feeling is exhibited as stress in their daily life. Moreover, Palys and Little (1983) discovered that individuals are more pleased to chase their own life goals which they assume as essential.

Wisdom is gained through life experience by essential resources such as: (1) strong sense of mastery; (2) high level of openness; (3) a reflective attitude; and (4) emotion regulation skills combined with empathy. Glück and Bluck (2011) proposed the three stages of gaining wisdom. First, to encounter experiences that fosters wisdom throughout their lives. Second, to cultivate ability to deal with life challenges thus promote and develop wisdom. Third, to learn from experience, reflect upon and

integrate such experiences into their life story for self-growth and personal development. Similarly, the participants shared their challenges during exchange program. The challenges they encountered include: (1) language barrier; (2) financial management; (3) di perception; and (4) cultural conflict.

Language barrier is one of the biggest challenges faced by most international students, which has a great influence on their academic performance and social skills. The four participants in this study student experienced certain limitations in their language learning. Language barrier has brought much inconvenience into their daily lives while adapting to new environment in the foreign country. The participants mentioned that the locals are not ready and unwilling to converse in English, even within university campus and among students' community. The participants have limited language skills to speak fluently. Participant 1 stated that:

> I was incompetent in speaking and converse in Korean freely. Most of the time, I was communicating with the natives with limited vocabulary. It was a big hurdle in expressing myself appropriately.

There are no other common language they could communicate effectively with the local students, lectures and native residents. Participant 2 recalled:

> Initially, it was tough and challenging … I was incompetent in speaking the Korean language and was lost in communication even at the local restaurants making orders for food … sometimes, I tried non-verbal communication with hand sign and gesture.

When that happened, Participant 2 learned to deal with the situation and often seek help from the locals:

> When that happened, I tried to seek someone to assist in the translation … some of the locals are helpful.

Participant 2 indicated that there were positive and negative experiences. She gradually builds up her confidence and makes improvements in her proficiency in Korean language. She made efforts and initiative to speak and engage more

conversations with the local using Korean language during the exchange program. She shared that:

> I have no prior knowledge in any foreign languages, Korean too. I started to learn from the basic when I arrived in Korea, the process of language acquisition was very challenging.

Participant 2 elaborated that, the immersion in the new environment with native language helps to learn a new language faster. It also eases the hindrance in social and cultural adjustment.

As shared by Participant 2, her proficiency in Korean language improves and with the increase of vocabulary, she has a better grasp in communicating with the locals. It takes time to adjust, nut she managed well conversing in simple Korean during her short stay in Korea. She commented that:

> I can only speak simple Korea, sufficient for daily life … at least to check the prices when shopping. Also few specific vocabularies in Korean to ask for directions, at least to be sure, knowing the place I am heading to … and to use *Waze* in Korean language!

Participant 3 emphasised that language barrier is also a challenging issue too, especially to the non-English and non-Chinese speaking countries, which both her first and second languages. She tried to overcome the language barrier when visiting places or asking locals for directions:

> I like to tour everywhere, during free time. I do not know how to read the map which is in Korean language, I usually seek helps from the locals. They are always so kind and tried their best to provide information as accurate as possible, sometimes they use body languages or pictorial illustrations. I tried to learn few travel phrases to avoid misunderstandings. In general, Koreans I met are kind and helpful, even aunty and uncle, especially at the countryside.

Through the travel experience shared by Participant 3, taking time and opportunities to visit places and short expedition had enhanced her personality. She took initiative to find approaches to deal with travel problems instead of negative responses and emotion. She was able to manage risk better than when she first arrived at Korea airport when encountered language barrier. Participant 3 reflected upon her previous experience:

> I had bad experience on my first trip to Korea, alone. I was lost in communication and frustrated, and feeling upset at Korea airport, there was a huge misunderstanding at the immigration.

Participant 3 explained that, first it was at the immigration with incomplete information on the landing paper; then at the airport currency exchange; there were miscommunication. She said that:

> Even at the local banks, I usually seek help from my Korean friends, to be available for translation.

Participant 3 described that language difficulties is an emerging problem when managing banking. It was efficient to have Korean friend to assist in translation. While learning a new language through the process of enculturation, she improved her problem solving skills and developed strategies to assess situation and be sustainable in a new environment. Participant 4 had some basic knowledge in Korean language which is sufficient to adapt to local environment. She said that:

> I know some basic and simple Korean prior to the exchange program … though at novice level, it was sufficient to converse properly and comfortably.

Additionally, Participant 4 improved her Korean language proficiency which enable her to understand local culture deeper. It was considered as an achievement in the acquisition of new language. Besides language barrier, the participants also faced obstacles like financial constraints. They stated that, though there were financial aids from both home and host universities on tuition fees, and cost and expenses support from family, there are still impediments coping with the high costs of living in Korea. Participant 3 stated:

> Living expenses in Korean is quite high. I have an extreme budget on food costs and limited means to other extravagant expenses.

The participants learned to plan the portion of budget and expenditure, set spending limits on food purchases and adhere a budget on meal planning. Participant 3

said that with her limited portion of money, much was spent on Korean food! Participant 4 said that she spent wisely on necessity but not wastefully. Participant 4 said that:

> I tried to reduce unnecessary expenses; but I prefer shopping more than spending on food. Though I have a narrow budget, I was fascinated with the Korean fashion design, and bought a lot of shirts and blouses.

Participant 4 stated that there were some financial considerations and financial management. She learned to spend wisely to curb over spending habits. She develops independence staying abroad with lesser support from her family. Hence, participants garner life skill in financial knowledge and management, and wisdom to manage their own monetary matters living in the foreign environment. Intrinsically, it was a good training for self-control and discipline in making alternative option with limited means.

Participant 2 is similar with Participant 4, and was cautious in spending money. Nevertheless, she was almost out of her budget towards the end the program. She said that:

> I went there for almost four months, from August to December. I was almost out of budget at the end of the program, I spent almost RM 13000-RM 14000, not much, but not really manageable. Cost of living and expenses in Korea is higher than expected.

It was really a great challenge! However, she persevered and made intense effort to overcome the financial issues. From the perspectives of the participants, the challenges they encountered during the exchange program have change their life more than they anticipated. Though not as noble as life-transforming experience, but lives have shifted to be more adaptable in managing basic challenges. It was a great opportunity to develop life enhancing skills and to handle daily life more efficiently. Through the process they deal with the challenge, they have grown wiser and braver than before.

4.2.4 Cultural experience

Canwarth and Bown (2014) defined cultural experience as the central of creative value. It was impacted by cultural activities, which people and cultural workers meet together. Indeed, this study focuses on participants' cultural experiences to examine the intrinsic impact and cultural value. In this study, the participants were excited with their experiences in Korean culture. Participant 1 went on an expedition visiting Korean museum and ancient town. He said that:

> I was delighted to visit the museums and learn to understand and appreciate the artefacts. Also to listen to the traditional music played on ancient musical instruments. And watched the spectacular, and colourful ethnic dances with singing.

Participant 1 also visited some ancient cities and commented on the grandeur of the buildings and monuments. He said that:

> I have visited few ancient cities as cultural excursion. The architecture of the buildings is fascinating. Personally, I prefer the ancient houses, they are elegant and classy.

Participant 1 experienced both the Korean ancient culture and modern culture during exchange program. It was an exhilarating experience overall.

Similarly, Participant 2 visited several museums as class excursion and assignments attending courses that related to Korean culture and history. She was fascinated and totally immersed herself in the museum with the Korean aesthetic in the traditional artwork. She said that:

> I enjoyed visiting the museum and learning to appreciate the beauty of the Korean relic.

She said that:

> Korean history is fascinating. I enjoy listening to history and learning about their efforts in preserving the ancient art works, moral values and historical sites and buildings.

From the cultural perspective, Participant 2 was excited and enthusiastic with her new knowledge Korean traditions and culture through enculturation. However, from the sociocultural perspectives, there were local issues in impoliteness and rudeness:

Initially, my first impression was … the natives and local communities are unfriendly and unwilling to spare a helping hand.

However, as the understanding the local culture gets better, she realised that the locals are shy to communicate with foreigners who speak other languages other than Korean. She said:

They are shy to … speaking foreign languages. I found ways to communicate with them, as I get accustomed to the local culture and environment.

The participants enjoyed the unique experiences at the local festivals and celebration. Participant 1, Participant 3 and Participant 4 have participated in many Korean cultural events during exchange program. Participant 1 attended one of the Thanks Giving celebration. He described:

They have Thanksgiving Day too. It was celebrated by exchanging presents with each other. International Student Centre (ISC) gave us some small gifts to be exchanged during the celebration.

Participant 1 shared that the home student association in Korea invited them to join these festivals. These events are valuable experience in understanding and knowing the culture and traditions of the host country better. Other than these official events and functions, Participant 3 and Participant 4 attended Korean wedding dinner during exchange program. Participant 3 shared that:

My new friend in Korea was getting married and extended the wedding invitation for us to visit her hometown, a pretty town away from the big cities. The wedding rituals was new experiences for us. Very different form our culture. Spectacular, attracting crowds from all in the town,

Participant 4 said that:

The wedding started with traditional ceremony where the groom led the wedding procession walking towards the bride. The ritual is similar to what we have seen in the Korean drama.

Participant 4 described that the wedding was full of Korean traditional costumes, and commented that Korean wedding is splendid, colourful and beautiful. It was her

first time experienced Korean wedding. Furthermore, they also celebrated moon festival which is known as *Chuk Shok* in Korea. She said:

> It was a grandeur festival for them. Most shops were closed for celebration. Our course brought some festive sweets and delicacies to share with us.

Most cultural experiences were enjoyed through Korean festivals, celebration and culture events. According to Newsome and Copper (2016), adopting foreign culture through positive and educative experiences could stimulate self-awareness and enhance the appreciation of foreign cultures. Participant 2 shared that:

> Initially, I was not ready to get accustomed to the culture and social behaviour; with the first negative impression of the locals on their rudeness and impoliteness; I thought they were unfriendly … in contrast to the images projected in K-Dramas…

However, as she deals with situation positively, and persistent in the continual collaboration and interaction with her fellow course mates. She realised that:

> They are just afraid of speaking in English … just like me, fear of speaking foreign language. After lifting the language barrier, they are all friendly are enthusiastic.

According to Bourdieu (1986), language is considered as an element of cultural capital. Through understanding of different cultures, Participant 2 learned to adopt the differences in foreign cultures and appreciates the varieties in cultural background during exchange program. Participant 2 reflected that she immersed herself in the c foreign culture with positive and educative attitudes, which bring forth the self-awareness of own culture and learning to express appreciation of other cultures.

4.2.5 Educational experience

Education system always has been categorised into western education and eastern education. Through the experiences of the participants, Korea adapted the best from the two education systems. Participant 2 shared the she experienced freedom, open minded,

critical thinking, creativity, and holistic thinking. Participant 2 shared that during his

took commented that：

> I took a course on Korea traditional art about Korea history, archaeology and cultural relic. This course taught us how to appreciate the porcelain and pottery. The objective of the course is learned to appreciate beauty and aesthetics. The class dynamics allow us to expresses our individual opinions.

Participant 2 shared that she attained new learning skills through the exchange

program; appreciating the beauty and sublime of the Korean porcelain and pottery. She

learned to think independently, and to express own opinions effectively. She also has

positive comments on the teaching styles and professional attitudes of the lecturer.

Participant 2 shared that:

> The lecture is passionate with his profession and always nice; he had strongly influenced his students to love arts and culture. He stimulates our thinking.

Participant 2 shared that she has improved on her critical thinking skills, she said

that:

> I am learning to think more logically and rationally on what see, read and observe. I am clearer and organised in expressing my own opinion. This course is effective in the learning outcomes fostering my thinking skill, a more holistic thinking and perceptions.

Participant 2 add on said that:

> There was also an interaction in exchanging ideas in the class. We can learn from each other how they think and the depth and breadth of their thoughts. I am always fascinated with their ways of generating ideas and discussed objectively from different aspects based on one key concept.

Participant 2 enjoyed the knowledge of Korean history, she said that:

> Korean history is much associated with Chinese history, there were wars fighting against each other; to strengthen their power by conquering each other .
> The class structure was very interesting, and improve ways of learning through

discussion. Participant 2 stated that through discussion, there was improvement in self-

knowledge and self-growth.

Participant 3 and Participant 4 registered for a new language course, learning the French. Both agreed that this course opens new window for them to explore another new language. The enjoyed the flexibility in the class, where learning atmosphere is relaxing, the lecturer is friendly and humorous. Overall, the participants enjoyed different teaching styles and approaches; all contributed positively to their future learning.

4.3 Conclusion

The findings from the narration of the participants' indicated that enrolment into exchanged program is not only merely for the musical experience but also greatly expanded the life experience, cultural experience and educational experience.

At the onset, the main influencing factors on the decision to enrol in the exchange program were personal aspiration and external factors from peer influence and family support. Participants enrolled into this program was trigger by the attractive offer from the home university. Secondly, self-determinant decision to widen their global views and international experience. Subsequently, peer influence is another important factor that inspired them to pursue this program. Further, family support on cost and expenses further encouraged the decision making.

During the exchange program, the participants have gained knowledge from four aspects, that is, musical experience, cultural experience, life experience and education experience. These four aspects have enriched the overall experiences, widened their perspectives and deepen the insights; and foster intellectual growth. Despites encountered many challenges but the participants have developed self-assurance and acquired the ability to problem solving.

Through the exchange program, the participants are inspired to think broadly on local and global cultural issues; and improvements in personal development and

attributes; more courageous and independent. They have gained more knowledge and confidence to plan for their future.

CHAPTER 5

DISCUSSION, IMPLICATION, AND RECOMMENDATION

5.1 Overview

This chapter comprises of the discussion, implication and recommendation of the study. The chapter are structured as follows: (1) summary of results; (2) discussion of finding of the study; (3) conclusion; (4) implication of the study; (5) recommendation for future study; and (6) closing remarks. In this chapter, the findings and recommendation are presented in response to the research questions of the study. The research questions are constituted as follows:

1. What are the influencing factors on the students' decision to participate in the international mobility exchange program?
2. What are the musical and non-musical experiences gained from the exchange program?
3. What have the international mobility students achieve through the exchange program and how it contributes to their future?

5.2 Summary of Results

This findings of the study evidenced that experience of student mobility is not only influenced the undergraduate students in musical experiences but also in non-musical experiences. Although the result directed at a stronger impact on the non-musical experience as compared to the musical experience, however, the cultural experience, life experience and educational experience are interrelated to the musical experience. The overall arts and aesthetic experience are embedded beneath the musical and non-musical experience which thus construct and enrich the meaning in learning experiences.

Narrative analysis was engaged to examine the experience articulated by the participants. Breheny and Stephens (2015) stated that narrative inquiry concentrates in analysing storytelling of individual. The storytelling narrates on though mundane daily routine but are the fundamental in psychological narration. It is applied to understand experience and memories of individual.

Interestingly, for most participants, their foremost intention to participate in the exchange program is to seek new experiences in foreign culture and lifestyle. They indicated that travel-oriented is the main theme of their participation in the exchange program. Ancillary, the participants also aim to explore new musical experience. Career-oriented and academic oriented are the other themes for their participation in the exchange program. Besides, family support and peer influence played an essential role that affects their decision in enrolling themselves into the exchange program. The financial and emotional support of their families provided confidence in their decision to join the exchange program. Participants stated that the recommendation and sharing from their peers whom had experienced the exchange program had highly motivated them to partake in the student mobility program. Lastly, the factor influences participants enrolled to the exchange program is the welfare offered by the university. They considered the support of their university as a golden opportunity to broaden their global experience and view.

In the initial weeks of the exchange program, participants shared that they have encountered varied challenges. Those challenges included language barrier, culture shock, social isolation, problems in mundane daily activities and the selection of appropriate courses. The participants indicated that skills, competencies and independence were developed through making sense of the situation and problem solving. The results show that the non-academic and academic accomplishments of the participants are achieved through the learning program and daily life. The competences

which included academic competence, cultural competence and social skills were gained through the problem-solving process in overcoming challenges and difficulties and gaining knowledge of different cultural practices.

In the findings, the participants had addressed that they were very much immersed in the musical environment. The musical environment is not merely defined as the environment of the academic courses attended; it also included the surrounding environment, such as library. Kivy (2002) defined that the representation of musical experience is the knowledge and understanding which is undertaken the theoretically and intellectual aspects to enjoy and appreciate music. Thus, musical experience of participants is embedded in value and meaning from the musical enculturation. They have been enriched with the musical environment, musical experience and musically motivated through this exchange program.

According to Glück and Bluck (2011), life experience grows wisdom through resources such as strong sense, openness mind, reflective attitude and empathy of emotional. This also defines that difficulty encountered in life is enabled to raise wisdom. The life experience of participants contributed to attributes such as self-actualisation, self-transcendences and problem-solving.

Moreover, cultural competence is achieved through cultural experience. Cultural competency is defined as a skill which is efficient to live under the different culture (Olsen, Bhattacharcy, & Scharf, 2006). Cultural competency is a method to learn to communicate and collaborate with the diverse group or societies which are different with themselves. Interpersonal network played an important role in the exchange program. During exchange program, the diverse cultural practice of the participants with the Korean culture aroused several problems and challenges which included social isolation, culture shock, language barrier and proficiency. According to Newsome and Cooper (2016), the culture shock is considered as a positive experience. It was a process

of the participants to develop the understanding and belief of foreign culture. After participants assimilate new culture, the conflict and misunderstood would be terminated. Hence, after the participants accustomed to the cultural environment, problems were resolved and the challenges were overcome. The participants indicated that they attained cultural competency through diverse cultural experience. Hence, Pritchard and Skinner (2002) had described that the intercultural competence is attained after students adapt the host culture.

The participants described that they have experienced different intercultural learning. They stated that education system in the host country is different with the home country. Thus, the participants have experienced the differences in the education system and learnt to make comparison. However, the main hindrances faced by the participants were the limitation of elective courses, language barrier and flexibility of courses.

In consequent, international student mobility program provided transnational education opportunity for students and the findings revealed that the participants had achieved competencies and positive attitude through this program.

5.3 Discussion of Findings of the Study

The following are the discussion of the findings based on the research objectives of the study.

5.3.1 The influencing factors on international mobility students in the decision of the exchange program

From the findings, it was indicated that the influencing factors on the participants to partake in the exchange program included self-determination, influence from the peers and family. The findings revealed the self-determination is the main factor in the

decision making for the exchange program. Aiming to have insight and depth in musical experience, cultural exposure, and foreign life style are the other influencing factors. The participants expressed that they yearned to broaden their global view, particularly in culture and music and to experience life style of different country in a short period of time. Two of the participants had much expectation in exploring musical enculturation of the host country. One of the participants stated that the first factor that influences decision making to go abroad for the exchange program is to experience different campus life and music experience, especially in Korean. Surprisingly, one of the participant shared that Korea was the choice for exchange to challenge her to survive and strive intercultural skills and increases learning capacities at the country with language barrier.

Besides, other influencing factors including peer influences and family support. The high recommendation from their peers with relevant and pleasant experiences in the exchange program was the great attraction factor. Additionally, peers are jointly encouraging and inviting each other to be companion in the exchange program. Family support also played a crucial role among the participants' decision making. The parental support gave them assurance and confidence in joining the exchange program. Lastly, participants stated that the financial subsidy and benefits provided by the home university was attractive. It was indicated that partial traveling expenses and tuition fees were highly subsidised.

5.3.2 The educational, cultural, well-being experiences, during exchange program

Participants indicated that there were significant values and meaning in diverse experiences. As regard to educational experience, the participants stated that there were new learning experiences which include musical experience with immersion in musical

environment have greatly exemplified the emotional and expressive dimensions, performing skills and techniques. Further, they are greatly motivated and much impressed by the professional skills and attitude of the other music students whom they described as passionate, enthusiastic, diligent, determine and perseverance in their musical journey.

Participants shared that the new educational experience has provided them to refresh their prior knowledge with a broader perspectives and deeper understanding. The transnational education enables them to have a greater insight in the pedagogic techniques and significantly making comparison of the education approaches between home country and host country. Besides, participants indicated that exchange program had offered them to experience new knowledge which is not offered in their host country. It is considered as knowledge exploration.

However, participants addressed the obstacles that they had encountered in the exchange program is flexibility and leniency of the lectures, language barrier, limitation during selected elective courses. Despite, some of participants did not affected by those obstacles. They insisted learning the techniques and knowledge of the host country. The participant shared that he was took the courses which related to his music major. The participant is frequently confused with the context during learning with his Korean lectures. Hence, he has successfully attained knowledge and during exchange program.

Regarding the cross-cultural experience narrated by the participants, it is accumulated by the mundane daily life, cultural activities, and festivals and travelling. The experiences of the participants not merely enriched in the academic, they have shared the experiences at out of the academic aspect.

Participants stated that they have visited host country traditional building, art and music museums. This is the essential behaviour to understand and appreciate aesthetic of Korean culture. They have invited to visit the wedding ceremony, Korean

festival, museum, and their ancient buildings. Hence, after they have experience the aesthetics of the arts and buildings of Korea, the participants shared that they have enhanced treasured experience in the appreciation of the cultural characteristic of their home country.

Additionally, participants stated that the courses taken are multi-ethnic. They shared that there are not only Korean culture and student; it also embraced other international student come from other country. According to Watson and Lippitt (1958), difference of culture would substantially affect personal attitude. The participants shared that the understanding to other cultures is widen their views and perspectives.

The challenges in cross-cultural experience included language barrier, misinterpretation and culture stock. Participants stated that causes they faced the challenges is the different language and different culture. They are stayed at a foreign country which is using foreign language. The different cultural significantly affect the perspectives of participants. The culture of host country is toward to unification. The alienation and culture stock are presented during exchange program. The participants frequently highlighted the language barrier is the root of the problem.

5.3.3 The achievement, accomplishments and the contribution to the future through the international mobility program

The participants indicated that self-motivation and self-growth are the prime accomplishment with acquired skills, proficiency in new languages and culture understandings. The music courses attended have given them opportunities to learn new skills and techniques especially in the musical emotion and expressivity. Koob (1984) indicated that expressive experience is provided through music education. Musical experience is expressive and educative. The participants were greatly motivated through the musical enculturation with positive energy and enthusiasm.

Participants not merely learned the main language of the host country, half of the participants took other foreign language such as French. Participants narrated that the initial stage of the program, they are full of the misinterpretation and social awkwardness. Through the process of accustomed to the new culture, they have achieved the wisdom of effective communication and cultural understanding. Hence, the participants have achieved the self-adaptive behaviour and developed skills to familiarise and acquaint with the new environment. After they have adapted to the new culture, they are starting to construct their new personality and identity in the new environment. Thus, soft skills were strengthen and begun to create interpersonal network. Participants stated that after they acquired the proficiency in their new language and familiarity with the environment, they have made new friend and travelling around the other province in Korea. Watson and Lippitt (1958) stated that this is outcome of attitudinal change in the cross-cultural experience. Furthermore, the findings had revealed that participants acquired ability in critical thinking and complex problem solving. It was emphasised that various pedagogical approaches have broaden their understanding, cultivated self-knowledge and self-growth, and widen their perspective and foster positive learning attitudes. Their inner self has been changed, sculptured and shaped by these experiences; and thus, the growth of confidence and courage. In sum, participants indicated that achievements attained through the mobility program have enhanced their overall attitudes and perspectives.

5.4 Conclusion

Enhanced musical and learning experience, impacts on self-knowledge and self-growth are evidenced through the exchange program. The findings of this study have contributed to the current literature of student mobility program on the influencing

factors, educational, cultural experience and well-being during exchange program, and the achievement and contribution to the future of the participants.

5.5 Implication of the Study

The musical experience, cultural experience and educational experience are significantly evidenced in the findings. Participants have gained musical and non-musical knowledge, motivated and inspired through the exchange program. This study contributes to the knowledge of the experiences and learning, achievement and accomplishment, the meaning and value of the exchange program.

5.6 Recommendation for Future Study

From the findings of the study, it is recommended that the association of the following aspects to examine in further research and extent to investigate the other impacts or intend disclose the impact to investigate explicitly.

Firstly, further research can increase the number of sample than the small sample used in this study. Four students participated in this study. The more in-depth detail or supplementary subjects about exchange program and their effect would be significantly provided by larger number of sampling.

Secondly, further research could be replicated with participant sampling from more public and private universities. The present study was focus upon sample from one public university. Each public and private university might have difference academic gratifications and prospects. Hence, the effect on the students and the changes in their perspectives could be different between public and private universities. Thus, conducting a further study among participants from more public and private universities could result in diverse findings.

Thirdly, this study only focuses on exchange program in one university in Korean. It is recommended to further research on other exchange programs in different universities of various countries to make comparison of the findings in related to the development of personality, values, traditions, and culture. Participants from diverse cultures could respond and reflect dissimilarly to the similar experiences. Hence, investigate similar study with participants from other countries could be beneficial to accumulated comparable and in-depth research evidence.

Fourthly, the data for the findings were collected through qualitative semi-structured interview which was an appropriate method to collect the data based on the objectives of the study and similar studies, and the conclusion of the study was supported with satisfactory findings. The semi-structured interviews had contributed sufficient data to understand the interaction among the participants in the exchange program and how their interaction would affect their expressions of ideas about the program. It is recommended to conduct a quantitative study on a wider population to gain deeper and broader insight of the exchange program.

Lastly, it is also recommended to conduct future study and collect data through social media network. In the present of the study, the data is collected through face to face interview that is limited to time and space. In order to investigate and evaluate more participants from different countries, using media network could be an efficient method in collecting data.

5.7 Closing Remarks

This study aimed to contribute more insights into the present literature on international student mobility. This study addresses the short-term mobility through the stories and experience of individuals. The findings provide explicit evidences to corroborate that value and meaning of international student mobility. The findings of this research aim

to motivate future studies to search for other valuable aspects and challenges in the international student mobility.

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