

CHAPTER FOUR

THEORETICAL MODEL DEVELOPMENT

4.1 INTRODUCTION

The purpose of this chapter is to explain the study's theoretical framework. All main variables of the study: (1) Country Image; (2) University Reputation; (3) Perceived Quality; and (4) Intention to Study are described and their potential relationships are discussed, from which the study's hypotheses and theoretical model are developed therein.

4.2 COUNTRY IMAGE

4.2.1 Country Image Scale

Notwithstanding the large body of research on Country Of Origin (COO) effects, only a limited number of Country Origin Image (COI) scales can be found in the literature (Papadopoulos & Heslop, 2003). Moreover according to Zeugner-Roth, Diamantopoulos and Montesinos (2008), most of these scales have been criticized for two reasons: (1) From a conceptual perspective, too many extent scales; (2) Many scales have not been tested for their psychometric properties. Despite the many scales for country image from the literature, such as proposed by Nagashima, (1970, 1977), Naranya (1981), Johansson and Nebenzahl (1986), Yaprak and Parameswaran (1986), Parameswaran and Yaprak (1987), Martin and Eroglu (1993), Parameswaran and Pisharodi (1994), Pisharodi and Parameswaran (1997), Lee and Ganesh (1999), Knight and Calantone (2000), Pereira et al. (2005), the scales can be improved according to geographical factors. According to Li and Mizerski (2006), Martin and Eroglu (1993) developed a 14-item scale to assess country image that does not involve product image assessment. The model is appropriate for measuring country image for service

industries. Martin and Eroglu (1993) concluded that country image, by its own, can be measured by three dimensions: political, economic and technological dimensions.

Despite the availability of the scale measurement for country image, there is, unfortunately, a lack of agreement among these scales (Lala, Allred & Chakraborty, 2009). According to them, the differences exist at the conceptual, structural, and item levels. They also found that consistent with the literature, country image is a multidimensional construct and this study will adopt a similar approach.

4.2.2 Country Image Applicable To Services

Srikatanyoo and Gnoth (2002) indicate that based on their evaluation on several studies, country of origin is an important extrinsic information cue in consumer perception and evaluation of product quality. These have been agreed that country of origin is an important and has powerful influence towards the decision made by consumers (Ahmed & d'Astous, 1996; Bilkey & Nes, 1982; Chao, 1989). The question, therefore, arise to be answered. Will those findings, however, be applicable to services? Indeed, how does a country image affect consumers' choice of services? Will it have a similar effect on the intention to study or on the choice of destination or where to go? And does it affect their decisions? Thus, the study of the effects of country image in the higher education sector towards intention to study is needed and significant. To fill this gap, a theoretical model has been developed and tested to confirm the relationship between all the variables.

Within the theoretical model, four variables are identified and they are as follows:

Country image – Defined as the image of the country and its people at the macro and micro levels and this could influence the perceptions by the consumer of the associated products and services.

University reputation – Defined as the accumulative gain obtained by the university and the perceptions by outsiders of the university.

Perceived quality – Defined as the extent quality has met expectations as perceived by the consumers.

Intention to study – used as a predictor of consumer preferential choices.

4.2.3 Role of Culture in Country Image Scale

Alden, He and Chen (2009) found that the cultural congruency of provider recommendations affects evaluation. Cultural values are linked to subjective attitudes and preferences, which in turn are used to evaluate service experiences (Biergelen et al., 2002).

4.2.4 Role of Religiosity in Country Image Scale

Religiosity is a new dimension that the study proposes to include as an additional dimension for country image in the Malaysia context especially. This is because previous research done by the Ministry of Higher Education in 2009 and 2010 indicates that religiosity is one of the main attraction for foreign students from Muslim countries. Religiosity is refers to matters relating to how easy it is to get halal food which in Malaysia is available everywhere and the ease of access to mosques and “suraus” for prayers. These two factors are the main attractions of foreign students who find that the situation in this country is similar to their countries.

It should be said at the outset that this study does not capture and measure how religious the postgraduate students are because this is not the intention of the researcher. The study is interested to know how religiosity plays an important role to

attract students. Malaysia's reputation and image in terms of the provision of halal food and easy access to mosques or prayer rooms may impact its suitability from the perspective of students as customers. Even though there are a variety of potential measures of religiosity (see Roth & Kroll (2007) for examples cited by Bloodgood, Turnley and Mudrack (2007)), frequency of attendance at religious services has been shown to be one appropriate and effective way to assess the religiosity construct (Conroy and Emerson (2004) cited by Bloodgood, Turnley and Mudrack (2007)). However, this is a guideline only and is not the purpose of the study.

4.3 UNIVERSITY REPUTATION

According to Allesandri, Yang and Kinsey (2006), by adjusting Fombrun and Gardberg's (2000) scale for the university reputation context, the researchers conceptualized the following three dimensions of university reputation (which comprise eleven items in total):

Quality of academic performance

Quality of external performance and

Emotional engagement

4.4 PERCEIVED QUALITY

According to Mersha and Adlakha (1992), what the customer perceives as service quality is influenced by the behavior, skill level and performance of service personnel. They stated that to improve perceived quality, service employees, particularly those who come into direct contact with customers, should be well trained both in interpersonal and technical skills and should be highly motivated.

These parts take up a quite large portion of the questionnaire for formulating the overview of perceived quality. Here the study refers to about twelve dimensions or

constructs of perceived quality. Perceived quality in service means perceived service quality. The twelve dimensions or constructs are:

Ambience

Employees' attitudes

Employees' behaviors

Encounter specific

Performance

Positive experience or valence

Social factors

Tangibles

Waiting time

Interaction quality

Service Quality

Whole Service Quality

The perceived service quality afterwards will be known as perceived quality in the discussion.

4.5 SERVICE EVALUATION

Despite recent research on quality dimensions of general service, little work has been concentrated on public services and in particular higher education (Owlia & Aspinwall, 1996). Hence, service evaluation in the higher education sector is becoming more essential because the observation of this type of service is over a longer period of time.

4.6 INTENTION TO STUDY (PURCHASE INTENTION)

Intention to study is the end result of the relationship of all the variables. The constructs refer to the original purchase intention scale. The scale is typically

characterized by multiple Likert-like items used to measure the inclination of a consumer to buy a specified good or use a service. The various versions of the scale discussed here employ between two and four items. The study chooses to use four items. Most of the studies appear to have used seven-point response scales with the exception of Okechuku and Wang (1988) who used a nine-point format. Stafford (1998) modified the statements for use with services and called the scale conative attitude toward the advertisement. The scale refers to what type of conative attitude they (the respondents) show towards the advertising activities.

Purchase intention was conceptualized as an individual's plan to make an effort to purchase a brand (Spears & Singh, 2004). It was measured by three items, such as "I would never buy it / I would definitely buy it", "I definitely do not intend to buy / I definitely intend to buy", and "I have very low purchase interest / I have very high purchase interest" on a seven-point semantic differential scale (Spears and Singh, 2004).

4.7 THE LINK BETWEEN COUNTRY IMAGE AND PERCEIVED QUALITY

Although two studies have examined the COO effects on perceived quality, namely by Roth & Romeo (1992) and Bilkey & Nes (1982), much is left to be desired in this field. First, neither research has distinguished between COO and perceived quality nor recognized the quality dimensions varying across product classes as well as services. Second, the ways that brand and country cues affect the perceived quality have not been investigated. In addition, most of those studies concentrated on overall product quality instead of perceived quality (Thakor & Katsanis, 1997). Erickson, Johansson and Chao (1984) reported that COO does not impact directly on consumer attitudes. Eroglu and Machleit (1989) demonstrated that COO effects vary by product class. Previous research often utilized product categories and where the countries are

positively or negatively known for quality, the COO effects will certainly occur (Roth et al., 1992). While COO is the only cue that consumers might utilize to evaluate specific products (Bilkey et al., 1982), it typically affects the evaluation of product attributes (Erickson et al., 1984).

Pecotish and Ward (2007) assert the COO and brand name as independent variable toward perceived quality and purchase intention as dependent variable. It is a strong link between country image and perceived quality. According to Lala, Allred, and Chakraborty (2009), the effect of county image on perceived quality is supported by empirical data using nomological model. Thus, it could be posited that:

H1. Country Image will have a significant and positive effect on Perceived

Quality

Perceived quality (Zeithaml, 1988) is a key dimension of brand equity (Aaker, 1991), believed to enhance the value of the brand by providing consumers with a reason to buy. It is hypothesized that country of origin information affects the perceived quality of products (Pappu et al., 2006). That is, consumers are likely to hold favorable perceptions of the quality of a brand when the brand is known to originate from countries with a strong association with the product category compared to when the brand is known to originate from countries with weaker association with the product category. We expect that the perceived quality levels of a brand will vary by the country of origin of the brand.

Furthermore, researchers have observed that the impact of country of origin was the largest in relation to perceived quality (e.g. Lim et al., 1994; Verlegh & Steenkamp, 1999). The present study also finds that the differences by country of origin were the largest for perceived quality.

4.8 THE LINK BETWEEN COUNTRY IMAGE AND INTENTION TO STUDY

This stream of research has emphasized the effect of country image on specific consumer behaviors such as product evaluations and purchase intentions (d'Astous & Boujbel, 2007). Purchase intention is used as a predictor for the preferential choices of consumers and is defined as the intention of the student regarding the destination country as a provider of the education service (Peng et al., 2000; Srikatanyoo & Gnoth, 2002).

Parameswaran and Pisharodi (2002), in their analysis of COO effects on purchase intentions using different sub-samples of respondents, showed that country image has an impact on intention to purchase irrespective of degree of assimilation/acculturation in their culture. One of the reviews of the literature (al-Sulaiti & Baker, 1998) also confirms both the extensive research on the topic and the fact that there is very strong, widespread evidence that the effect is real. Lim and Darley (1997) demonstrated that effect size may differ somewhat, depending on alternative research design and methodology, but COO effects are present across various different ways of trying to measure it. It is readily apparent, then, that COO plays an important role in quality perceptions, and thus brand image, as well as in purchase intention.

The hypothesis is:

H2. Country Image will have a significant and positive effect on Intention to

Study

4.9 THE LINK BETWEEN COUNTRY IMAGE AND UNIVERSITY REPUTATION

Country image and university reputation links as a covariance and both are considered independent variables. The two variables has been discussed earlier in chapter 2 and chapter 3 thoroughly and is found theoretically based and does make

sense to the area of international business as well as marketing. The relationship is like the following:

H6. There is an association between Country Image (CI) and University

Reputation (UR).

4.10 THE LINK BETWEEN UNIVERSITY REPUTATION AND PERCEIVED QUALITY

Arambewela, Hall & Zuhair (2005) found that there is a significant relationship between perceived quality and image and prestige (reputation) of the universities. Arambewela stated it is therefore necessary for universities to enhance their national and international standing that reflects a level of excellence in quality of education by continuously monitoring and reporting the quality of teaching and research. It is also important for universities to sustain their national and international reputation through credible actions by each member of the organization (Herbi et al., 1994; Bitner, 1980) which would increase the capacity of universities to position themselves in the minds of students as being innovative, up to date, involved with the business community and as having students' needs at heart (LeBlanc & Nha, 1997). The importance of perceived quality derives from its beneficial impact on purchase intentions (Tsiotsou, 2005). The following hypothesis derives therein:

H3. University Reputation will have a significant and positive effect on

Perceived Quality

4.11 THE LINK BETWEEN UNIVERSITY REPUTATION AND INTENTION TO STUDY

The results from the Soutar and Turner (2002) study provide support for Hooley and Lynch's (1981) suggestion that course suitability and academic reputation were the most important determinants of university choice. There is also a range of other reasons

why a particular international student might choose one destination country over another for study. These include the perceived quality and reputation of the country's education provision, its accessibility, affordability and the opportunities for employment based on the qualification obtained (Sirat, 2008). The hypothesis can then be stated as:

H4. University Reputation will have a significant and positive effect on

Intention to Study

4.12 THE LINK BETWEEN PERCEIVED QUALITY AND INTENTION TO STUDY

Grandon, Alshare and Kwun (2005) found that perceived quality show the highest path coefficient that leads to intention to study. This is consistent with the study by Sohail, Jegatheesan and Nor Azalin (2003) and Siti Falindah, Rohaizat and Abdul (2009). Drawing upon this literature, the following hypothesis stated as:

H5. Perceived Quality will have a significant and positive effect on

intention to study.

4.13 HOW PERCEIVED QUALITY WILL MEDIATE THE RELATIONSHIP BETWEEN COUNTRY IMAGE AND INTENTION TO STUDY

Lala, Alfred, and Chakraborty (2009) also demonstrate that perceived quality completely mediates the relationship between country image and willingness to purchase, thus supporting the indirect effect found in the literature. Thus, it could be posited that:

H7. Perceived Quality will mediate the relationship between Country Image and

Intention to Study

4.14 HOW PERCEIVED QUALITY WILL MEDIATE THE RELATIONSHIP BETWEEN UNIVERSITY REPUTATION AND INTENTION TO STUDY

The importance of perceived quality derives from its beneficial impact on purchase intentions (Tsiotsou, 2005). Some scholars support a positive direct effect of perceived quality on purchase intentions (Carman, 1990; Boulding, Staelin & Zeithaml, 1993; Parasuraman et al., 1996). Others report only an indirect effect through satisfaction (Cronin & Taylor, 1992; Sweeney, Soutar & Johnson, 1999). Hypothesized, it should therefore be expressed as follows:

H8. Perceived Quality will mediate the relationship between University

Reputation and Intention to Study

4.15 EASE OF PRACTISING RELIGION WILL MODERATE THE ROLE OF COUNTRY IMAGE IN A POSITIVE WAY

One of the moderating variables which is interesting to study is ease of practising religion. The hypothesis is:

H9. Ease of Practicing Religion will moderate the role of Country Image in a positive way

4.16 THE STUDY'S THEORETICAL MODEL

Thus, country image is seen as an independent variable as well as university reputation, which in turn may affect perceived quality and intention to study. The following model diagrammatically explains the theoretical propositions for the context of the current study:

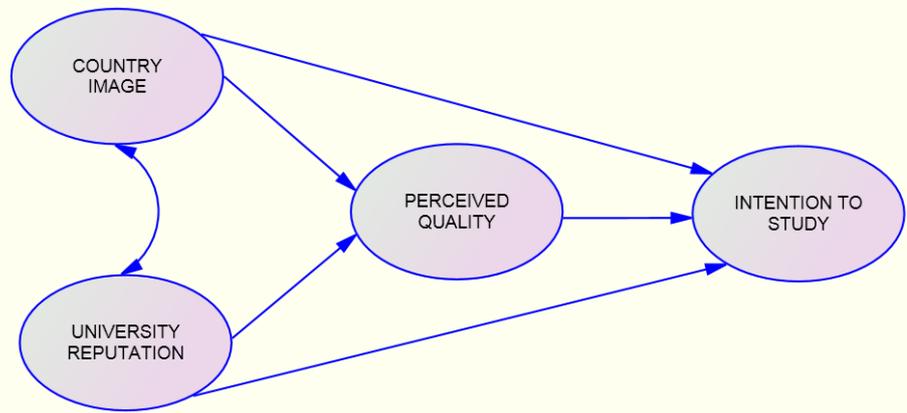


Figure 4.1
Theoretical Model

The theoretical model comprises the intention to study, as a dependent variable, country image and university reputation as independent variables and perceived quality as a mediating variable, which has been identified in existing literature. Country image is stated as an important variable (Hooley & Lynch, 1981; Lawley, 1998; Bourke, 2000; Peng et al., 2000; Mori, 2001; Srikatanyoo & Gnoth, 2002; Binsardi & Ekwulugo, 2003). University reputation also plays an important role as an independent variable (Donaldson & McNicholas, 2004; Williams & Dyke, 2008; Alessandri, Yang & Kinsey, 2006; Lowry & Silver, 1996; Roberts & Thompson, 2007). Perceived quality resides as a mediating variable as well as a dependent variable (Carman, 1990; Boulding, Staelin & Zeithaml, 1993; Parasuraman, Zeithaml & Berry, 1996). Intention to study becomes the dependent variable (Srikatanyoo, 2009; Peng et al., 2000; Srikatanyoo & Gnoth, 2002).

The following model illustrates by showing the hypotheses related to the study:

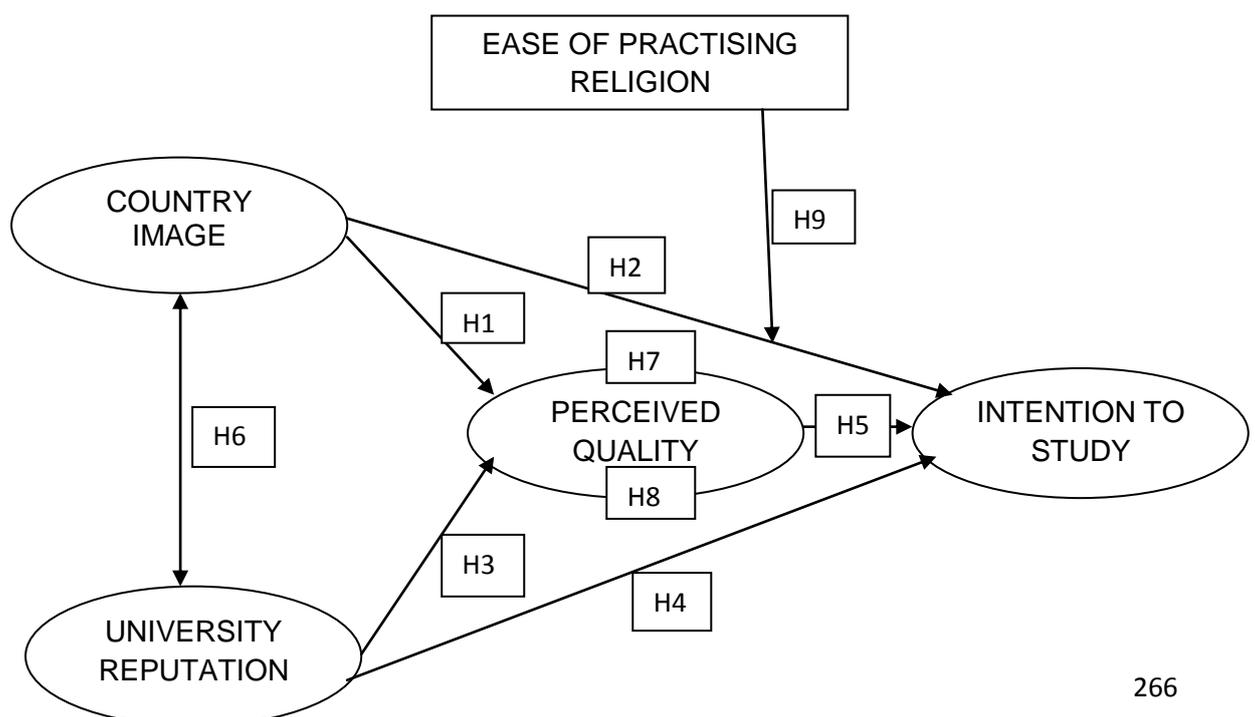


Figure 4.2 **Theoretical Framework**

Based on the above model, the following hypotheses can be proposed:

H1. Country Image will have a significant and positive effect on Perceived Quality.

H2. Country Image will have a significant and positive effect on Intention to Study.

H3. University Reputation will have a significant and positive effect on Perceived Quality.

H4. University Reputation will have a significant and positive effect on Intention to Study.

H5. Perceived Quality will have a significant and positive effect on Intention to Study.

H6. There is an association between Country Image (CI) and University Reputation (UR).

H7. Perceived Quality will mediate the relationship between Country Image and Intention to Study.

H8. Perceived Quality will mediate the relationship between University Reputation and Intention to Study.

H9. Ease of Practicing Religion will moderate the role of Country Image in a positive way.

4.17 CONCLUSION

The present chapter has discussed all the variables involved and the links between them that in turn may either directly or indirectly affect intention to study. The next chapter is thus devoted to methodology issues, in relation to (1) how the hypotheses developed in this study are tested; (2) how the study is carried out and the research perspective it follows; and (3) how each variable is operationalized in the current study.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

This chapter has four parts. The first part clarifies the research design and strategy. It discusses the rationalization on research design, research instrument and procedures utilized in sampling. The second part is regarding the construct measurement applied in the study. The third part discusses the data analysis plan. The fourth part elaborates the validity and reliability assessment. The fourth part also describes an overview of the analysis technique used to test hypothesis.

PART ONE: RESEARCH DESIGN AND STRATEGY

The aims of the study are to understand: (1) the construct of country image and its dimensions including the new one of ease of practicing religion; (2) the relationship between country image and university reputation; (3) the relationship between country image and intention to study; (4) the relationship between university reputation and intention to study; (5) how perceived quality will mediate the relationship between country image and intention to study; (6) how perceived quality will mediate the relationship between university reputation and intention to study.

Specific research proposition and hypotheses have been drawn from the previous chapter. Thus, beginning from the research perspective of the present study, this chapter attempts to describe the methodological process and the research methods followed.

5.2 THE RESEARCH PERSPECTIVE

There are two approaches to research undertaken by the researcher: (1) Quantitative Research; (2) Qualitative Research. According to Cavana, Delahaye and Sekaran (2001), typically, quantitative research methods are used within the positivist research paradigm and qualitative methods are used within the interpretivist paradigm. The author used both approaches to complement each other and in the process make the research meet the purpose of fulfilling both quantitative and qualitative approaches.

First, the researcher starts with qualitative research to get as clear an idea as he can on what the gaps are that can be found in our knowledge of the subject and what contributions can be made by the study. Then quantitative research will follow to test and verify the truths of the study.

To know and choose the proper epistemologies underpinning a research study/project/programme is important and decisive in the selection of the research design (Gill & Johnson, 1997). The two well-known research epistemologies in social sciences are: (1) Positivism and (2) Interpretivism. This study tries to combine positivism and interpretivism, even though positivism becomes the foundation and takes a large part of the study. Whether a positivist or interpretivist approach has been chosen, basically the research undertaken considers three main factors: (1) the nature of the relationship between the theory and the research i.e. whether the theory guides the research or the theory is in fact the outcome of the research; (2) the epistemological orientation of a particular research, relating to what is regarded as an appropriate knowledge for social science discipline i.e. social science is positivist or interpretivist and (3) the ontological considerations, being those relating to whether the social world is regarded as something external to social actors or as something that people are in the process of fashioning (Bryman, 2004). Subsequent sections explain and describe the

different perspectives with regard to its theory, epistemological and ontological orientations and, from these, denote the orientation followed by the present study.

5.2.1 The Theory Orientation and Direction

There are two orientations and directions of the research; either: (1) Deductive theory or (2) Inductive theory. To theorize in a deductive direction, we begin with abstract concepts or a theoretical proposition that outlines the logical connection among concepts and then move toward concrete, empirical evidence (Neuman, 2006). Neuman said, thus, we start with ideas, or a mental picture of the social world, and then test your thinking against observable empirical evidence. Deductive theory is thought to represent the usual standpoint of the nature of the relationship between theory and social research (Bryman, 2004). This type of theory necessitates the development of the conceptual and theoretical structure prior to its testing through empirical observation (Gill & Johnson, 1997). At this point, the social scientist deduces the hypothesis and proposition and then transforms it into operational terms logically.

The rationale of deduction, the operationalization process and how this involves the consequent testing of the theory through empirical evidence are measured and meaningful in a deductive approach. In contrast, inductive theory embraces the view that the theory is the outcome of research. To theorize in an inductive direction, you begin with observing the empirical world and then reflect on what is taking place, thinking in increasingly more abstract ways, moving toward theoretical concepts and propositions (Neuman, 2006). Neuman said, in inductive theorizing, we can begin with a general topic and some vague ideas that you then refine and elaborate into more exact theoretical concepts. In other words, the process of induction involves drawing generalisable inferences out of observations. Researchers who work within this frame are particularly familiar with the grounded theory proposed by Glaser and Strauss

(1967), which is often thought of as a strong method to analyse data and generate theory within this framework (Bryman, 2004).

5.2.2 The Epistemological Orientation

An epistemology consideration concerns the question of what is or what should be regarded as an acceptable knowledge in a discipline. There are three types of epistemological orientation, positivism (positivist social science), interpretivism (interpretive social science), and critical social science. Positivist social sciences (PSS), is used widely, and positivism, broadly defined, is the approach of the natural sciences (Neuman, 2006). Neuman said, in fact, most people assume that the positivist approach is science. He added, positivist social science is an organized method for combining deductive logic with precise empirical observations of individual behavior in order to discover and confirm a set of probabilistic causal laws that can be used to predict general patterns of human activity.

“Positivism is an approach to social research that seeks to apply the natural science model of research to investigations of social phenomena and explanations of the social world” (Denscombe, 2003, p. 14).

Here, the social world, like the natural world, is best explained in terms of cause and effect, one thing leads to another. Positivism has been criticized for its reliance on the scientific process and setting a cause in advance of research like a formula. The argument is that the scientific method is difficult when dealing with social reality and the human factor. Interpretivism on the other hand, declines the practices and norms of the natural scientific model, and of positivism in particular, preferring instead to emphasise the ways in which individuals interpret their social world (Bryman, 2004). However, Denscombe (2003, p. 21) states that “there is no doubt that interpretivism has

been influential on thinking in social research.....however yet to persuade all social researchers to become interpretivist”.

Weber (1864-1920) who wrote many articles about interpretive social science argued that social science needed to study social action with a purpose. Weber felt that we must learn the personal reasons or motives that shape a person’s internal feelings and guide decisions to act in particular ways (Neuman, 2006).

“We shall speak of “social action” wherever human action is subjectively related in meaning to the behavior of others. An unintended collision of two cyclists, for example, shall not be called social action. But we will define as such their possible prior attempts to dodge one another.....Social action is not the only kind of action significant for sociological causal explanation, but it is the primary object of an “interpretive sociology” (Weber, 1981: 159).

Interpretivism has been criticized for its lack of rigor (Denscombe, 2003). For example, the method usually does not use statistical method to analyze the data and does not use research questions, hypothesis or sample size which is specified earlier in positivism. However, what is not covered in positivism can be answered in interpretivism because of its method investigates deeply one subject and the interaction between respondent and researcher is very close because researcher and respondent are also the subjects of the research. Interpretive researchers often use participant observation and field research (Neuman, 2006). Neuman said, these techniques require that researchers spend many hours in direct personal contact with those being studied.

Neuman (2006) added a positivist researcher will precisely measure selected quantitative details about thousands of people and use statistics, whereas an interpretive researcher may live a year with a dozen people to gather large quantities of detailed

qualitative data to acquire an in-depth understanding of how they create meaning in everyday life. He added that interpretive social science is concerned with how people interact and get along with each other. In general, the interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds.

A latter view of positivism, known as post-positivism (Denscombe, 2003), which is divided into (1) empirical realism and (2) critical realism, however, may be seen as slightly less extreme than the natural positivist who follows strictly a scientific process as in the natural sciences world. Empirical realism asserts that, through the use of appropriate methods, reality can be understood. It reflects the fact that it is often assumed by realists that there is a perfect, or at least very close, interaction and correspondence between reality and the term used to describe it (Bryman, 2004). However, this assumption has been criticized because “it fails to recognize that they are enduring structures and generative mechanisms underlying and producing observable phenomena and events and therefore is ‘superficial’” (Bhaskar, 1989, p. 2).

The second assumption of critical realism, while recognizing the natural order way of social science research, also denotes that:

“We will only be able to understand and so change the social world if we identify the structures at work that generate those events and discourse.....These structures are not spontaneously apparent in the observable pattern of event; they can only be identified through the practical and theoretical work of the social sciences”. (Bhaskar, 1989, p. 2).

However, according to Bryman (2004, p. 13), since the approach has fundamentally positivist implications, positivism has been the main focus rather than critical realism.

5.2.3 The Ontological Orientation

Question of social ontology are concerned with the nature of social entities (Bryman, 2004). The two ontological orientations are commonly adopted: objectivism and constructionism. Objectivism, which is in line with the view of positivists asserts that social phenomena and their meanings have an existence that is independent of social actors. It implies that social phenomena confront us an external facts that are beyond reach or influence (Bryman, 2004, p. 16). Constructionism, which is in line with the viewpoint of interpretivism, however considers “the categories such as organization are pre-given and therefore, confront social actors as external realities that they have no role in fashioning” (Bryman, 2004, p. 17). In other words, it asserts that social actors are continually accomplishing social phenomena and their meanings.

5.2.4 The Research Perspective of the Study

Positivism as a mainstream study about management, marketing and business always aim to generate laws which govern the ways in which organizations operate (Johnson & Duberley, 2000). The researcher becomes the outsider and observes the phenomenon and evaluates the cause of the object and does it scientifically as a natural science discipline. While the epistemological-positivists believe that the methods and procedures of the natural sciences are appropriate to social sciences, the epistemology-interpretivists, on the other hand, believe that social actors or researchers are resume accomplishing social phenomena and their explanation earlier.

Another philosophy that also assumes positivism (known as critical realism) has a more tolerant and compromising viewpoint. While it recognizes the rigorous technique of positivism, however at the same time it also recognizes that concepts are also human constructions (Easterby-Smith et al., 2002). However, despite the controversy over the suitability of studying a social science subject by following a

natural science model (which is deductive, positivism and objectivism orientation), it is claimed that the significance of inductive theory is not entirely clear either (Bryman, 2004).

Besides, it follows that is recommended by Denscombe (2003) and Bryman (2004) that the paradigm or philosophical stance for specific research relies not so much on which method is more powerful but rather depends on the situation that is being investigated. For instance, should the researchers be interested in investigating the relative importance of a number of different causes of a social phenomenon, the quantitative strategy might be chosen. Otherwise, the qualitative research method might be chosen if the worldview of members of a certain social group is of interest, (Bryman, 2004). Ultimately, while acknowledging that all methods have limitations, it is important to realize that no one approach could be claimed as a ‘perfect method’ (Denscombe, 2003). Denscombe (2003, p. 24) stated, “A good social research depends on adopting an approach that is suitable for the topic or event being investigated”. Perhaps the choice of a particular method is not due to the debate between positivists and interpretivists, but rather reflects different interests (Gill & Johnson, 1997), or the chosen technique may be seen as just a different method that is available as a research tool, (i.e. the technical reason), (Easterby-Smith et al., 2002). The most suitable method doing a research depends on what objectives are to be achieved and what types of data are required (Denscombe, 2003; Bryman, 2004).

Specifically, besides knowing and determining the relationships between country image, university reputation, perceived quality and intention to study, the study also seeks to understand why country image and university reputation emerge and act in the way that they do. By specifying the ‘why’ in advance of this research as the independent variable in order to investigate the relationship between it in the structural

equation models, the present research is thought to adopt a strict positivist-quantitative approach methodology, adopting the epistemological-positivism in its orientation and objectivism in its ontological considerations. The qualitative study has been taken earlier before the quantitative took place in order to not only enrich the abstract representations of the proposed theory as being the nature of scientific positivist (Firestone, 1987), but to strengthen, confirm or corroborate the findings of the quantitative methodology (Rossman & Wilson, 1991).

5.3 RESEARCH DESIGN AND JUSTIFICATIONS

There are two research designs adopted for the current study, namely quantitative (survey technique) and qualitative (focus group interview and personal interview). Both research designs complement each other and the qualitative took prior place to confirm the survey later. Secondary data also became the main source to confirm the findings of the study. Thus it becomes a triangulation study.

5.3.1 The Quantitative Approach: Survey Research

In order to find an answer for research questions, we designed a large scale survey. Our sample consisted of 1852 potential students from various universities. Data were gathered by means of self-administered questionnaires. The questions were given to the students by hand whenever we met them. The sample of the 1852 respondents were taken from three zones, consisting of (a) the northern area, covering Perlis, Kedah, Penang and Perak; (b) the western area, covering Selangor and Wilayah Persekutuan; (c) the eastern peninsular area, covering Pahang, Terengganu and Kelantan. Since there are 20 public universities in Malaysia, and many of them are in Selangor and Wilayah Persekutuan, the sample is based on a population which is concentrated more on those places in terms of the distribution of the questionnaires.

The study's plan is to get the most balanced proportion of representatives from all the public universities and the zones. The type of sampling used is quota sampling. The samples taken must meet the requirement that students must be university students either fulltime or part-time.

5.3.2 The Qualitative Approach: Focus Group Interviews

The study involved structured interviews for which the interviewer has a list of predetermined, standardized questions which are carefully ordered and worded in a detailed interview schedule, and each research subject is asked exactly the same questions, in exactly the same order (Minichiello et al., 1990:90, cited by Cavana, Delahaye and Sekaran, 2001). The study initiates face-to-face interviews and also focus group interviews. These types of interview have been chosen because of their strengths and advantages.

First, the interview with five experts in the area will be conducted asking a set of questions regarding the topic. For the design, selection, and modification of the study's questionnaire, extensive in-depth interviews with five experts in the area of studies academically and five practitioners who are also considered experts in the area were conducted. Participants were first asked to identify the information they looked for and based on their wide experience in the issues, they gave comments and feedback. A list of relevant information categories was compiled based on the literature presented earlier in the paper and interviewees were then asked to express the relevance of the specific categories of information. Interviewees were asked to identify specific items of information that they thought characterized each broader category. Each interview ranged in length from twenty minutes to one hour. The interviews were tape-recorded, transcribed and the content analysed manually.

Second, the focus group interview of up to twenty respondents was conducted, involving up to four groups, each at a different time. Each session took about one hour. Based on the results and feedback from the two types of interview, the variables involved in the framework were confirmed. Thus the findings seem likely to have strengthened the framework. Personal interviews were also undertaken to get views from the individual perspective about the issues discussed.

The purpose of face-to-face interviews with experts is to clarify that the sets of questions for quantitative and qualitative will correctly measure what were supposed to be measured. The experts will read carefully all the questions and then give comments for improvement. Before that, the set of questions had been read by a few PhD students to get feedbacks in terms of suitability and clarity to potential respondents to understand.

The evidence from the qualitative research undertaken subsequent to the survey reinforce the empirical findings and provide an insights into a deeper picture what factors of country image really did influence a student's choice.

5.4 RESEARCH BEARING

In the study, the researcher employed an accommodation between quantitative and qualitative techniques. Consequently it is not really mixed methodology because it is estimated the quantitative analysis has utilized about 85% of the whole.

Qualitative method represented another 15%, basically to derive the new item proposed in the questionnaire and confirmation of the model and variable used in the study.

Recently the mixed methodology gained the acknowledgement and recognition of many scholars especially in marketing and business disciplines. Actually both methods can illustrate a clearer picture of the issue, situation and the environment. That means

the researcher has already used triangulation which involved reading documents, asking the respondent verbally and analyzing what has been answered by the respondent. Thus, the study is rigorous, robust and very deep in exploring the problems and phenomena of this particular area.

Based on thorough literature review, using meta-analysis to know the history of the terms used in the topic and continuing with interview sessions (six interviews), the researcher gained more confidence that there is a strong justification in the real world for a study. The researcher then found a new variable which has an apparent effect not much concentrated on in the literature review. As a result, the researcher came out with a set of questions to theoretically and practically capture the issues of the study. Finally after the analysis had been taken, the results show some very interesting findings. The journey of the research had come to its end and whatever was aimed for by the researcher has apparently been achieved.

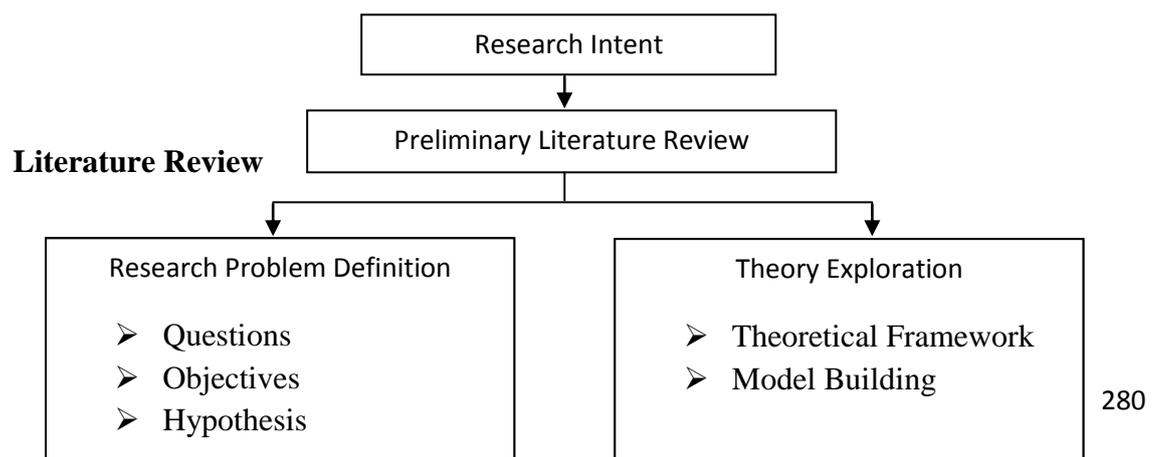
5.5 RESEARCH DESIGN

Research design is a master plan indicating the processes and measures for gathering and scrutinizing the required information (Zikmund, 2003:65). The purpose is to make sure that information assembled is suitable for cracking the problem (Zikmund, 2003). Cooper and Emory (1995) suggest there are three reasons for having a research design.

First, it offers a comprehensive plan to select sources and categories of information that is utilized to deal with the main research problem.

Second, research design clarifies the association between the variables examined.

Third and last, it is used to argue and deduce the progress of propositions and hypotheses and the data analysis. Figure 5.1 portrays the diverse phases of research design.



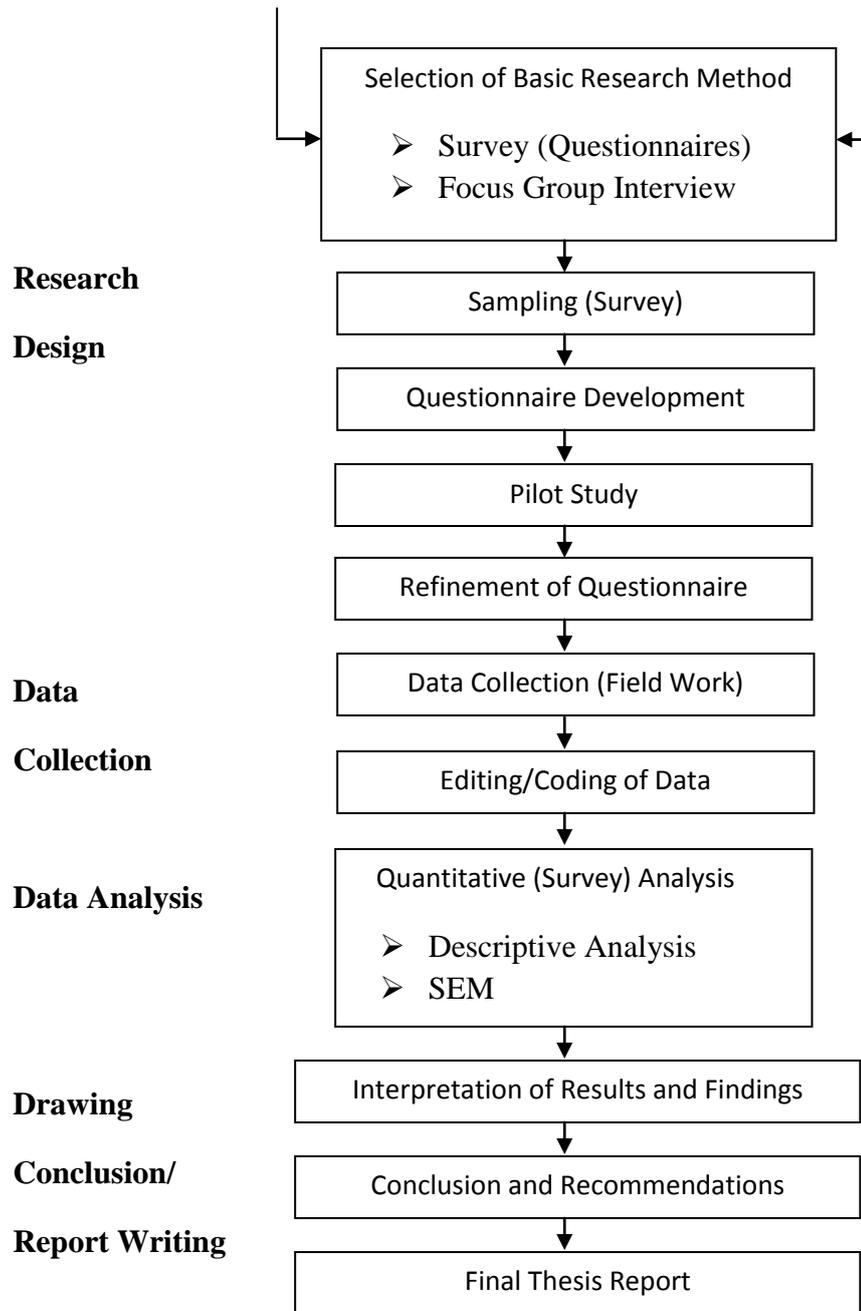


Figure 5.1
The Research Process Flow Chart

This research was organized to follow the steps outlined in Figure 5.1, which presents the research process flowchart of this research. The steps include: literature review, research design, data collection, data analysis, and drawing up of conclusions and report writing. In the following paragraphs and in subsequent sub-sections, research design, data collection, and data analysis processes are discussed.

In this research, the survey method became a principal part of the research method to collect primary data. The survey method is a very popular method in marketing and international business, specifically, and social science, generally. The survey method has many advantages because it collects primary data that meet the purpose of the study. Before the survey took place, personal interviews and focus group interviews have been undertaken to ensure that all variables studied are of logical flow and have justifications, theoretically and practically. Based on that, the researcher found substance and variables related to theory discussed and linked properly.

Initially, the research idea occurred to the researcher after extensive discussions with his supervisor. Consequently, the researcher has taken much effort to read as much as he can about the related issues. As a result, the researcher became more confident about the idea even though there is no narrow focus and clear path about what he should be doing next. On the other hand, some panels of assessor criticized the idea but after some time the topic became more interesting and little bit clearer.

Simultaneously, the researcher developed research questions, research objectives as well as hypotheses. Then theoretical framework was developed and modified a few times. The researcher took the initiative to discuss the model with a few professors from the same discipline. After approximately two and a half years, the model seemed very solid and fixed in the context of the research. However it was subject to change at any time.

The sampling type that has been chosen is probability sampling and quota sampling. First, the researcher used random sampling, which is a type of probability sampling, to select 50% of the total numbers of the universities in Malaysia. Basically, we have 20 public universities and 18 private universities. That means 50% of 38 is 19. In this research, our focus is only on the 19 universities that is taken to reflect the whole

population. The 19 universities had been picked on random. Then, the researcher immediately took action to contact the university. The researcher was able to contact all the 19 universities and of these only one could not cooperate due to it being very close to final examinations in that particular university.

Table 5.1
Questionnaire Provided for Every University

No.	Universities	Sample
1.	Uitm	400
2.	UUM	400
3.	UTM	400
4.	UMT	200
5.	UM	200
6.	UPM	200
7.	UTP	200
8.	UKM	200
9.	UNITEN	100
10.	UDM	100
11.	UPNM	200
12.	UniMAP	100
13.	UMK	100
14.	UniKL	100
15.	UTAR	50
16.	UIA	100
17.	USM	100
18.	MUST	50
19.	UNISEL	50
	Total	3050

A majority of the respondents in the universities answered the questionnaires on those times that the researcher visited the universities. It meant the questionnaires came to researcher freshly completed. The researcher did not have to wait few days or few weeks to get the questionnaires. However, for some of the questionnaires, the researcher received them after up to a month because the lecturer who was assigned the task had to find the right time slot to conduct a special briefing to make sure respondents know how to answer. Ultimately, the researcher was able to collect completed questionnaires from 1950 respondents.

Every time a completed questionnaire reached the researcher, it would immediately be given a serial number as a unique identity. The purpose is to avoid problems when further processing is held. Without a serial number, it will be impossible to carry out a coding process. Besides a serial number, every questionnaire has indicator which shows

the university it came from. The process of collecting data took 3 months from early August until early November 2011.

Questionnaire development was very crucial and required a lot of effort. In questionnaire development, the researcher spent almost seven months from the beginning until it was ready to be delivered. The researcher first have to look at all the variables involved in the study and match them up with the conceptual framework that has been approved by the supervisor and panels of the colloquium. Once the conceptual framework that had been established and confirmed by a few experts in the area, the researcher began to collect all items related to the variable. The item that was taken must be from credible sources and top journals. The researcher also referred to handbooks of marketing and scaling and measurement books.

The researcher cannot take all 100% of the items because the objective of this research and what researcher was going to do was different from previous studies. However, quite a large part of the items can be used with a little bit of modification in the context of services. Further, based on the interview conducted before, the input from that session became the platform for new items or sub-dimensions of the variable. As a result, the researcher combined an established measurement scale with new items or sub-dimensions which are new creations that can contribute to the knowledge. Around 13% of items were developed by the researcher, 7.2% of questions related to demography and the balance 79.8% were taken from established items for which the validity and reliability do not have problems. Finally the draft questionnaire was referred to the thesis supervisor, one professor of marketing from UiTM Shah Alam, one professor from UPM who is an expert in questionnaire design, one professor of higher education from USM, one professor of country image and marketing also from USM and one professor of AMOS from UIA. The researcher also took the opportunity

to discuss the questionnaire as well as the theoretical framework with two experts from UKM. In addition, the questionnaire also underwent some adjustments after discussions with some experts from UM. Finally, the latest set of questionnaire was reviewed several times, especially on the qualitative part before it was ready to be used.

The questionnaire was first distributed to the researcher's colleagues in the Faculty of Business and Accountancy, UM. They were mostly university students. They gave good co-operation and answered all the questions and they were free to give any opinion about the questionnaire especially relating to its format, layout, content and its appropriateness to the respondent. Before that, the questionnaire was sent to an editor to check for grammar, phrasing and overall quality relating to the proper use of the English language. Based on feedback from colleagues, a further refinement was done. The next step in the process was a pre-test which was distribution to a certain number of respondents who were similar to those in the prospective real survey. With colleagues and another respondent, the researcher was able to collect 116 respondents. Then, reliability using Cronbach's alpha was measured. In addition, after the pre-test was completed, the researcher carried out the pilot test on 120 respondents from a few faculties of UM. Again, the reliability using Cronbach's alpha was measured.

Before the data analysis part, the item must be coded into a simple identity that is useful and easy to refer when data entry takes place. The researcher spent three weeks to complete the coding process. Sometimes the coding was kept right to the end before data entry because researcher felt too tired to focus on coding only; which meant that the researcher did several tasks simultaneously, namely those of coding, data entry and managing of data. Altogether it took almost four months for the researcher to complete the process of data entry as well as coding and other related work. For the analysis of data part, even though it is considered by many scholars as one of the easiest, the

researcher took two months to refresh his knowledge of the techniques to analyse and derive the results and findings. The last part is the write up which is considered the most difficult task after conceptual framework due to the existence of many interpretations which needed to be related back to the literature. In order to prepare a thesis that flow smoothly chapter by chapter and justify the reasons based on previous studies, much effort has to be expended.

5.5.1 Unit of Analysis

Unit of analysis is defined as a level of aggregation of the data used in the analysis process (Hussey & Hussey, 1997; Sekaran, 1983 & 2000). In this thesis, any student in a higher education institution qualifies as a respondent. Students in higher education institutions were chosen as the unit of analysis to show how their opinions relate to country image and university reputation with regard to the higher education sector.

According to Clegg (1990), the adequacy of the sample size depends on three major factors. The first is the type of statistical analysis that is being planned. The second factor is the expected variability within the sample and the results based on previous research experiences. The third is the sample traditionally used in a particular field of study. Although no strict guidelines exist for minimum sample sizes (Anderson & Gerbing, 1988), the sample size of this study (more than 1800 respondents) is considered to be a fair representation of university students studying in Malaysia.

Unit of analysis as individual is used to show what their perceptions are, what their behaviours are and how much the level of their intent to further their studies is. This relationship shows the decision-making process being performed by the individual.

5.6 RESEARCH INSTRUMENTS

5.6.1 Scaling of Measurement

According to Malhotra (2007), scaling can be based on comparative scales and non-comparative scales. Although comparative scales deal with the direct contrast of the objects of the study with one another, non-comparative scales are independent of one another. This study applies non-comparative scales. In other words, itemized scale ratings (i.e. Likert Scale) were used for the majority of the constructs. Likert scales are simple to construct, each item being of equal value so that respondents are scored rather than items, are likely to produce a highly reliable scale, easy to read and complete (Alreck & Settle, 1995).

In this study, seven point Likert-type scales from '1' to '7' were applied to confine the behavior approach and observations of respondents. The reason for choosing a seven-point scale is, first, to get better reliability of the scales (Churchill, 1979), and second, to offer a middle alternative for respondents who are impartial on the questions. Third, to use structural equation modeling or any other complicated statistical methods, seven or nine point mathematical scales are suggested (Malhotra, 2007). Additionally, the correlation coefficient of a research diminishes with a decline in the number of scale categories used (Malhotra, 2007). Fourth and last, an unbiased scale between positive and adverse categories is required to gain objective data. As a result, a 7-point scale was applied to generate the equilibrium (Malhotra, 2007).

5.6.2 Questionnaire Structure and Sequencing

The questionnaire was separated into six sections with each section delineated by a precise title. Guidelines were plainly and accurately provided after each title for simplicity to the respondents. The background of the organization was presented in the last section of the questionnaire. This method was used pursuant to recommendations

that sensitive questions were best kept to the last part of the questionnaire (Zikmund, 2000). As such, if this part was not answered, it would not considerably influence the propositions and hypothesis testing of the study. (Please refer to Appendix A for the questionnaire used by this study).

The questionnaire is a seven-page, double-sided document with a covering letter attached at the front. The cover letter has been designed so that it guarantees the respondents' anonymity, thus reducing the perceived risk to the respondent. Respondents were asked to circle their answers in a Likert scale format (1 to 7) with "very strongly disagree", "strongly disagree", "disagree", "neutral", "agree", "strongly agree", and "very strongly agree".

5.7 CONCLUSION FOR PART ONE

The research philosophy of this study is objectivism and positivism approaches in ontological and epistemological underpinnings. Consequently, quantitative methods become the basis and form a large part of the methodology and the analysis. However, the qualitative methods also contributed to the research and confirmed some elements which came earlier. Quantitative methods represent almost 85% of the research and six qualitative interviews represent 15%. Findings from the quantitative method were actually supported by those from the qualitative method.

PART TWO: CONSTRUCT MEASUREMENT

5.8 DATA COLLECTION

5.8.1 Pre-Testing of the Questionnaire

The rationale for pre-testing is to elicit criticisms regarding possible indulgent phrasing in the creation of the questionnaire. In reality, measurement faults frequently result from the way questions are asked which may hinder respondents from responding to the survey questions accurately and the replacement of the questionnaire later may

cause problems (Dillman, 1991). In other words, a pre-test is performed with the intention of:

- 1) Assessing for face and content validity of the questionnaire,
- 2) Ensuring that the questions are clearly and precisely interpreted,
- 3) Inspecting it for completeness, syntax faults and a uniform layout system.

In the pre-test procedure, the questionnaire was first issued to thirteen academics from related areas in eight diverse universities in Malaysia, Canada and New Zealand to remark on the design, planning of content and wording. Then, the questionnaire was forwarded to a professional English editor to ensure the phrasing, the flow of the sentences and the general application of the language is in order. On the basis of the comments from academics and the editor, the questionnaire was afterwards amended and polished. The final draft of the questionnaire was then offered to respondents in a pilot test session. This was crucial to make certain that the questions asked were understood and applicable to the study contexts.

The process continues with the questionnaire delivered to PhD and masters students who are the researcher's friends. They are University Malaya students and the level of their education varies from diploma, bachelor to PhD. The respondents for pre-test are also from different backgrounds and courses. 116 respondents have been picked up using convenience sample, in that whichever student met by the researcher will be given the questionnaire. Most completed the questionnaire on the spot while some took it back and submitted on another occasion. The questionnaire at this time was being modified slightly and amendments were made after the data had been analysed. Finally, the 116 questionnaires were successfully collected to be analysed as illustrated by the following Table 5.2.

Table 5.2
Sample Size for Pre-Test

		N	%
Cases	Valid	116	100.0
	Excluded ^a	0	.0
	Total	116	100.0

a. Listwise deletion based on all variables in the procedure.

The outcomes of the internal consistency and reliability investigation for the four variables with 130 items are generated from the exploratory factor analysis which was exercised for the first time to get feedback. The reliability tests for country image, university reputation, perceived quality, and intention to study recorded good reliability with coefficient alphas of above 0.50 and above as recommended by Nunnally (1967). Table 5.3 to Table 5.6 reveal the outcomes of Cronbach Coefficient Alpha.

Table 5.3
Reliability Statistics in Pre-Test for Country Image

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.912	.906	46

Table 5.4
Reliability Statistics in Pre-Test for University Reputation

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.931	.931	29

Table 5.5
Reliability Statistics in Pre-Test for Perceived Quality

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.964	.966	35

Table 5.6
Reliability Statistics in Pre-Test for Intention to Study

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.940	.952	20

5.8.2 Pilot Testing

Pilot testing is required to capture the feedback or responses from a sample of respondents which is exactly like the respondents in a real study. The researcher has taken a sample of 120 respondents for that purpose and that was analysed in the following Tables 5.7 to 5.10.

Table 5.7
Reliability Statistics in Pilot Test for Country Image

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.952	.961	46

Table 5.8
Reliability Statistics in Pilot Test for University Reputation

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.968	.969	29

Table 5.9
Reliability Statistics in Pilot Test for Perceived Quality

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.977	.978	35

Table 5.10
Reliability Statistics in Pilot Test for Intention to Study

	Cronbach's Alpha Based on	
Cronbach's Alpha	Standardized Items	N of Items
.973	.974	20

5.8.3 A Sampling Procedure

The sampling type chosen was probability sampling and quota sampling. First, the researcher used random sampling, one type of probability sampling to select 50% out of the total numbers of the universities in Malaysia. Basically, we have 20 public universities and 18 private universities. That means 50% out of 38 is 19. In this research, our focus is only on the 19 universities that is taken to reflect the whole population. The 19 universities have been picked on random by hand. The researcher was able to contact all the 19 universities and of these only one cannot cooperate due to it being very close to final examinations in that particular university.

Table 5.11
Sample Size from 18 Universities

No.	Universities	Sample
1.	Uitm	334
2.	UUM	321
3.	UTM	204
4.	UMT	183
5.	UM	108
6.	UPM	106
7.	UTP	104
8.	UKM	86
9.	UNITEN	71
10.	UDM	68
11.	UPNM	54
12.	UniMAP	49
13.	UMK	42
14.	UniKL	35
15.	UTAR	25
16.	UIA	21
17.	USM	21

18	MUST	17
18.	UNISEL	3
	Total	1852

Referring to Sullivan (2001), in order to calculate a sample size, it supposed to be based on the required confidence level, desired sampling error, population heterogeneity, and a population size. Table 5.12 presents figures for a population that is relatively varied for the error intervals of 3%, 5% and 10%. Thus, the table becomes a guide showing the usable questionnaires required for the indicated levels of sampling error. Therefore, the table provides reference to show the sample size the study needs to achieve for the desired accuracy, which is 5% error interval in this study.

Table 5.12
Calculating Sample Size

Population Size	Sample Size for the 95 Percent Confidence Level		
	± 3% Sampling Error	± 5% Sampling Error	± 10% Sampling Error
100	92	80	49
250	203	152	70
500	341	217	81
750	441	254	85
1,000	516	278	88
2,500	748	333	93
5,000	880	357	94
10,000	964	370	95
25,000	1,023	378	96
50,000	1,045	381	96
100,000	1,056	383	96
1,000,000	1,066	384	96
100,000,000	1,067	384	96

Source: Adapted from Sullivan, 2001.

5.8.4 Questionnaire Administration

Once the questionnaire was finalised, 3,000 sets were printed for the first phase. Prior to that, all contact persons had been alerted on the exact date and place a meeting with the researcher will be held. This communication took place at least two or three weeks before the meeting. The researcher used several ways, such as telephone call, and e-mail, to contact the person. The date of the meeting was been decided as well as the place. From time to time, the researcher would put all the important information into a small diary. This was to make sure that everything would go smoothly. In practice, two or three days before the researcher travelled, a phone call would be made to confirm the meeting.

Normally, the number of students that will go on to become respondents must be determined. More often than not, though, the number of copies of questionnaire brought exceeded the number of students. On that day, the researcher was either invited by the lecturer to come into the class or asked to explain to the particular lecturer what should be done. Then, after two or three weeks, the researcher will come back to the university to collect all the questionnaires answered. It depends on the situation. Sometimes the researcher has an opportunity to get back all questionnaires on that very day because some of the lecturers allowed the students time to fill the questionnaire. Moreover, some very kind lecturers, would give bonus marks for those students attended the class and answered all the questions properly.

The researcher made use of all available opportunities to give briefings about the questionnaire and remind all the students to answer all the questions. Therefore, the response rate was very good and unanswered questions could be decreased or reduced tremendously. Normally after 20 to 40 minutes, almost all the students returned the entire questionnaire. The researcher and his assistant will count quickly the number of

questionnaires answered. In other cases, due to lack of time, the lecturer did not allow his or her class to be disturbed. They preferred that the students take back the questionnaire to be completed and returned the next time the same class re-assembled. They let the researcher know when they would be ready to submit. Throughout, the co-operation of the lecturers was excellent and the same went to the students.

Generally, in the class, not all students attended and some students came very late and, in some very rare cases, students did not want to answer but pretended to do so in front of their lecturers. When we collected all the questionnaires, some were not answered. This is a common problem in research and cannot be avoided.

5.8.5 Population and the Study Samples

In Malaysia, with more than half a million students in the higher education sector, 1,852 samples is considered sufficiently good to represent the population of half million (500,000), according to Sullivan (2001).

5.8.6 Response Rate

By the end of November 2010, after four months and 4,000 questionnaires delivered, 1,950 responses were obtained. One thousand, eight hundred and fifty two (1,852) were usable. Response rate is presented in Table 5.13.

**Table 5.13
Response Rate**

	Number	Percentage
Total questionnaires distributed	4000	100%
Total questionnaires received	1950	48.75%
Total	1852	46.30%

questionnaires usable		
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5.9 DATA SCREENING AND CHECKING

Screening and checking of data are vital to make certain that the data is free from any fault. Errors may happen during data entry and this may ruin the analysis. Ensuing sections talk about the detection of missing values, identifying the outliers and data manipulation.

5.9.1 Detection of Missing Values

During the phase of data compilation, missing data were reduced as much as feasible by examining all the returned questionnaires. When questions were found unanswered or unfinished, they were straight away conveyed to the associated respondents in order to complete the missing information. All the data were manually keyed into SPSS version 18. Afterwards, a frequency distribution for every variable in the study and missing values analysis were run to make certain that the data was 'clean'. The outcomes show that there was no data missing in the data set.

For questionnaires which were not answered at all or which had large parts left blank, we discarded them as they could not be used. For questionnaires containing a few questions unanswered, the researcher took the middle, that means if we have 7 scale we concluded that the answer should be $7/2 = 3.5$. However, we did not have 3.5, so that meant the answer was no. 4.

5.9.2 Detection of Outliers

There are four types of outliers; a) data entry fault or error in coding; b) outliers because of unexpected event; c) unusual observations for which the scholar has no clarification; and d) observations that fall inside the ordinary series of values on each of the variables (Hair et al., 2006). Therefore, it is imperative to make a difference

between outliers that should be removed and those that should not be. In this study, outliers that necessitated removal came from a technical fault which incorporated wrong data entry or error in coding. The data was cleaned by running the frequencies and attaining the descriptive tables, which can be utilised to decide the level of item non-responses, mistakes on expressions of illegitimate responses, cases with excessive values or outliers. From the result of the descriptive tables, all the items in every section of the questionnaires were investigated to guarantee that responses were inside the scope of the items or scales, and the excessive values were recognized. The outcomes designated that no faults were identified in the data set of the study.

5.9.3 Data Coding

Each question in the survey of the research was coded with numeric value for straightforward recognition before administration of the questionnaire (De Vaus, 2002). SPSS version 18 was applied to recode these questions. Parallel software was as well applied for data entry and investigation. Coefficient alpha and factor analysis was utilised to sort the data and analyse the reliability and validity of the methods. To test the hypothesis, statistical methods ranging from correlation, multiple regressions, to structural equation modelling and path analysis were applied. These analytical procedures are explained in chapter 6.

5.10 COUNTRY IMAGE OPERATIONALIZED

Seventy studies were identified that assessed country image. Each study measured the country image construct using scaled items that were either grouped according to mean scores, or through factor analytic techniques and meta-analysis. The research regarding the dimension of country image would be required to conduct a meta-analysis (Hunter, Schmidt & Jackson, 1982; Hunter & Schmidt, 1990). An advantage of identifying country image dimensions is to generate consistency for

conceptualizing and operationalizing country image in future studies. Table 5.14 below lists the dimensions of the country image.

Table 5.14
Country Image Dimensions

Study	Country Image	Production & Marketing Image Dimensions
Nagashima (1970, 1977)	Price & Value Service & Engineering Advertising & Reputation Design & Style Consumers' Profile	Innovation Prestige Design
White (1979)	Expensive Price Technicality Quality Workmanship Inventiveness Selection Serviceability Advertising Durability Reliability Brand Recognition	Innovation Workmanship Innovation Prestige
Narayana (1981)	Quality Recognition Prestige Production form Expensiveness Popularity Functionality	Workmanship Prestige Innovation Design
Cattin, Jolibert & Lohnes (1982)	Pricing Reliability Workmanship Technicality Performance	Workmanship Innovation
Jaffe & Nebenzahl (1986)	Product-technology Marketing Price	Innovation Prestige
Johansson & Nebenzahl (1986)	Economy Status	Prestige
Han & Terpstra (1988)	Technical Advancements Prestige Workmanship Economy Serviceability	Innovation Prestige Workmanship

However, since the study focuses on services in the higher education sector, there are additional dimensions of country image as listed in the following Table 5.15:

Table 5.15
Items and Dimensions of Country Image for Services

Study	Country Image	Production & Marketing Image Dimensions
Parameswaran and Yaprak (1987)	Overall COI <i>Description of the People</i> The people of Malaysia are well educated The people of Malaysia emphasize technical/vocational training The people of Malaysia are hardworking The people of Malaysia are creative The technical skills of Malaysia work force are high <i>Aspirations of the country</i> The people of Malaysia are motivated to	

	raise living standards The people of /Malaysia are proud to achieve high standards	
Martin and Eroglu (1993)	Economically developed Democratic system Mass-produced products Civilian government Predominantly industrialized High labor costs High literacy rates Free market system Existence of welfare system Stable economic environment Exporter of agricultural products Production of high-quality products High standard of living High level of technological research	Economical Political Technological
Parameswaran and Pisharodi (1994)	Friendly and likable Artistic and creative Well-educated Hard working Technical education Achieving high standards Raised standard of living Technical skills Similar political views Economically similar Culturally similar Participates in international affairs	
Lala, Allred and Chakraborty (2009)	Malaysia is technologically very advanced. Malaysia's economy is mostly industrial (not agricultural). Malaysia's economy is very modern. Malaysia's government is very cooperative with ours. Malaysia's trade practices with the U.S. are very fair. Malaysia's government /political system is very democratic. Malaysia is a very peaceful country. Malaysia citizens have a great deal of freedom (many rights). Malaysian workers are generally very admired. Malaysian workers are generally very well educated. Malaysian workers are generally very well trained. Malaysian workers are generally very hard working. Malaysian workers are generally very reliable. Malaysian workers generally pay very close attention to detail. Malaysia makes an aggressive effort to protect the environment. Malaysia maintains very high standards for pollution control. Malaysia is very concerned about the environment. Workplace conditions in Malaysia are generally very safe. Malaysia is very considerate to its workers. Malaysian workers are generally very well treated	Economic Conditions Conflict Political Structure Vocational Training Work Culture Environment Labor

Hence, the study also proposes new dimensions for country image through focus group interviews and interviews with experts in the area of study. The following Table 5.16 shows the new dimensions involved.

Table 5.16
New Items and Dimensions of Country Image for Services

Study	Country Image New Items	Production & Marketing Image Dimensions
Focus Group Interviews by Shaiful (2010)	The country is a moderate Islamic country. The country is a progressive and dynamic Islamic country. The country is a pragmatic Islamic country. ‘Halal’ food is easily obtainable in the country. Places of worship are conveniently located and available to any religion in the country. The Islamic dress code is common in the country. Everybody is free to practice whatever beliefs they wish in the country. Religious/Islamic education facilities for children are easily available in the country.	Social Ease of Practising Religion
Discussion with experts (2010)	The crime rate in the country is low The country’s government respects individual rights Corruption/bribery is not a common practice in the country	Conflict/Law & Order
Discussion with experts (2010)	The country has a good public transport system The country has world class facilities and infrastructure	Environment

5.11 MEASUREMENT FOR COUNTRY IMAGE

According to Roth and Diamantopoulos (2006), from a measurement perspective, the most serious problem with existing country and product image scales is the shortage of reliability and validity assessments. In addition, they reviewed and suggested that COI should be regarded as a formative (belief) construct, which further questions the reliability and validity of past COI scales.

The researcher took the approachable way of trying to use the most comprehensive measurement available to measure accurately the service-like higher education sector. However, this is not an easy task because most measurement scales were applied to measure products. A multitude of studies spanning more than two decades have shown that consumers form images of countries that in turn influence their beliefs (Erickson, Johansson & Chao, 1984), evaluations (Loeffler, 2001), and willingness to purchase products made in these countries (Knight & Calantone, 2000). These effects have been found to be comparable in magnitude to that of other extrinsic

cues such as price and brand name (Wall, Liefeld & Heslop, 1991). Moreover, these results have been replicated across studies that vary in terms of study cues (Lim, Darley & Summers, 1994), respondent characteristics, types of country, types of product, stimulus context, and study context (Peterson & Jolibert, 1995).

The importance of the country image construct in influencing product evaluations and behavior has spawned a number of scales to measure country image (e.g., Agarwal & Sikri, 1996; Martin & Eroglu, 1993). Unfortunately, there is a lack of agreement between these scales. The differences exist at a conceptual, structural, and item level. This presents a big gap in the literature which other researchers can work on in order to fill the void in that particular area. At the conceptual level, scales differ based on whether they are viewed as a halo or a summary construct (Han, 1989). Structural differences arise from the number and type of dimensions identified. Finally, item-level differences exist because of differences in the way country image is conceptualized and the literature from which items were drawn.

Research on developing scales to measure country image dates back almost as far as academic research in this area. Yet there is considerable disagreement on a suitable scale. Much of this disagreement stems from the manner in which country image is conceptualized, the dimensional structure of the scale, and the specific items included.

Country image scales differ based on whether country image is conceptualized as a “halo” or a “summary construct” or some combination of the two (Han, 1989). Scales that treat country image as halo measure characteristics of the country (e.g., Martin & Eroglu, 1993), while scales that view country image as a summary construct measure characteristics of the products from the country (Agarwal & Sikri, 1996; Loeffler, 2001). The key distinction between the two approaches hinges on consumers’

familiarity with products made in the foreign country. Thus, when consumers do not know about products from a foreign country, they rely on their general knowledge of the country (halo); but when they do know about products from the foreign country, they rely on these product beliefs (summary construct). Different sets of scales exist based on whether country image is conceptualized as a halo (Martin & Eroglu, 1993), a summary construct (Agarwal & Sikri, 1996) or a combination of the two (Parameswaran & Pisharodi, 2002). See the lists in Table 5.17 below:

Table 5.17
Scale on Country Image Based on Halo, Summary or Combination

Country Characteristics (Halo)	Product Characteristics (Summary Construct)	Product and Country Characteristics (Halo and Summary Construct)
Martin & Eroglu, 1993 Haubl, 1996	Nagashima, 1970, 1977 Cattin, Jolibert, & Lohnes, 1982 Jaffe & Nebenzahl, 1984 Han & Terpstra, 1988 Roth & Romeo, 1992 Agarwal & Sikri, 1996	Parameswaran & Yaprak, 1987 Heslop & Papadopoulos, 1993 Parameswaran & Pisharodi, 1994 Lee & Ganesh, 1999 Knight & Calantone, 2000 Parameswaran & Pisharodi, 2002 Pereira, Hsu & Kundu, 2005

Because a summary construct measure relies on the image of products from a foreign country to infer the image of the country, it is a rather roundabout way of measuring country image. Besides, such a measure conflicts with the definition of country image: “the total of all descriptive, inferential, and informational beliefs one has about a particular country” (Martin & Eroglu, 1993). Finally, this measure is limited to countries about which the consumer has prior product knowledge. With the current trend toward globalization and outsourcing to many developing countries and the practice of sourcing/manufacturing different modules of a product in different countries, it is likely that consumers from developed countries have little knowledge about the products made by many foreign countries. However, in the service sector the situation is perhaps quite different from products. This is due to the fact that the time spent in the host country to get the certificate is much longer than buying the product. Thus, we focus our attention on the characteristics of the foreign country (e.g., economic conditions, political structure) rather than on the knowledge consumers have of products made by the foreign country.

Most previous literature has either assumed or demonstrated country image to be a multidimensional construct. However, while there is a general agreement on the existence of multiple dimensions (Cattin, Jolibert, & Lohnes, 1982; Han & Terpstra, 1988; Haubl, 1996; Jaffe & Nebenzahl, 1984; Nagashima, 1970, 1977; Parameswaran & Pisharodi, 1994), there is little agreement about the number of dimensions or the nature of the dimensions for country image. For example, Jaffe and Nebenzahl (1984) found two dimensions for country image: product-technology and price-value; Han and Terpstra (1988) found five dimensions: technical advancedness, prestige, service, workmanship, and economy; Martin and Eroglu (1993) found three dimensions: political, economic, and technological. While it is reasonable to expect different dimensions based on whether country image is conceptualized as a halo or a summary construct, the dimensions uncovered in prior research seem to vary even within the same conceptualization. Moreover, it is difficult to have faith in the dimensional structure of any one scale because that dimensional structure was not subjected to rigorous tests of validity.

Almost all country image scales have been developed either by modifying existing items or by generating items from marketing literature. (See Heslop and Papadopoulos (1993) and Martin and Eroglu (1993) for exceptions). Therefore, there are concerns about whether these scales tap the complete domain of the country image construct. Literature from nonmarketing disciplines might help capture a previously untapped domain of country image.

Despite the large body of research on COO effects, however, only a limited number of COI scales can be found in the literature (Papadopoulos & Heslop, 2003). According to Roth, Diamantopoulos & Montesinos (2008), there is room for improvements for the scales used in country image. Moreover, most of these scales

have been criticized for two reasons: First, from a conceptual perspective, many extant scales (e.g. Nagashima, 1970; Johansson & Nebenzahl, 1986; Han, 1989; Roth & Romeo, 1992) confound the image of a country with the image of products from that country (Martin & Eroglu, 1993; Papadopoulos & Heslop, 2003). Second, many scales have not been tested for their psychometric properties (e.g. Wang & Lamb 1983; Papadopoulos, Heslop & Beracs, 1990; Ger, 1991), thus challenging the methodological soundness of these scales. Once again, to the best of the author's knowledge, no study exists so far that has empirically tested the impact of country image and university reputation on the intention to study.

5.12 A REVIEW OF CI AND CI RELATED SCALE DEVELOPMENTS IN THE LAST TWO DECADES

Based on work by Lu, Heslop and Thomas (2008), the researcher highlights the following Table 5.18 to enlighten the reader about the scale development of CI till now.

Table 5.18
Review of CI and CI-Related Scale Developments in the Last Two Decades

Papers	Dimensions/Facets	Objects	Item Origin	Respondent Country	Evaluated Country	Limitations
Parameswaran and Yaprak (1987)	<i>Country of Origin</i> - General country attitudes (GCA) - General product attitudes (GPA) - Specific product attributes (SPA)	Country Product	- GCA: Boddewyn (1981) - GPA: Nagashima (1970, 1977); Lillis & Narayana (1974); White & Cundiff (1978); Bilkey & Nes (1982); - SPA: Bilkey & Nes (1982)	US Turkey	West Germany Japan Italy	a d e f
Pisharodi and Parameswaran (1992)	<i>Country-of-origin Image</i> - GCA (conation) - GCA (cognition and affect) - GPA (negative attributes) - GPA (positive promotional /distributional image) - GPA (positive product image) - SPA	Country Product	Yaprak & Parameswaran (1986); Parameswaran & Yaprak (1987)	US	Germany	a b d e f
Martin and	<i>Country Image</i>	Country	Responses of	US	Japan (prete	b c

Eroglu (1993)	<ul style="list-style-type: none"> - Economic - Political - Technological 		open-ended questions		st) US (revised) W. Germany & India (validated)	
Parameswaran and Pisharodi (1994)	<ul style="list-style-type: none"> <i>Country-of-origin image</i> - GCA (interaction) - GCA (people) - GPA (negative) - GPA (positive promotional /distributional image) - GPA (positive product image) - SPA (positive attributes) - SPA (negative attributes) 	Country Product	<ul style="list-style-type: none"> - GCA: Yaprak & Parameswaran (1986); Parameswaran & Yaprak (1987); Pisharodi & Parameswaran (1992). - GPA: Papadopoulos, Heslop, & Beracs (1990) - SPA: unknown 	US	Germany Korea	a b d e f - SPA dimension not applicable to automobiles
Knight, Spreng, and Yaprak (2003)	<ul style="list-style-type: none"> <i>Country-of-Origin Image</i> - People (2 items) - Negative Offering (2 items) - Positive Offering (2 items) - Advertising (1 item) - Distribution (1 item) - Price (1 item) - Political situation (1 item) 	Country Product	Parameswaran & Yaprak (1987)	Japan Turkey US	Germany	a d e - many single-item dimensions - only one evaluated country
Nebenzahl, Jaffe, and Usunier (2003)	<ul style="list-style-type: none"> <i>Personification of Country Image</i> - Quality and satisfaction seeker - Underdog - Economic value seeker - Chauvinist 	Country (People)	Responses of open-ended questions	France, Israel, US, Canada, Mexico, US.	Japan Germany South Korea Home country	d e g - all dimensions are related people only
Anholt (2005)	<ul style="list-style-type: none"> <i>Nation Brands Index</i> - Tourism - Exports - Governance - Investment and immigration - Culture and heritage - People 	Country Product	Unknown	10 countries (country names: unknown)	25 countries (country names: unknown)	f g - scale items are not clearly described
Laroche, Papadopoulos, Heslop, and Murali (2005)	<ul style="list-style-type: none"> <i>Country Image</i> - Country beliefs - People affect - Desired interaction 	Country	Papadopoulos, Marshall, & Heslop (1988); Li, Fu, & Murray (1997)	a large North American metro-politan area	Japan Swiss	a b g
Pereira, Hsu, and Kundu (2005)	<ul style="list-style-type: none"> <i>Country-of-origin Image</i> - GCA -GPA - SPA 	Country Product	Parameswaran & Pisharodi (1994)	Taiwan China India	US Germany	a c d e f g
d'Astous and Boujbel (2007)	<ul style="list-style-type: none"> <i>Country Personality</i> - Agreeableness - Wickedness - Snobbism - Assiduousness - Conformity - Unobtrusiveness 	Country (People)	<ul style="list-style-type: none"> - Responses of open-ended questions - Past personality scales: Goldberg's (1990); Trapnell & Wiggins, 1990); Aaker (1997); d'Astous and 	Canada (French Canadian)	Canada + two countries from a list of wellknown countries	b - all dimensions are related to people only

			Lévesque (2003)			
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Note. For the Limitations column: a= deductive or author-driven measures; b=a limited number of respondent countries; c=student samples; d=specific product categories/brands; e=focusing on respondents' views as consumers; f=limited examination on scale psychometric properties; g=failing to account for (or limited evaluation of) cross-cultural measurement equivalence.

5.13 MEASUREMENT FOR UNIVERSITY REPUTATION

In the research, for university reputation, the scale used has been taken from Alessandri, Yang, and Kinsey (2006); Gamage (2008); Harvey (1995); Hill (1995); Gatfield (2000). For works by Alessandri, Yang, and Kinsey, (2006), it also borrowed and adjusted the work by Fombrun and Gardberg's (2000). However, university reputation still keeps the three dimensions of it: (a) quality of academic performance; (b) quality of external performance; and (c) emotional engagement. With the three dimensions, the researcher was able to accumulate 29 items for university reputation.

5.14 MEASUREMENT FOR PERCEIVED QUALITY

The most widely known and discussed scale for measuring service quality is SERVQUAL, a scale designed to measure five dimensions of service quality: tangibles, reliability, responsiveness, assurance, and empathy (Parasuraman, Zeithaml, & Berry, 1988, 1991, 1994). However in the research, we are not directly measuring the service quality, but we intend to measure perceived quality, what is the difference between their expectation and what they believe. Although SERVQUAL has been empirically tested in a number of studies involving a variety of service settings (e.g. health care, banking, retailing and credit card services), it has not been adapted to or validated in a higher education sector. The intention of using SERVQUAL as a generic measure in any service setting has been challenged by a number of studies (e.g. Carman, 1990; Babakus & Boller, 1992; Cronin & Taylor, 1992; Patterson & Johnson, 1993; McAlexander, Kaldenberg, & Koenig, 1994).

Comparing SERVQUAL dimensions to their own qualitative research, Dabholkar, Thorpe, and Rentz (1996) propose five dimensions central to service quality

(physical aspects, reliability, personal interaction, problem solving, and policy), suggesting that SERVQUAL dimensions need modification and require a hierarchical factor structure to better capture overall evaluations of service quality. They further suggest that a measure of service quality across industries is not feasible. Therefore, research on service quality should involve the development of industry specific measures of service quality following triangulation of qualitative research procedures and subsequent validation using quantitative methods.

According to Imrie, Cadogan & Mc Naughton (2002), service quality is extraordinarily difficult to operationalize, particularly the case within a culturally diverse international marketplace.

5.15 MEASUREMENT FOR INTENTION TO STUDY

This section clarifies the operationalization of constructs utilised in the study. All the measurement items were produced from recognized studies. Nevertheless, following comments obtained from pre-testing, slight alterations were made to the items to suit the language, customs and business environment of the respondents. These minor alterations nevertheless did not change the substance of the constructs. To evaluate the constructs, a seven-point Likert scale was used after a comprehensive description was presented in the scaling of the measurement section.

Tables 5.19 to Table 5.27 illustrate the measurement items utilised. On average, every construct was measured utilising the minimum 2 items and maximum 20 items. This amount of items is judged satisfactory in marketing research customs (Peter, 1979). Though more items per construct can more completely confine the fundamental factor, the concerns of respondent monotony and exhaustion are imperative considerations (Peter, 1979). It is suggested that less items in a scale decrease the 'stray' loading and might support the discriminant validity, predominantly for an intently characterized

measure (Ferratt et al., 1981). The subsequent argument of the constructs applied for this study is based on the order that they are presented in the conceptual framework.

5.16 MEASUREMENT SCALES BY OPERATIONALIZATION OF CONSTRUCTS

5.16.1 Country Image

The measures of country image are discussed in terms of ten concepts. These include economic conditions, conflict/law & order, political structure, vocational training, work culture, environment, labour, technological, people and ease of practicing religion. The measures of country image by listing of scholars, as shown in Table 5.19, are adopted and adapted for this study.

**Table 5.19
Measures of Country Image**

Construct	Original Measure	Measures used in the Study
Country Image		
Economic Conditions		
Nagashima (1970, 1977)	Technically advanced	The country is technologically advanced
Jaffe and Nebenzahl (1984)	Technically advanced	
Lala, Allred and Chakraborty (2009)	Mexico is technologically very advanced	The country's economy is mostly industrial (not agricultural)
Martin and Eroglu (1993)	Predominantly industrialized	
Lala, Allred and Chakraborty (2009)	Mexico's economy is mostly industrial (not agricultural)	
Pappu, Quester and Cooksey (2007)	High level of industrialisation	
Martin and Eroglu (1993)	Economically developed	
Lee and Ganesh (1999)	Country is an economically advanced country	The country's economy is modern
Lala, Allred and Chakraborty (2009)	Mexico's economy is very modern	

Pappu, Quester and Cooksey (2007)	Highly developed economy	
Martin and Eroglu (1993)	Stable economic environment	The country has a stable economic environment
Martin and Eroglu (1993)	Free market system	The country has a free market system
Pisharodi and Paramesaran (1992)	Economically similar	
Parameswaran and Pisharodi (1994)	Economically similar	
Others source adapted and it has been widely accepted in prior research: (Han & Terpstra, 1988; Haubl, 1996; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Wang & Lamb, 1983)		
Conflict/Law & Order		
Lala, Allred and Chakraborty (2009)	Mexico's government is very cooperative with ours	The country's government is very cooperative with ours
Lee and Ganesh (1999)	Country actively participates in world affairs	
Parameswaran and Pisharodi (1994)	Participates in International affairs	
Lala, Allred and Chakraborty (2009)	Mexico's trade practices with the U.S. are very fair	The country's trade practices with the U.S. are fair
Lee and Ganesh (1999)	Country is friendly to the USA in world affairs	
Create and develop by Researcher		The crime rate in the country is low
Create and develop by Researcher		The country's government respects individual rights
Create and develop by Researcher		Corruption/bribery is not a common practice in the country
Others source adapted and it has been widely accepted in prior research: Haubl, 1996; Jones and Ashmore, 1973; Lee and Ganesh, 1999		
Political Structure		
Lala, Allred and Chakraborty (2009)	Mexico's government /political system is very democratic	The country's government/political system is democratic

Martin and Eroglu (1993)	Democratic system or Dictatorial system	
Lala, Allred and Chakraborty (2009)	Mexico is a very peaceful country	The country is a peaceful country
Lala, Allred and Chakraborty (2009)	Mexican citizens have a great deal of freedom (many rights)	The country's citizens have a great deal of freedom (many rights)
Martin and Eroglu (1993)	Civilian government or Military government	The country has a civilian government and not a military government
Other sources adapted and have been widely accepted in prior research: Han, 1989; Han & Terpstra, 1988; Haubl, 1996; Heslop & Papadopoulos, 1993; Parameswaran & Pisharodi, 1994; Wang & Lamb, 1983		
Vocational Training		
Lala, Allred and Chakraborty (2009)	Mexican workers are generally very admired	The country's workers are generally well regarded/ admired
Lala, Allred and Chakraborty (2009)	Mexican workers are generally very well educated	The country's workers are generally well educated
Lee and Ganesh (1999)	People are well educated	
Parameswaran and Yaprak (1987)	The people of US are well educated	
Pisharodi and Paramesaran (1992)	Well educated	
Parameswaran and Pisharodi (1994)	Well educated	
Pappu, Quester and Cooksey (2007)	Literate	
Lala, Allred and Chakraborty (2009)	Mexican workers are generally very well trained	The country's workers are generally well trained
Lee and Ganesh (1999)	Country emphasizes technical/vocational training	The people of the country emphasize technical/vocational training
Parameswaran and Yaprak (1987)	The people of US emphasize technical/vocational training	
Parameswaran and Pisharodi (1994)	Technical education	
Other sources adapted and have been widely accepted in prior research: Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983		

<p>Work Culture</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Lee and Ganesh (1999)</p> <p>Parameswaran and Yaprak (1987)</p> <p>Parameswaran and Pisharodi (1994)</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Nagashima (1970, 1977)</p> <p>Jaffe and Nebenzahl (1984)</p> <p>Bradley (2001)</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Other sources adapted and have been widely accepted in prior research: Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983</p>	<p>Mexican workers are generally very hard working</p> <p>People are hard working people</p> <p>The people of US are hardworking</p> <p>Hard-working</p> <p>Mexican workers are generally very reliable</p> <p>Reliable</p> <p>Reliable</p> <p>Reliable</p> <p>Mexican workers generally pay very close attention to detail</p>	<p>The country's workers are generally very hard working</p> <p>The country's workers are generally reliable</p> <p>The country's workers generally pay close attention to detail</p>
<p>Environment</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Create and develop by Researcher</p> <p>Create and develop by Researcher</p>	<p>Mexico makes an aggressive effort to protect the environment</p> <p>Mexico maintains very high standards for pollution control</p> <p>Mexico is very concerned about the environment</p>	<p>The country makes an aggressive effort to protect the environment</p> <p>The country maintains high standards of pollution control</p> <p>The country is concerned about the environment</p> <p>The country has a good public transport system</p> <p>The country has world class facilities and infrastructure</p>
<p>Labour</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Lala, Allred and Chakraborty (2009)</p> <p>Lala, Allred and Chakraborty (2009)</p>	<p>Workplace conditions in Mexico are generally very safe</p> <p>Mexico is very considerate to its workers</p> <p>Mexican workers are generally very well</p>	<p>Workplace conditions in the country are generally safe</p> <p>The country is considerate to its workers</p> <p>The country's workers are generally well</p>

Pappu, Quester and Cooksey (2007)	treated	treated
Martin and Eroglu (1993)	Welfare system	
Create and develop by Researcher	Existence of welfare system	The country's labour laws are protective of workers
Technological		
Pappu, Quester and Cooksey (2007)	Producer of high-quality products	The country produces quality products
Martin and Eroglu (1993)	Production of high-quality products	
Nagashima (1970, 1977)	Excellent quality workmanship	
Lee and Ganesh (1999)	Made with meticulous workmanship	
Jaffe and Nebenzahl (1984)	High quality	
Martin and Eroglu (1993)	High level of technological research	The country has a high level of technological research
Pappu, Quester and Cooksey (2007)	Level of technological research	
Create and develop by Researcher		The country exports are high-tech in nature
Lee and Ganesh (1999)	People have high technical skills	The technical skills of the country's work force are high
Parameswaran and Yaprak (1987)	The technical skills of US work force are high	
Pisharodi and Paramesaran (1992)	Technical skills	
Parameswaran & Pisharodi (1994)	Technical skills	
People		
Lee and Ganesh (1999)	People are creative	The people of the country are creative
Parameswaran and Yaprak (1987)	The people of US are creative	
Parameswaran and Pisharodi (1994)	Artistic & creative	
Lee and Ganesh (1999)	People are motivated to raise their living standards	The people of the country are motivated to raise their living standards
Parameswaran and Yaprak (1987)	The people of US are motivated to raise living standards	
Pisharodi and Paramesaran (1992)	Raised standards of living	
Parameswaran and Pisharodi (1994)	Raised standards of living	
Lee and Ganesh (1999)	People are proud to achieve high standards	The people of the country are proud of achieving high standards
Parameswaran and Yaprak (1987)	The people of US are proud to achieve high standards	
Pisharodi and Parameswaran (1992)	Achieving high standards	

Parameswaran and Pisharodi (1994)	Achieving high standards	
Martin and Eroglu (1993)	High standard of living	
Pappu, Quester and Cooksey (2007)	High standard of living	
Lee and Ganesh (1999)	People are friendly and likeable	The people of the country are friendly and likeable
Parameswaran and Pisharodi (1994)	Friendly & likable	
Ease of Practising Religion		
Create and develop by Researcher		The country is a moderate Islamic country
Create and develop by Researcher		The country is a progressive and dynamic Islamic country
Create and develop by Researcher		The country is a pragmatic Islamic country
Create and develop by Researcher		'Halal' food is easily obtainable in the country
Create and develop by Researcher		Places of worship are conveniently located and available to any religion in the country
Create and develop by Researcher		The Islamic dress code is common in the country
Create and develop by Researcher		Everybody is free to practice whatever beliefs they wish in the country
Create and develop by Researcher		Religious/Islamic education facilities for children are easily available in the country

5.16.2 University Reputation

University reputation has been measured by three dimensions: quality of academic performance, quality of external performance and emotional engagement. The measures of university reputation by listing of scholars, as shown, in Table 5.20 are adopted for this study.

**Table 5.20
Measures of University Reputation**

University Reputation		
Quality of Academic Performance		

Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The reputation of my university increases recognition of my degree	The reputation of the university increases the recognition of my degree
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university has nationally reputed academic programs and depts	The university has nationally reputed academic programmes and departments
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university has nationally and internationally respected professors	The university has nationally and internationally respected professors
Arpan, Raney and Zivnuska (2003)	University has nationally known or excellent professors	The university has nationally known or excellent professors
Arpan, Raney and Zivnuska (2003)	Most students at the university are very intelligent	Most students at the university are intelligent
Arpan, Raney and Zivnuska (2003)	University is tough to get into	The university is tough to get into
Arpan, Raney and Zivnuska (2003)	University has nationally known academic programs/departments/schools	The university has nationally known academic programmes/departments/schools
Arpan, Raney and Zivnuska (2003)	University has good resources for students (computer equipment, library, transportation, etc.)	The university has good resources for students (computer equipment, library, transportation, etc.).
Arpan, Raney and Zivnuska (2003)	University is committed to academic excellence	The university is committed to academic excellence
Alessandri, Yang and Kinsey (2006)	The university offers high quality education	The university offers high quality education
Alessandri, Yang and Kinsey (2006)	The university attracts highly motivated, intelligent students	The university attracts highly motivated, intelligent students
Alessandri, Yang and Kinsey (2006)	The university has high quality faculty	The university has high quality faculty
Alessandri, Yang and Kinsey (2006)	The university looks like a university with strong prospects for future growth	The university looks like a university with strong prospects for future growth
Alessandri, Yang and Kinsey (2006)	The university has excellent leadership	The university has excellent leadership
Quality of External Performance		
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university is written or talked about favorably in the media	The university is written or talked about favourably in the media
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university is committed or are involved in community services	The university is committed to or involved in community services
Alessandri, Yang and Kinsey (2006)	The media reports of the university are in	The media reports of the university are

	general positive	generally positive
Arpan, Raney and Zivnuska (2003)	The student body is active in social issues and/or politics	The student body is active in social issues and/or politics
Arpan, Raney and Zivnuska (2003)	University is committed to social service (concerned about/involved with local community)	The university is committed to social service (concerned about/involved with the local community)
Alessandri, Yang and Kinsey (2006)	The university is visible in the mass media	The university is visible in the mass media
Alessandri, Yang and Kinsey (2006)	The university is a responsible member of the community	The university is a responsible member of the community
Emotional Engagement		
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university is well liked or respected by friends and family	The university is well liked or respected by friends and family
Gamage and etc. (2008) used also by Harvey (1995), Hill (1995), and Gatfield (2000)	The university has an attractive campus	The university has an attractive campus
Alessandri, Yang and Kinsey (2006)	I have a good feeling about the university	I have a good feeling about the university
Alessandri, Yang and Kinsey (2006)	There is strong emotional tie between me and the university	There are strong emotional ties between me and the university
Arpan, Raney and Zivnuska (2003)	University offers many good cultural experiences (fine arts, music, theatre, etc.)	The university offers many good cultural experiences (fine arts, music, theatre, etc.).
Nguyen and LeBlanc (2001)	In general, I believe that ABC always fulfills the promise it makes to its customers	In general, I believe that the university always fulfills the promises they make to their customers
Nguyen and LeBlanc (2001)	ABC has a good reputation	The university has a good reputation
Nguyen and LeBlanc (2001)	I believe that the reputation of ABC is better than other companies	I believe that the reputation of the university is better than other universities

5.16.3 Perceived Quality

The measures of perceived quality are discussed in terms of nine notions. These include ambience, employees' attitudes, employees' behaviour, specific encounters/experiences, positive experience, social factors, tangibles, interaction

quality and service quality. The measures of perceived quality by listing of scholars, as shown in Table 5.21, are adopted for this study.

Table 5.21
Measures of Perceived Quality

Perceived Quality		
<p>Ambience</p> <p>Brady and Cronin (2001)</p>	<p>At XYZ, you can rely on there being a good atmosphere</p> <p>XYZ's ambience is what I'm looking for in a university</p> <p>XYZ understands that its atmosphere is important to me</p>	<p>At the university, you can rely on there being a good atmosphere</p> <p>The atmosphere of the university is what I'm looking for in a university</p> <p>The university understands that its atmosphere is important to me</p>
<p>Employees' Attitudes</p> <p>Brady and Cronin (2001)</p>	<p>You can count on the employees at XYZ being friendly</p> <p>The attitude of XYZ's employees demonstrates their willingness to help me</p> <p>The attitude of XYZ's employees shows me that they understand my needs</p>	<p>You can count on the employees at the university being friendly</p> <p>The attitude of the university employees demonstrates their willingness to help me</p> <p>The attitude of the university employees shows me that they understand my needs</p>
<p>Employees' Behaviour</p> <p>Brady and Cronin (2001)</p>	<p>I can count on XYZ's employees taking actions to address my needs</p> <p>XYZ's employees respond quickly to my needs</p> <p>The behavior of XYZ's employees indicates to me that they understand my needs</p>	<p>I can count on the university employees taking action to address my needs</p> <p>The university employees respond quickly to my needs</p> <p>The behaviour of the university employees indicates to me that they understand my needs</p>
<p>Specific Encounters/Experiences</p> <p>Brady and Cronin (2001)</p>	<p>The employees in XYZ were courteous</p> <p>The employees in XYZ were willing to help</p> <p>The employees in XYZ gave me personal attention</p>	<p>The employees in the university were courteous</p> <p>The employees in the university were willing to help</p> <p>The employees in the university gave me personal attention</p>

<p>Positive Experience</p> <p>Brady and Cronin (2001)</p>	<p>The employees in XYZ gave me prompt service</p> <p>The employees in XYZ gave me individual attention</p> <p>When I leave XYZ, I usually feel that I had a good experience</p> <p>I believe XYZ tries to give me a good experience</p> <p>I believe XYZ knows the types of experience its customers want</p>	<p>The employees in the university gave me prompt service</p> <p>The employees in the university gave me individual attention</p> <p>When I leave the university, I usually feel that I had a good experience</p> <p>I believe the university tries to give me a good experience</p> <p>I believe the university knows the types of experience its customers want</p>
<p>Social Factors</p> <p>Brady and Cronin (2001)</p>	<p>I find that the XYZ's other customers consistently leave me with a good impression of its services</p> <p>XYZ's other customers do not affect its ability to provide me with good services</p> <p>XYZ understands that other patrons affect my perceptions of its services</p>	<p>I find that the university's other customers consistently leave me with a good impression of its services</p> <p>The other customers of the university do not affect its ability to provide me with good services</p> <p>The university understands that other patrons affect my perceptions of its services</p>
<p>Tangibles</p> <p>Brady and Cronin (2001)</p>	<p>I am consistently pleased with the _____ at the XYZ</p> <p>I like XYZ because it has the _____ that I want</p> <p>XYZ knows the kind of _____ its customers are looking for</p>	<p>I am consistently pleased with the service quality at the university</p> <p>I like the university because it has the service quality that I want</p> <p>The university knows the kind of service quality its customers are looking for</p>
<p>Interaction Quality</p> <p>Brady and Cronin (2001)</p>	<p>Overall, I'd say the quality of my interaction with the university's employees is excellent</p> <p>I would say that the quality of my interaction with university employees is high</p>	<p>Overall, I'd say the quality of my interaction with the university's employees is excellent</p> <p>I would say that the quality of my interaction with university employees is high</p>

<p>Service quality</p> <p>Stafford (1996)</p>	<p>Atmosphere</p> <p>Relationships</p> <p>Available Services</p> <p>Convenient Service</p> <p>Reliability</p> <p>Honesty</p>	<p>The university provides a conducive atmosphere</p> <p>The university fosters excellent relationships</p> <p>The university ensures services are available</p> <p>The university ensures convenient service</p> <p>The university ensures reliable service</p> <p>The university ensures honest service</p> <p>The university promotes the efficient and effective distribution of information</p> <p>I would say that the university provides superior service</p> <p>I believe the university offers excellent service</p> <p>I believe the university provides high standards of service</p>
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5.16.4 Intention to Study

Intention to study has been measured on one dimension that is expected to change following factor analysis. All the items are equally important. The measures of intention to study by listing of scholars, as shown in Table 5.22, are adopted for this study.

Table 5.22
Measures of Intention to Study

<p>Intention to Study</p> <p>Create and develop by Researcher</p> <p>Create and develop by Researcher</p> <p>Baker and Churchill (1977)</p> <p>Kilbourne (1986)</p> <p>Kilbourne (1986)</p> <p>Stevens (2006)</p>	<p>Would you actively seek out this _____ (in a store to purchase it)?</p> <p>I will definitely will purchase</p>	<p>I am going to further my studies in the university</p> <p>I am going to apply for study in the university</p> <p>I am actively seeking out information about universities, in order to apply for a place</p> <p>I will definitely choose the university as</p>
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<p>Baker and Churchill (1977)</p> <p>Stevens (2006)</p> <p>Stevens (2006)</p>	<p>I would patronize this ____.</p> <p>Very good to value</p> <p>Like extremely</p>	<p>my place for study</p> <p>I would patronize the universities</p> <p>The universities have values</p> <p>I like the universities</p> <p>I am satisfied with the performance of the universities</p> <p>I am confident about the degrees offered by the universities</p> <p>If asked, I would recommend the universities to others</p> <p>I intend to have further contacts with the universities again in the future</p> <p>I am proud to be a member of the university</p>
<p>Baker and Churchill (1977)</p> <p>Create and develop by Researcher</p> <p>Dodds, Monroe and Grewal (1991)</p>	<p>Would you like to try this ____?</p>	<p>I would like to try the university services</p> <p>I would like apply to study in the university</p> <p>The probability that I will use this facility's/institution's services again is high</p> <p>The likelihood that I would recommend this facility's/institution's services to a friend is high</p> <p>If I had to do it over again, I would make the same choice</p> <p>It is very likely that I will use the university brand</p> <p>I will use the university brand the next time I need a service</p> <p>I will definitely try and use the university brand</p>

5.17 ITEMS USED

In the Handbook of Marketing Scales (Bearden & Netemeyer, 2000), there are two country image scales. That proposed by Martin and Eroglu defines country image as “a total of all descriptive, inferential, and informational beliefs about a particular country” (Martin & Eroglu, 1993, p. 60). While Parameswaran and Pisharodi’s country

of origin scale uses the following definition: “Country of origin image refers to buyers’ opinions regarding the relative qualities of goods and services produced in various countries” (Parameswaran & Pisharodi, 1994, p. 44). Martin and Eroglu’s (1993) country image scale is refined into 13 items representing political, economic and technological factors. The Parameswaran and Pisharodi (1994) scale contains 12 country image items that reflect interaction facets (perceptions of political, cultural, and economic similarity to source country) and people facets measuring perceptions of characteristics of the people of the source country.

Both items from Martin and Eroglu (1993) and Parameswaran and Pisharodi (1994) were taken, but a few items considered the same or similar in meaning remained and were added to some items which were really different. Other source of items came from Parameswaran and Yaprak (1987) and Lee and Ganesh (1999). The scales from Parameswaran and Yaprak (1987) were selected because (a) it captures country image rather than product image; and (b) it has been widely accepted in prior research (e.g., Netemeyer, Durvasula & Lichtenstein, 1991; Pisharodi & Parameswaran, 1992; Parameswaran & Pisharodi, 1994; Lee & Ganesh, 1999; Knight & Calantone, 2000; Knight, Spreng & Yaprak, 2003). Additional items were also taken from Lala, Allred and Chakraborty (2009), totalling 20 items in all. There are also 8 items developed by the researcher and this is called as a dimension of ease of practicing religion. The items are applicable usually to a Muslim country such as Malaysia, but it might also be suitable for a non-Muslim country.

There are six sections in the questionnaire: Section 1 as introduction; Section 2 as country image measurement; Section 3 as university reputation measurement; Section 4 as perceived quality measurement; Section 5 as intention to study

measurement; and Section 6 as demography questions. Below is the table of total items in the questionnaire.

Table 5.23
Table Division of Items According to Section

Section	Total Items
Section 1	6 Items
Section 2	46 Items
Section 3	29 Items
Section 4	35 Items
Section 5	24 Items
Section 6	11 Items
Total	151 Items

In Section 2, country image has a few dimensions. The number of items of country image divided by ten dimensions are as shown in the following Table 5.24.

Table 5.24
Dimension of Country Image and its Items

Dimension	Items	Source
Economic Condition	5 Items	Han & Terpstra, 1988; Haubl, 1996; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Wang & Lamb, 1983
Conflict/Law & Order	5 Items	Haubl, 1996; Jones & Ashmore, 1973; Lee & Ganesh, 1999
Political Structure	4 Items	Han, 1989; Han & Terpstra, 1988; Haubl, 1996; Heslop & Papadopoulos, 1993; Parameswaran & Pisharodi, 1994; Wang & Lamb, 1983
Vocational Training	4 Items	Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh 1999; Parameswaran & Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983 Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983
Work Culture	3 Items	Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh 1999; Parameswaran &

		Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983 Agarwal & Sikri, 1996; Han & Terpstra, 1988; Heslop & Papadopoulos, 1993; Lee & Ganesh, 1999; Parameswaran & Pisharodi, 1994; Parameswaran & Yaprak, 1987; Wang & Lamb, 1983
Environment	5 Items	Lala, Allred & Chakraborty, 2009
Labor	4 Items	Lala, Allred & Chakraborty, 2009
Technological	4 Items	Parameswaran & Yaprak, 1987 Martin & Eroglu, 1993 Shaiful Interview
People	4 Items	Lee & Ganesh, 1999
Ease of Practising Religion	8 Items	Shaiful Interview

In Section 3, university reputation has three dimensions. The number of items and the dimensions of the university reputation are as shown in Table 5.25.

Table 5.25
Dimension of University Reputation and its Items

Dimension	Items	Source
Quality of Academic Performance	14 Items	Alessandri, Yang & Kinsey, 2006 Gamage et al., 2008 Arpan, Raney & Zivnuska, 2003
Quality of External Performance	7 Items	Alessandri, Yang & Kinsey, 2006 Gamage et al., 2008
Emotional Engagement	8 Items	Alessandri, Yang & Kinsey, 2006 Gamage et al., 2008 Nguyen & LeBlanc, 2001

In Section 4, perceived quality has 9 dimensions. The number of items and the dimensions of perceived quality are listed in Table 5.26.

Table 5.26
Dimension of Perceived Quality and its Items

Dimension	Items	Source
Ambience	3 Items	Brady & Cronin, 2001

Employees' Attitudes	3 Items	Brady & Cronin, 2001
Employees' Behaviors	3 Items	Brady & Cronin, 2001
Specific Encounters/Experiences	5 Items	Brady & Cronin, 2001
Positive Experience	3 Items	Brady & Cronin, 2001
Social Factors	3 Items	Brady & Cronin, 2001
Tangibles	3 Items	Brady & Cronin, 2001
Interaction Quality	2 Items	Brady & Cronin, 2001
Service Quality	10 Items	Brady & Cronin, 2001

Actually, the 9 indicators used are slightly different from the original 12 variables by Brady & Cronin, 2001. This is in order to capture the environment of the university, which is pure service and this was approved after discussions with the supervisor and a few professors who know the subject well. The adjustments only touched the sub-variable name. For example, we did not use the indicator such as design, outcome quality, waiting time and expertise. However, we replaced those with specific encounters or experience and positive experience or valence. Indeed, the minor adjustments do not make much difference. Whether we use exactly all the items from the original source or we modify slightly in order to suit the environment studied, in our opinion is not worthwhile to debate.

In Section 5, intention to study has one dimension. The number of items and the dimension of the intention to study is as shown in Table 5.27.

Table 5.27
Dimension of Intention to Study and its Items

Dimension	Items	Source
Intention to study	20 Items	15 items – Cronin, Brady & Hult, 2000 Baker & Churchill, 1977 Dodds, Monroe & Grewal, 1991 Coyle & Thorson, 2001 Kim & Biocca, 1997 Putrevu & Lord, 1994 5 items developed itself

All the scales used in the study were developed from extensive literature searches, expert panels and pilot surveys among foreign students. They were further combined and refined to a level where the scales largely contain generic, descriptive or factual items.

5.18 CONCLUSION OF PART TWO

Data collection represents the major part of the chapter five. It consists of pre-testing, pilot test and the actual data collection. Accordingly, it also included sampling procedure, questionnaire administration, data screening and checking and related work on it such as data coding and data entry. In addition, the way the constructs have been operationalized, the measurement of each construct and all related items and the sources of all constructs and items were discussed thoroughly.

PART THREE: DATA ANALYSIS PLAN

5.19 Data Analysis Plan

Both qualitative and quantitative data, and other information collected were to be analysed, as planned. Various data analysis techniques and procedures to be used in this research for both stages of field research data are listed in Table 5.28 and discussed in the following sub-sections.

Table 5.28
Data Analysis Techniques

Research Stage	Technique
Survey (Qualitative)	- Focus Group Interview - Personal Interview
Survey (Quantitative)	- Descriptive Statistics - Check on Assumptions: Test for Non-response Bias; Correlations and Linearity; Normality Test. - Factor Analysis + Exploratory Factor Analysis; Confirmatory Factor Analysis (Item Purification & Assessment of Measurement Models). - Construct Validity Assessment + Content (Face) Validity & Substantive Validity; Unidimensionality; Reliability; Convergent Validity; Discriminant Validity; Nomological Validity - Development of a Measurement Instrument

5.19.1 Analysis of Survey Data

The analysis of the survey data was planned to involve a number of techniques and procedures. These techniques and procedures involve descriptive statistics, assumptions for data analysis (e.g. normality, linearity), quantitative data analysis using SEM, and qualitative data analysis. These are described in the following sub-sections.

5.19.1.1 Procedure for Descriptive Statistics Analysis

Descriptive statistical data analysis methods are initially employed to analyze the field data. Computations and analyses of various statistical values are performed. Discussions on respondent profiles (gender, age, marital status, religion, home country/nationality, race, how religious respondent considers himself/herself, number of years studied in a Malaysian education institution, level of study currently pursued, programme on which respondent is enrolled and funding) are presented. Depending on the type and nature of data that is collected, the use of parametric is employed.

5.19.1.2 Procedure for Checking Correlations and Linearity

Correlation is one of the statistical techniques used to explore the relationship between variables. The technique is used when there is a need to describe the strength and direction of a relationship between two variables (Pallant, 2005). The strength and direction of the relationship is provided by the statistic known as the Pearson's product-moment correlation, r , which can be checked for its statistical significance. Its values range between +1 and -1, where the extreme values indicate perfect relationship in the corresponding direction and 0 indicates no relationship. According to Pallant (2005), different guidelines on the interpretation of the r have been provided by different authors, for example, Cohen (1988) suggests $0.10 \leq r \leq 0.29$ or $-0.10 \geq r \geq -0.29$ to

represent small strength, $0.30 \leq r \leq 0.49$ or $-0.30 \geq r \geq -0.49$ represents medium strength, and $0.50 \leq r \leq 1.0$ or $-0.50 \geq r \geq -1.0$ represents large strength.

The value of 0.3 is the cut off point for many statistic analyses in EFA and any value below that is not suitable for factor analyzing the data (Tabachnick & Fidell, 2001). The research results show that all coefficients are positive and most of the values are above 0.3 (medium to large strength) and significant at 0.05 level of significance. Only a few values are above 0.7, which allays the fear of the multicollinearity problem.

For checking of linearity (linear relationship of variables), Hair et al. (2006) suggests the use of P-P plots to check the relationship. The plotted points need to be close to the ideal line for linearity to exist. The issue of multicollinearity, i.e., the degree to which a variable's effects can be predicted, or accounted for, by the other variables in the analysis, is checked using the variance inflating factor (VIF) and tolerance. According to Pallant (2005), tolerance is an indicator of how much of the variability of the specified independent is not explained by the other independent variables in the model, (i.e. $1 - R^2$). Small values (<0.10) suggest high multicollinearity through the indication of high multiple correlation with other variables. For VIF (the inverse of tolerance), values greater than 10 indicate multicollinearity (Pallant, 2005).

5.19.1.3 Procedure for Testing Normality of the Data Set

Prior to deciding how many factors should be retained and used, researchers should analyse and report the univariate normality by assessing each single variable according to level of skewness and kurtosis in PFA analysis. Normality is one of the assumptions which the data must fulfill when being run by multivariate analysis. If univariate normality is achieved, multivariate normality will occur too. Two statistical tools for this purpose were employed, namely, Shapiro-Wilks, and another is Kolmogorov-

Smirnov. Then, if the level of significance is small ($p < .05$), it can reject the null hypothesis stating that the sample is basically from normal distribution of population.

A weakness of these normality tests is the inaccuracy if it is used on a small sample size (below than 30 samples), and it is also very sensitive to a large sample size (more than 1,000 samples). Therefore, most of the goodness of fit tests produced reject or null hypothesis. Thus, it is less probable to get accurate data distributing normally. Therefore, the researcher “should always use both of the graphical plots and any statistical test to assess the actual degree of departure from normality” (Hair et al., 1998, p. 73).

However, Tabacnick and Fidell (2001) recommend that researchers should assess a test of skewness and kurtosis in reporting the univariate normality as this analysis is useful to ensure how many factors should be retained before conducting further analysis. The univariate descriptive analysis (e.g. standard deviation and normality) can be seen in Appendix C.

The normal probability-plot (P-P) for standardized residuals was also checked to determine the normality of the variables. To check for normality, the normality probability plot of the standardized regression residual was adopted. The points of the plot between expected and observed cumulative probabilities illustrated a rationally straight line which designated that normality of the data was accomplished. Hair et al. (2006) stated that a more reliable approach to diagnose the normality is by using the normal probability plot, which compares the cumulative distribution of actual data values with the cumulative distribution of a normal distribution.

To check the normality of all the variables, the P-P plots are checked. This research uses average values of all the variables calculated for each set of items firstly after the

data has been collected. Next the P-P plots were done for second order variable to be representative of all items in the corresponding second order variable. A visual inspection of the P-P plots in Appendix D indicates the items from predictor variables are linearly related to those from the criterion variables.

Pallant (2005) suggests that a check for the normality assumptions involves inspecting the Normal Probability Plot of the regression standardized residuals. The result in Appendix C and D shows that the plotted data values did not deviate much from the straight diagonal line. Therefore, this indicates that the variables of the study were normally distributed.

Normality being the fundamental assumption in data analysis refers to the shape of the data distribution for an individual metric variable and its correspondence to the normal distribution. Hair et al. (2006) terms normality as the benchmark for statistical methods, as it is a requirement for using the F and t statistics, the variation from the normal distribution needs to be small. For large variations, this renders all statistical tests resulting from the analysis invalid. There are several ways to describe the distribution if it differs from the normal distribution. Two shape descriptors, skewness and kurtosis, are among the most popular approaches in describing the shapes or distribution of a data set.

This study tests for the symmetric nature and peakedness/flatness, for the data set using the shape descriptors, skewness and kurtosis. The skewness values for measurement items range much within the recommended range of -1 to +1 (Hair et al., 2006). Kurtosis ranges are well within the recommended limit of -2.0 to +2.0 (Coakes & Steed, 2003). Referring to the statistical tests suggested by Hair et al. (2006), the calculated Zskewness values range from -0.834 to 0.101 and the Zkurtosis values range from 0.096 to 1.99. When both sets are compared to the critical value of ± 1.96

($\alpha=0.05$), all fall within the limits, indicating no serious deviation from normality by the observed data.

Skewness looks at the distribution balance, whether it is centered (symmetric) or it shifts left or right. It is a measure of symmetry of a distribution. Skewness values falling outside the range of -1 to +1 indicate a substantially skewed distribution (Hair et al., 2006). Kurtosis, which is a measure of peakedness, or flatness of a distribution when compared to the normal distribution, has a recommended range from -2.0 to +2.0 (Coakes & Steed, 2003). The higher the positive value the higher the peak and vice versa. A simpler test of conformity to normality is by visually checking the histogram comparing observed data with a distribution approximating the normal distribution (Hair et al., 2006).

Furthermore, statistical tests can be used to assess normality. One method under this approach is based on the skewness and kurtosis values. For each item, the Z-statistic is calculated for skewness and kurtosis respectively. The calculated Z-statistic is compared with a specified critical value from the Z-distribution, based on the level of significance. According to Hair et al. (2006), the most commonly used critical values are ± 2.58 (at $\alpha = 0.01$) and ± 1.96 (at $\alpha = 0.05$).

5.19.1.4 Procedure for Testing Linearity, Homoscedasticity and Independence of Residuals

To verify for linearity and homoscedasticity, the scores are likely to be randomly dispersed next to the centre (Pallant, 2001). Scatter-plots of standardized residual and predicted value were demanded on these analyses and the results from the data confirmed that the majority of them were rectangularly scattered around 0. Therefore, the assumption of these analyses was not violated.

The final method to check for the violation of assumption was to verify for the independence of residuals. The expression explains that the fault of each value predicted may affect the status of one independent variable to another one (Hair et al., 1995; Tabachnick & Fidell, 1996). The Durbin-Watson statistics test was applied to check for this assumption with value ranges from 0 to 4 with a mid-point of 2. A value close to 2 is judged satisfactory level, while assessments that yield outcomes of more than 2 indicate a violation of assumption. In this circumstance, the scores on Durbin-Watson depict a value close to 2 (from 1.757 to 1.823). This advocates that the independence of fault assumption was not violated.

5.19.1.5 Procedure for Multicollinearity

Multicollinearity is the term of the association between two or more independent variables. Multicollinearity among variables can generate difficulties since a high correlation among clustering variables might overweight one or more underlying constructs. Two variables display absolute collinearity if their correlation coefficient is one (Hair et al., 2006). Multicollinearity happens when inter-correlations among several variables are so high that particular mathematical operations are either unfeasible or the outcomes are unstable due to various denominators being very close to zero (Kline, 1998). A high score of multicollinearity might result in bias on the regression of coefficient, in that, standard errors and confidence intervals will be big and significance level will be low (Tabachnick & Fidell, 1996). A low multicollinearity signify that independent variables are independent of each other.

Kline (1998) and Hair et al. (2006) recommend that measuring the multicollinearity in the multivariate level is not so simple and not as simple as spotting it in the bivariate level. One of the methods applied in identifying multicollinearity is to verify on the variables tolerance value. Tolerance can be termed as the quantity of variability of the

particular independent variable unexplained by other independent variables (Hair et al., 2006). If the tolerance values were fewer than 10 percent or 0.1, it specifies a multicollinearity problem (Kline, 1998).

To measure multicollinearity, this study in addition utilised the value of the variance of inflation (hereinafter VIF). The VIF is the variance inflation factor, which is the reciprocal of tolerance. It is the ratio of a variable's total variance in standardized terms to its unique variance. Therefore, the bigger the VIF, the bigger is the multicollinearity. Kline (1998) proposes that if the VIF values were more than 10, then the variables might be redundant with others. Table 5.29 demonstrates the multicollinearity test for the constructs.

Table 5.29
Multicollinearity Diagnostics

Collinearity Statistics		
Variables	Tolerance	VIF
Country image	0.930	1.076
University Reputation	0.718	1.393
Perceived Quality	0.768	1.302
Intention to Study	0.789	1.267

It can be seen from Table 5.29, there was no setback in multicollinearity as the tolerance values were higher than 0.10 and VIF values were lower 10.

Multicollinearity is checked by using the variance inflating factor (VIF) and tolerance (Pallant, 2005). The values for the two indicators are presented in Tables 5.30(a), 5.30(b), 5.30(c) and 5.30(d). A visual inspection of these results indicates that the

problem of multicollinearity is not to be expected as VIF values are less than 10 and the tolerance values are above 0.1, but < 1.0.

Table 5.30(a)
Country Image

Variables	Variance Inflating Factor (VIF)	Tolerance	Remarks
AveEPR	1.226	.816	No Problem
AveWCP	2.874	.348	No Problem
AvePO	2.049	.488	No Problem
AveT	2.902	.345	No Problem
AveEN	2.013	.497	No Problem
AveEC	2.005	.499	No Problem

Table 5.30(b)
University Reputation

Variables	Variance Inflating Factor (VIF)	Tolerance	Remarks
AveQAP	3.384	.295	No Problem
AveQEP	2.317	.432	No Problem
AveEE	3.401	.294	No Problem
AveRR	2.635	.380	No Problem

Table 5.30(c)
Perceived Quality

Variables	Variance Inflating Factor (VIF)	Tolerance	Remarks
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AveABE	3.035	.330	No Problem
AveSQ	4.450	.225	No Problem
AveEST	4.066	.246	No Problem
AveAM	1.932	.518	No Problem

Table 5.30(d)
Intention to Study

Variables	Variance Inflating Factor (VIF)	Tolerance	Remarks
AveBS	2.716	.368	No Problem
AveGTO	1.967	.508	No Problem
AveV	2.723	.367	No Problem

5.19.1.6 Procedure for Outliers

The value of standardized residual from case-wise diagnostics is applied to compute the outliers in the sample. A case with values that exceeds ± 3.3 is judged as an outlying case (Tabachnick & Fidell, 1996). Conversely, the results from the analysis signify that no case was an outlier.

5.19.1.7 Distribution of the Study Variables

Before undertaking the statistical analyses in this study i.e. multiple regression and SEM, it is imperative to verify that the data utilised is not violating any of the ‘assumptions’ made by the individual investigation (Pallant, 2001). Checking of assumptions usually engages attaining descriptive statistics on the variables and the chosen descriptive statistics applied in this study were skewness and kurtosis.

5.19.1.7.1 Skewness and Kurtosis

The skewness and kurtosis for every variable were examined to measure the normality of the distribution of the data. The roles of these two tools verify the nature of the scores distribution, and are utilised with interval and ratio level data. For the computed skewness and kurtosis values, zero presumes ideal normality in the data distribution

(which is rarely attained), ± 2.58 designates disallowing the normality assumption at the 0.01 probability level and ± 1.96 signifies a 0.05 fault level (Hair et al., 2006).

Skewness offers a sign of the symmetry of the distribution. A positively skewed distribution has comparatively a small amount of big values and tails off to the right, and a negatively skewed distribution has moderately only some small values and tails off to the left. By utilising the above criteria to the skewness values for every one of the study variables, it demonstrated that none of the variables fall outside the ± 2.58 range of skewness. Hence, the data for this study was normal with regards to skewness.

In contrast, Kurtosis refers to the “peakedness” or “flatness” of the distribution contrasted with the normal distribution. Distributions that are taller or more peaked than the normal distribution are termed leptokurtic, while a distribution that is flatter is termed platykurtic (Hair et al., 2006). In other words, it computes the height of the distribution. A positive value specifies a comparatively peaked distribution (clustered in the centre), with long thin tails and a negative value designates a rather flat distribution. The similar criteria for skewness were useful to the kurtosis values for each variable. From the outcomes, it was clear that none of the variables falls outside the range ± 2.58 range of kurtosis. Consequently, the data for this study were normal with regards to kurtosis also. Table 5.31 sums up the skewness and kurtosis for the constructs of this study.

Table 5.31
Skewness and Kurtosis of the Main Variables or Constructs

Variables	Skewness	Kurtosis
Country image	0.101	0.950
University Reputation	-0.834	1.99
Perceived Quality	-0.58	1.27

Intention to Study	-0.451	0.096
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In order to make it clear Table 5.32 presented the two indicators for each detail constructs. The skewness values for measurement items ranges from -.859 to -.240, much within the recommended range from -1 to +1 (Hair et al., 2006). Kurtosis ranges from -.760 to +1.053, are well within the recommended limit from -2.0 to +2.0 (Coakes & Steed, 2003).

Table 5.32
Skewness and Kurtosis of All Variables

Variables	Skewness	Kurtosis
EPR	-.277	-.760
WCP	-.347	.067
PO	-.261	-.151
T	-.845	.696
EN	-.503	-.029
EC	-.428	.242
QAP	-.830	.900
QEP	-.353	.125
EE	-.579	.130
RR	-.794	.819
ABE	-.240	.002
SQ	-.442	.086
EFT	-.501	.192
AM	-.452	.303
BS	-.758	.898
GTO	-.851	.990
V	-.859	1.053

5.20 CONCLUSION OF PART THREE

The purpose of survey, descriptive analysis, checking correlations and linearity were explained. Further, homoscedasticity and multicollinearity concepts were discussed and measured. Tolerance and VIF were employed in testing multicollinearity. Skewness and kurtosis were also explained to give a better picture about the data which is normal and used the parametric test. All these exercises are to ensure the data has undergone robust and rigorous treatment in order to get an adequate result.

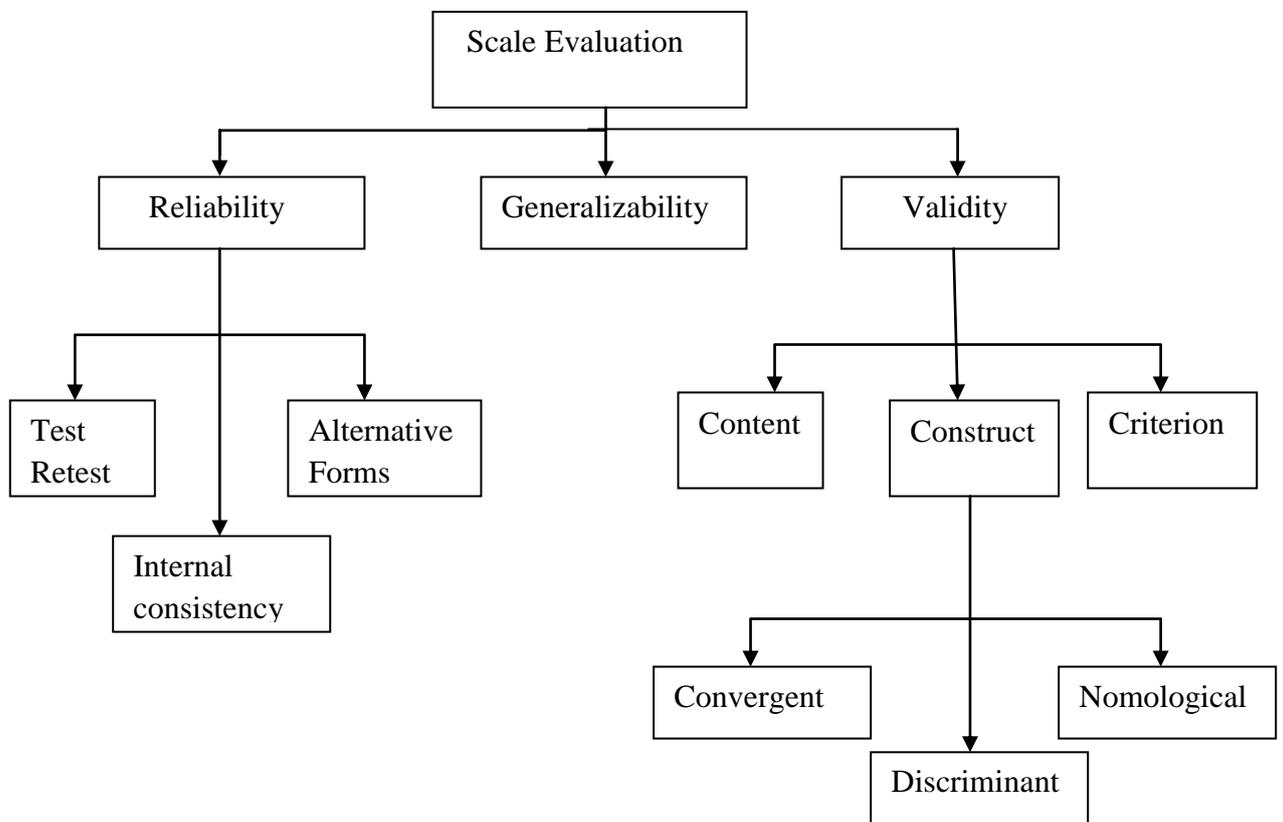
PART FOUR: VALIDITY AND RELIABILITY ASSESSMENTS

5.21 INTRODUCTION OF VALIDITY AND RELIABILITY

Prior to testing the hypothesized model, it is essential to make certain the validity and reliability of the measures. Validity and reliability are the tools applied to assess the characteristics of a good measurement and these tools involved a measurement of correctness and applicability (Malhotra, 2004; Cooper & Schindler, 2001).

The key concern for executing validity and reliability is to reduce measurement mistakes in the model testing of the hypotheses. In other words, the plan is to construct a measurement that reveals a true score of the variables being measured (Churchill & Iacobucci, 2002).

A number of the measurements (i.e. country image, university reputation, perceived quality and intention to study) in this study were measured with multi-item scales; hence there is a need to inspect the degree to which a particular measurement corresponds to a certain construct. It ought to be likely that the removal of some of the items is essential to get better validity and internal consistency of the scales. Figure 5.2 demonstrates the probable test used to look at the reliability and validity of the measurements.



Source: Adapted from Malhotra (2004)

Figure 5.2
Scale Evaluation

5.22 VALIDITY

According to Hair, Black, Anderson and Tatham (2006), validity is the extent to which a scale or set of measures accurately represents the concept of interest. Hair et al (1995:3) define validity as the “extent to which a measure or set of measures correctly represents the concept under study – the degree to which it is free from any systematic or non-random error. Validity is concerned with how well the concept is defined by the measure(s)”. It concerns the internal validity, and the three measures implemented are content, criteria and construct validity (Malhotra, 1999). In broad-spectrum, validity reveals how well a particular measurement “measures what it purports to measure” (Nunally & Bernstein, 1994:83). Churchill (1979) posits that a measure is valid when the discrepancies in the observed scores reveal the true discrepancies in the constructs that one is attempting to measure. A discussion on validity is specified beginning with content validity, which is then pursued by convergent validity, followed by construct validity, then discriminant validity, later nomological validity and finally criterion validity.

5.22.1 Content Validity

Content validity is the degree to which there is a necessity for the sufficient exposure of all the areas of the constructs being observed (Cooper & Schindler, 2001). Content validity cannot be investigated utilising statistical analysis and therefore, a systematic investigation of the literature and a wide search of measures utilised in the literature ought to be applied. In addition, pre-testing is applied to verify the validity of the constructs. In this case, the measures applied will be reassessed by specialists, researchers or practitioners on the relevancy and sufficiency of the constructs (Zikmund, 2003).

Content validity is the attempt to cover adequately the main elements of the constructs being examined (Cooper & Schindler, 2001). To make sure content validity will be achieved, thorough literature review and rigorous as well as extensive search of measures used in the literature must be done. However, for a single item measured, it is adequate to check only its content validity in which the researcher judgement and inside knowledge must be applied (Garver & Mentzer, 1999). In contrast, measurements for all four constructs - country image, university reputation, perceived quality, and intention to study - were reviewed by several academicians in the management, marketing, business policy and strategy, methodology, instrumentation, and questionnaires design and administration staff in the university environment. All 130 items in questionnaires were reviewed closely by experts. An additional six questions which were open-ended questions applied the single item measured approach. That means the content validity of the questionnaires are excellent.

5.22.2 Construct Validity

Construct validity is “the degree to which the constructs or a set of measured items in fact reveals the theoretical latent construct those items are intended to measure” (Hair et al, 2006:776). Thus, construct validity deals with the correctness of the dimension in which that item measures, picked from a sample, to signify the real true score that exists in the population (Hair et al., 2006). In reality, Bagozzi, Youjae and Phillips (1991:422) conceive that “without assessing construct validity one cannot estimate and correct for confounding influences of random error and method variance, and the results of the theory testing may be ambiguous.”

Each measurement scale for this study was assessed by analyzing its convergent and discriminant validity, utilising factor analysis. Nunnally (1978) states that factor analysis has a responsibility in investigating those features of validity. Two sorts of

factor analyses, i.e., the exploratory factor analysis and followed by the confirmatory analysis were applied in this study to measure the construct validity of the scales. The following are the explanations on the outcomes of constructs validity examination based on factor analysis.

5.22.2.1 Methods of Assessing Construct Validity

i. Factor Analysis

The fundamental theory of factor analysis is data parsimony and data interpretation (Zikmund, 2003; Norusis, 1988). In this case, items are decreased to regular interconnected and significant dimensions with a very little amount of information loss (Hair, et al., 2006). Consequently, the prototype of relationship helps the scholar to develop the interrelationship of variables that belong together.

Factor analysis can be classified into exploratory factor analysis (EFA) and confirmatory factor analysis (CFA). According to Nunnally and Bernstein (1994), in EFA, the objective is to identify the underlying structure while CFA seeks to validate some a priori hypothesized structure among items or variables. In the majority of the studies which utilise scales with a priori assumptions about construct validity, confirmatory factor analysis is the favoured technique in confirming the measure while, with a newly constructed scale, exploratory factor analysis is considered more suitable (Hurley, Scandura, Schriesheim, Branninck, Seers, Vandenberg, & Williams, 1997). Exploratory factor analysis is utilised to scrutinize the fundamental composition of a measure, whereas confirmatory factor analysis examines whether a particular hypothesized measurement structure offers an ample description of the covariance between the observed variables (Kelloway, 1995).

EFA is utilised for data exploration to make hypotheses. It is a procedure that aids researchers to verify the construction of factors to be investigated. That is to say, it is a

method utilised when the affiliation between latent and observed variables is unidentified or indecisive. The distinguishing aspect of EFA is that the factors are originated from theory and these factors can only be named after factor analysis is executed. This indicates that EFA can be executed without knowing how many factors in fact exist or which variables fit in with which constructs (Hair et al., 2006).

CFA is similar to EFA in several esteems, but philosophically it is quite diverse. CFA engages analyzing the association between latent (unmeasured or theoretical construct) and observed (measured or indicators) variables (Tabachnick & Fidel, 1996). In this case, CFA does not utilise statistical outcomes to verify the amount of factors and loadings as in EFA. This is so as the scholars have to identify both the amount of factors that exist within a set of variables and which factor each variable load highly on before the outcomes can be assessed (Hair et al., 2006). In other words, CFA does not allocate variables to factors. Rather, the researcher composes this task ahead of any results that can be attained.

To check the degree to which a priori pattern of factor loading stands for the actual data and how well the specification of the factors go with the actual data, structural equation modelling (hereinafter SEM) is then utilised. SEM models often engage both a measurement theory and a structural theory. Description of CFA will be scrutinized in detail in the following part.

Exploratory factor analysis (EFA)

Exploratory factor analysis is for data investigation in order to make hypothesis. It is a procedure that aids researchers to find out the structure of factors to be scrutinized. That is to say, it is a method applied when the link between latent and observed variables is unfamiliar or doubtful. In this study, exploratory factor analysis was executed to set up dimensionality and convergent validity of the association between

items and constructs. Investigations such as The Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity (Bartlett's test) were also engaged. These two investigations inspect the sampling adequacy (Pallant, 2001).

Bartlett's Test with a significance value of smaller than 0.05 ($P < 0.05$) and KMO with bigger than 0.60 are judged suitable for factor analysis (Pallant, 2001). Bartlett's Test demonstrates whether or not the association among the factors in the matrix is alike. As this investigation is extremely responsive to sample size, it is supplemented by KMO.

The Varimax orthogonal rotation technique was engaged for analysis, on the argument that the process is vigorous and will be capable to simplify the factor loadings and help in explanation (Churchill & Iacobucci, 2002). Factor loading is helpful to determine the convergent and discriminant validity of the scales (Hurley, 1998). Factor loading identifies the strong point of the affiliation between the item and the latent construct. A coefficient of more than 0.30 signifies a logical loading (De Vaus, 2002).

EFA is a technique for data exploration and discovery to determine how many structures of factors are to be analysed. The purpose of EFA is to establish dimensionality and convergent validity of the relationship between items and construct. Therefore, in order ascertain whether all the scales used in this research have construct validity, EFA was performed on all four constructs (country image, university reputation, perceived quality, and intention to study). Besides that, country image has 10 sub-dimensions, university reputation has 3 sub-dimensions, perceived quality has 9 sub-dimensions and intention to study has only 1 sub-dimension. The number of the dimensions stated earlier has been taken from original literature review. One of the objectives of determining the validity of measurement, by doing factor analysis is to identify representative variable, if any, to be used in subsequent analysis. In the research we found that some sub-dimensions were dropped and some dimensions were

added. To justify the application of factor analysis in this study, the measures of sampling adequacy, statistical test to quantify the degree of inter-correlations among the variables (Hair et al., 1998) were used. The Bartlett's test should be significant ($p < 0.05$) for the factor analysis to be considered appropriate and measure of sampling adequacy produces the KMO index that ranges from 0 to 1, and indicates that KMO of more than 0.60 is considered appropriate for factor analysis (Pallant, 2001).

Factor analysis refers to a set of multivariate statistical techniques that can be used to explore, or confirm the underlying structure among a set of items/variables to determine those items/variables that tap a factor, or latent construct (Hair et al., 2006; Dyre et al., 2005). The techniques allow one to condense a large set of variables, or scale items down to a smaller, more manageable number of dimensions, or factors (Pallant, 2005).

In this research, factor analysis under the extraction method of principal component analysis with the rotation method of Varimax with Kaiser Normalization was applied to analyze the scale. Varimax rotation was favored since it minimizes the correlation across factors while maximizing within the factors. This effort helped to yield clear and definite factors (Nunnally, 1978). This method is robust, able to simplify the factor loadings and support the interpretation. Factor loading indicates the strength of the relationship between the item and the latent construct and thus, is used to ascertain the convergent and discriminant validity of the scale (Hair et al, 2006). Nunnally (1978) posits that items with loadings higher than 0.50 on one factor are retained for further analysis.

The outcomes of factor analysis of several of the constructs are demonstrated in Table 5.33. The KMO exhibits the satisfactory result of results of 0.90 and above. This indicates that the variable share a high magnitude of common variance. Similarly,

Bartlett's test displays a significance of 0.00, recommending that the correlation matrix is not an identity matrix and the null hypothesis can be abandoned. Outcomes from Bartlett's and KMO indicate the suitability of the factor model.

Table 5.33
KMO and Barlett's for All Constructs

Factors/Items	Factor Loading
Country Image – KMO=0.953 Barlett's:Sig.=0.000	
Factor 1: Ease of Practising Religion	
The country is a progressive and dynamic Islamic country(S2_40EPR)	.912
The country is a pragmatic Islamic country(S2_41EPR)	.889
'Halal' food is easily obtained in the country(S2_42EPR)	.884
The country is a moderate Islamic country(S2_39EPR)	.879
The Islamic dress code is common in the country(S2_44EPR)	.877
Religious/Islamic education facilities for children are easily available(S2_46EPR)	.871
Places of worship are convenient and available to any religion(S2_43EPR)	.761
Everybody is free to practice whatever beliefs they wish in the country(S2_45EPR)	.501
Factor 2: Work Culture People	
The country's workers are generally hard working(S2_19WC)	.753
The country's workers are generally reliable(S2_20WC)	.723
The country's workers generally pay close attention to detail(S2_21WC)	.721
The country's workers are generally well trained(S2_17VT)	.691
The country's workers are generally well educated(S2_16VT)	.665
The people of the country emphasize technical/vocational training(S2_18VT)	.657
The people of the country are motivated to raise their living standards(S2_36P)	.516
Factor 3: Political Order	
The country has a civilian government and not a military government(S2_14PS)	.695
The country is a peaceful country(S2_12PS)	.676
The country's citizens have a great deal of freedom (many rights)(S2_13PS)	.670
The country's government respects individual rights(S2_9CLO)	.663
The country's government/political system is democratic(S2_11PS)	.635
The crime rate in the country is low(S2_8CLO)	.542
Factor 4: Technology	
The country has a high level of technological research(S2_32T)	.686
The country exports are high-tech in nature(S2_33T)	.662
The country produces quality products(S2_31T)	.651
The technical skills of the country's work force are high(S2_34T)	.637

The country has world class facilities and infrastructure(S2_26EN)	.600
The people of the country are proud of achieving high standards(S2_37P)	.502
Factor 5: Environment	
The country maintains high standards of pollution control(S2_23EN)	.724
The country is concerned about the environment(S2_24EN)	.713
The country makes an aggressive effort to protect the environment(S2_22EN)	.639
Factor 6: Economic condition	
The country's economy is modern(S2_3EC)	.745
The country's economy is mostly industrial (not agricultural)(S2_2EC)	.676
The country is technologically advanced(S2_1EC)	.676
The country has a stable economic environment(S2_4EC)	.582
The country has a free market system(S2_5EC)	.547
University Reputation - KMO=0.972 Barlett's:Sig.=0.000	
Factor 1: Quality of Academic Performance	
The university attracts highly motivated, intelligent students(S3_11QAP)	.727
The university is committed to academic excellence(S3_9QAP)	.708
The university offers high quality education(S3_10QAP)	.702
The university has high quality faculty(S3_12QAP)	.682
The university is tough to get into(S3_6QAP)	.681
The university looks like a university with strong prospects for future growth(S3_13QAP)	.667
Most students at the university are intelligent(S3_5QAP)	.657
The university has good resources for students(S3_8QAP)	.654
The university has nationally known academic programmes/departments/schools(S3_7QAP)	.633
The university has excellent leadership(S3_14QAP)	.599
Factor 2: Quality of External Performance	
The university is committed to social service(S3_19QEP)	.755
The student body is active in social issues and/or politics(S3_18QEP)	.741
The university is committed to or involved in community services(S3_16QEP)	.718
The university is visible in the mass media(S3_20QEP)	.717
The university is a responsible member of the community(S3_21QEP)	.692
The media reports of the university are generally positive(S3_17QEP)	.641
The university is written or talked about favourably in the media(S3_15QEP)	.611
Factor 3: Emotional Engagement	
There are strong emotional ties between me and the university(S3_25EE)	.668
I have a good feeling about the university(S3_24EE)	.666
In general, I believe that the university always fulfils the promises they make to their customers(S3_27EE)	.646
The university has an attractive campus(S3_23EE)	.629
The university offers many good cultural experiences (fine arts, music, theatre, etc.)(S3_26EE)	.626

The university has a good reputation(S3_28EE)	.580
The university is well liked or respected by friends and family(S3_22EE)	.531
I believe that the reputation of the university is better than other universities(S3_29EE)	.531
Factor 4: Reputed Recognition	
The reputation of the university increases the recognition of my degree(S3_1QAP)	.775
The university has nationally reputed academic programmes and departments(S3_2QAP)	.759
The university has nationally and internationally respected professors(S3_3QAP)	.741
The university has nationally known or excellent professors(S3_4QAP)	.677
Perceived Quality - KMO=0.977 Barlett's:Sig.=0.000	
Factor 1: Attitude Behaviour Experience	
The employees in the university gave me personal attention(S4_12SEE)	.742
The behaviour of the university employees indicates to me that they understand my needs(S4_9EB)	.735
The university employees respond quickly to my needs(S4_8EB)	.722
The employees in the university gave me individual attention(S4_14SEE)	.718
The employees in the university gave me prompt service(S4_13SEE)	.710
I can count on the university employees taking action to address my needs(S4_7EB)	.686
The employees in the university were willing to help(S4_11SEE)	.673
The attitude of the university employees shows me that they understand my needs(S4_6EA)	.662
The employees in the university were courteous(S4_10SEE)	.660
The attitude of the university employees demonstrates their willingness to help me(S4_5EA)	.633
You can count on the employees at the university being friendly(S4_4EA)	.633
Factor 2: Service Quality	
I believe the university offers excellent service(S4_34SQ)	.745
I believe the university provides high standards of service(S4_35SQ)	.736
I would say that the university provides superior service(S4_33SQ)	.732
The university promotes the efficient and effective distribution of information(S4_32SQ)	.707
The university ensures reliable service(S4_30SQ)	.699
The university ensures convenient service(S4_29SQ)	.687
The university ensures honest service(S4_31SQ)	.680
The university ensures services are available(S4_28SQ)	.604
The university fosters excellent relationships(S4_27SQ)	.553
The university provides a conducive atmosphere(S4_26IQ)	.539
Overall, I'd say the quality of my interaction with the university's employees is excellent(S4_24IQ)	.510
I would say that the quality of my interaction with university employees is high(S4_25IQ)	.509
Factor 3: Experience Social Tangible	
I believe the university tries to give me a good experience(S4_16PE)	.749
I believe the university knows the types of experience its customers want(S4_17PE)	.738
When I leave the university, I usually feel that I had a good experience(S4_15PE)	.717
I find that the university's other customers consistently leave me with a good impression of its	.641

services(S4_18SF)	
The other customers of the university do not affect its ability to provide me with good services(S4_19SF)	.617
The university understands that other patrons affect my perceptions of its services(S4_20SF)	.575
I am consistently pleased with the service quality at the university(S4_21TAN)	.537
I like the university because it has the service quality that I want(S4_22TAN)	.516
The university knows the kind of service quality its customers are looking for(S4_23TAN)	.513
Factor 4: Ambience	
The atmosphere of the university is what I'm looking for in a university(S4_2AM)	.776
At the university, you can rely on there being a good atmosphere(S4_1AM)	.746
The university understands that its atmosphere is important to me(S4_3AM)	.734
Intentio to Study - KMO=0.972 Barlett's:Sig.=0.000	
Factor 1: Brand Services	
It is very likely that I will use the university brand(S5_18ITS)	.791
I will use the university brand the next time I need a service(S5_19ITS)	.780
I will definitely try and use the university brand(S5_20ITS)	.774
If I had to do it over again, I would make the same choice(S5_17ITS)	.738
The likelihood that I would recommend this facility's/institution's services to a friend is high(S5_16ITS)	.720
The probability that I will use this facility's/institution's services again is high(S5_15ITS)	.709
I would like to try the university services(S5_13ITS)	.662
I intend to have further contacts with the universities again in the future(S5_11ITS)	.605
I would like apply to study in the university(S5_14ITS)	.577
I am proud to be a member of the university(S5_12ITS)	.574
Factor 2: Going To	
I am going to apply for study in the university(S5_2ITS)	.834
I intend to have further contacts with the universities again in the future(S5_1ITS)	.777
I am actively seeking out information about universities, in order to apply for a place(S5_3ITS)	.775
I will definitely choose the university as my place for study(S5_4ITS)	.742
I would patronize the universities(S5_5ITS)	.654
Factor 2: Values	
I am confident about the degrees offered by the universities(S5_9ITS)	.756
I am satisfied with the performance of the universities(S5_8ITS)	.746
I like the universities(S5_7ITS)	.746
If asked, I would recommend the universities to others(S5_10ITS)	.710
The universities have values(S5_6ITS)	.703

From Table 5.33, country image has 6 sub-dimensions compared to 10 based on literature review. Country image, through six sub-dimensions, contributed 65.668% to

total variant explained. University reputation contributed 65.668% to total variant explained. University reputation has four sub-dimensions compare to three in literature review. University reputation contributed 65.884% to total variant explained. Perceived quality has six sub-dimensions compared to nine in literature review. The six sub-dimensions contributed 69.001% to total variant explained. Intention to study has three dimensions compare to only one based on literature review. The three sub-dimensions contributed 72.988% to total variant explained.

Techniques used in Exploratory Factor Analysis (EFA)

Before the process of EFA starts, data should be checked for assumptions that are necessary in the procedure of EFA. Table 5.34 presents a summary of these assumptions and other conditions included in the preliminary analysis which was performed to check for the suitability of the data set for conducting EFA and for the factorability of the data set. The preliminary analysis leads to factor extraction that involves the process of determining the smallest number of factors that can be used to best represent the interrelations among the set of variables under study. A variety of approaches to extract the underlying factors exists but the most commonly used is the principal components analysis, whereby 130 items with factor loadings above the cutoff point (e.g. 0.5 recommended by Hair et al., 2006) are retained for further analysis. Table 5.35 presents factor retention criteria.

Table 5.34
A Summary of EFA Requirements on Data Set

Condition	Requirement	Reference
Normality of the Data set	Should be Normally Distributed	Hair et al.,2006; Pallant,2005
Linearity	No Multicollinearity; VIF<10	Hair et al.,2006
Outliers	No Outliers accepted	Hair et al.,2006
Sample Size	Minimum:5 Cases to each study item	Pallant,2005;Tabachnick and Fidell,2001
Item to Item Correlations	Majority be ≥ 0.3 but ≤ 0.7	Hair et al.,2006;Pallant,2005
Bartlett's Test of Sphericity	Be Significant ($p < 0.05$)	Pallant,2005; Field 2000; George and Marley,1999; Bartlett, 1954.
Kaiser-Myer-Olkin (KMO) Index	≥ 0.5	Hair et al.,2006;Field,2000; George and Marley,1999

Table 5.35
Factor Retention Criteria in EFA

Criteria	Requirement	Reference
Keiser's Criterion or Eigen Value (EV) Rule	Eigen Value ≥ 1	Hair et al.,2006;Malhotra,2004; 2007;Kim and Mueller, 1978
Scree Test	Above Elbow point on the EV curve plot	Pallant,2005;Catell,1966
Variance Extracted	$\geq 50\%$	Hair et al.,2006

In the preliminary analysis, suitability of the data set for factor analysis is examined. Recommended threshold values presented in Table 5.34 are adhered to and the results of the procedure are presented in Table 5.36.

These results show that as shown in Table 5.36, in the sample size aspect, the case to items ratio ranges from 40:1 to 93:1 (meeting the 5:1 minimum requirement; Tabachnick and Fidell, 2001) and for the strength of the relationship among items, majority of correlations are ≥ 0.3 (Hair et al., 2006; Pallant, 2005). All KMO indices (range from 0.968 to 0.977) are higher than 0.5 (as recommended by: George & Mallery, 1999; Field, 2000; Hair et al., 2006), while in all Bartlett's test of sphericity, the results are significant ($p = 0.000$). These results confirm the suitability of the data for EFA.

Factors are extracted using the principal component analysis. This warrants for the method of rotation to be applied. The Varimax rotation with Kaiser-normalization is used to clarify the factors (Loehlin, 1998; Hair et al., 2006). After a visual inspection of the loadings, items with loadings lower than the threshold of 0.5 on the construct they are supposed to measure, are discarded. Also, those few items loaded on constructs they are not supposed to measure (nuisance items) are dropped from further analysis. Additionally, some items are observed to have cross-loaded significantly on two different constructs. These are discarded from further analysis.

The criteria for factor retention are used in this exercise, including the cut-off points recommended in Table 5.35. All three approaches on retaining factors are considered

i.e., the Keiser's Criterion, Scree Plots and the Variance Extracted approach. Only constructs that fulfill all three criteria are retained for further analysis. The summarized results of the retained factors are presented in Table 5.37, showing the variances extracted ranging from 65.668% to 72.988%, above the 50 percent recommended cut off value (Hair et al., 2006). The reliability ranging from 0.935 to 0.977, recommended by Nunnally (1978), are above the 0.7 threshold by Hair et al. (2006).

Table 5.36
Results of Examination of Variables for Exploratory Factor Analysis Suitability

Variable	No. of Items	Cases to Items Ratio	Item to Item Correlation	KMO Index	P-Value	Remark
Country Image	46	40:1	$0.3 \leq r \leq 0.7$	0.968	0.000	Suitable
University Reputation	29	64:1	$0.3 \leq r \leq 0.7$	0.972	0.000	Suitable
Perceived Quality	35	53:1	$0.3 \leq r \leq 0.7$	0.977	0.000	Suitable
Intention to Study	20	93:1	$0.3 \leq r \leq 0.7$	0.972	0.000	Suitable

Table 5.37
Factor Retention Results from the Exploratory Factor Analysis

Variables	Initial Number of Items	Number of Items Dropped	Number of Items Retained	Number of Subdimensi on Dropped in 1 st Order	Number of Subdimension Retained in 1 st Order	Variance Extracted (%)	Cronbach's Alpha
Country Image	46	11	35	-	6	65.668	.935
University Reputation	29	0	29	-	4	65.884	.966
Perceived Quality	35	0	35	-	4	69.001	.977
Intention to Study	20	0	20	-	3	72.988	.967

Table 5.38 shows the numbers maintained and dropped in further analysis during exploratory factor analysis:

Table 5.38
Summary of Items Dropped in Exploratory Factor Analysis

1 st Order Variable	Original Number of Items	Final (EFA) Number of Items	Number of Items Dropped in EFA
EPR	} 46 Items	} 35 Items	} 11 Items
WCP			
PO			
T	}	}	}
EN			
EC			
QAP	10	10	0
QEP	7	7	0
EE	8	8	0
RR	4	4	0
ABE	11	11	0
SQ	12	12	0
EST	9	9	0
AM	3	3	0
BS	10	10	0
GT	5	5	0
V	5	5	0

Confirmatory Factor Analysis: Structural Equation Modelling

Structural equation modeling using AMOS version 18.0 was utilized as the main construct validation tool. In other words, CFA is utilized to evaluate convergent and discriminant validity, by reviewing the measurement model created for investigating each of the key variables in this study. There are two techniques generally utilized by researchers in assessing the validity of the measurement model: examining each construct discretely where each latent variable is performed independently (Garver & Mentzer, 1999) or examining all constructs collectively at one time (Cheng, 2001).

CFA is applied to observe convergent and discriminant validity. Convergent validity could be measured through the examination of the statistical significance of factor loadings (the estimated parameter between latent variables and their indicators). In the case of the value of standardized loading, the normally judged threshold value is 0.4 (Ford, MacCallum & Tait, 1986). Additionally, to measure convergent validity, the projected model has to present a holistic fit. There are numerous indices that are employed to verify the fit of the model and operationalized diverse features of model fit (Kelloway, 1995; Hair et al., 2006; Bentler, 1990; Marsha, Balla, & McDonold, 1988). Normally, there are two approaches to assess overall model fit: 1) picking fit indices which correspond to diverse families of fit indices and 2) identifying a strict criteria and choosing fit indices that best characterize this criteria (Garver & Mentzer, 1999).

Although several fit indices are offered to assess the overall model fit, there is slight agreement concerning the best index to be applied or which index executes better under dissimilar circumstances. Hair et al. (2006) and Bentler (1990) indicate that the proposed model has to demonstrate an acceptable fit in terms of absolute fit, incremental fit and model parsimony. Model fit specifies that the hypothesized model fits the data well. Absolute fit indices are a direct measure of how well the model identified by the researcher replicates the observed data. These indices consist of chi-square statistics (χ^2), normed chi-square or relative chi-square (χ^2 / df), goodness-of-fit (GFI), adjusted goodness-of-fit (AGFI), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Relative Fit Index (RFIC) and root mean-square error of approximation (RMSEA).

Techniques used in Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis (CFA) is employed in evaluating unidimensionality and validity of the constructs. The CFA involves two stages of analysis: first is the

procedure for items purification; and second is the assessment of the measurement model. These are discussed below.

(a) Procedures for Item Purification

Before the evaluation of unidimensionality and validity of constructs, for each measurement model the process of item purification is carried out through multiple iterations of CFA, with the maximum likelihood estimation (MLE) method that iteratively improves parameter estimates to minimize a specified fit function (Min & Mentzer, 2004). Unsuitable items are deleted from the measurement model but before the deletion of any item is implemented theoretical assessment should be performed whenever it is deemed necessary. As recommended by Hair et al. (2006), modification of the initially hypothesized model is performed where it is seen to be relevant. This is accomplished based on such indicators as modification indices (MI), standardized residuals, path estimates, squared multiple correlations, offending estimates (Heywood Cases), and qualitative review. These model diagnostics are used to suggest model changes in what Hair et al. (2006) calls specification search, whereby an empirical trial-and-error approach is used. The corresponding cut-off points are given in Table 5.39 with the relevant references.

**Table 5.39
Model Diagnostics in Confirmatory Factor Analysis**

Model Diagnostic	Requirement	Reference
Modification Index (MI)	≥ 3.84 ≥ 4 ≥ 10	Joreskog and Sorbom, 1988 Hair et al.,2006 Fassinger, 1987
Standardized Residuals	$< 2.5 $ no problem $> 4.0 $ possible problem	Hair et al.,2006
Path Estimates (Construct to Indicator)	≥ 0.5 ; ideally ≥ 0.7 ; and be significant	Hair et al.,2006
Squared Multiple Correlations (SMC) or Reliability	≥ 0.3	Hair et al.,2006
Heywood Cases Error Terms Standardized Coefficients Very Large Standard Errors	Positive terms ≤ 1.0 Should be Moderate	Hair et al.,2006 Min and Mentzer,2004
Content and Face Validity	Through Review of Literature	Min and Mentzer,2004

The purification of items for the purpose of searching for model specifications (Hair et al., 2006) is performed following the procedures. The model diagnostics outlined in Table 5.32 are used in the process. The modification index ($MI \geq 4$); standard residuals ($SR < | 4.0 |$); squared multiple correlations ($SMC \geq 0.3$); path estimates ($\lambda \geq 0.5$); Heywood cases, and qualitative review, (as suggested by Hair et al., 2006; and Min & Mentzer, 2004), are adhered to in the process of purifying the items. In the process, three first order constructs and 69 items are dropped from further analysis (Table 5.40), as they could not survive the model diagnostic procedure.

Table 5.40
Summary of Items Dropped in Confirmatory Factor Analysis

1st Order Variable	Original Number of Items	Final (EFA) Number of Items	Number of Items Dropped in EFA
EPR	8	3	5
WCP	7	2	5
PO	6	3	3
T	6	3	3
EN	3	3	0
EC	5	2	3
QAP	10	3	7
QEP	7	4	3
EE	8	2	6
RR	4	3	1
ABE	11	3	8
SQ	12	3	9
EST	9	4	5
AM	3	3	0
BS	10	3	7
GT	5	2	3
V	5	4	1

(b) Procedures for Assessing Measurement Models

In the CFA and the structural model derived from structural equation modelling (SEM), the adequacy of the hypothesized model is normally assessed using overall model fit

indices. Table 5.41 shows the types of fit measures and their recommended thresholds. According to various authors (e.g. Hair et al., 2006; Wisner, 2003; Schumacker & Lomax, 1996), in SEM there is no single test of significance that can absolutely identify a correct model given the sample data. Consequently, Hair et al. (2006), Wisner (2003), and Garver and Mentzer (1999) suggest the use of multiple indices of differing types in determining the acceptability of fit for a given model. In this respect, for example, Garver and Mentzer (1999) recommend the use of the TLI, CFI and RMSEA.

**Table 5.41
Model Fit Indices**

Type of Measure	Fit Index	Recommended Value	Reference
Absolute Fit Index (How well the specified Model reproduce data)	Chi-Square Statistic (χ^2)	Values with non-significant p-value	Hair et al., 2006
	Godness of Fit Index (GFI)	≥ 0.90	Hair et al., 2006 Min and Mentzer, 2004
	Root Mean Square Residual (RMR)	≤ 0.08	Hair et al., 2006
	Root Mean Square of Approximation (RMSEA)	≤ 0.08 ≤ 0.07	Min and Mentzer, 2004 Hair et al., 2006
	Normed Chi-Square (CMIN/df)	≤ 3.0	Hair et al., 2006
Incremental Fit Index (How well the specified Model fits relative to alternative baseline model)	Normed Fit Index (NFI)	≥ 0.90	Hair et al., 2006
	Comparative Fit Index (CFI)	≥ 0.90	Hair et al., 2006
	Tucker Lewis Index (TLI)	≥ 0.90	Hair et al., 2006
	Relative Non-Centrality Index (RNI)	≥ 0.90	Hair et al., 2006
Parsimony Fit Index (Which model is best Comparing its fit relative To its complexity)	Parsimony Goodness of Fit Index (PGFI)	≥ 0.90	Hair et al., 2006
	Parsimony Normed Fit Index (PNFI)	≥ 0.90	Hair et al., 2006

Incremental fit indices vary from absolute fit indices in that they measure how well a particular model fits comparative to several alternative baseline models. The majority common baseline model is referred to as a null model, one that supposes all observed variables as unrelated. At this point, the outcomes of association from the models are contrasted with the independent models. The score for the incremental fit model vary from 0 to 1. A score close to 1 recommend a perfect fit while 0 indicates to there being no difference between it and the independent model. The indices of the incremental fit consist of the Normed Fit Index (NFI), the Comparative Fit Index (CFI), Tucker Lewis

Index (TLI) or Non-Normed Fit Index (NNFI) and Relative Non-centrality Index (RNI).

Parsimony fit indices refer to the function of parameters or the coefficient of model. The less the anticipated parameters are utilised in the model, the more parsimonious the model (Hair et al., 2006; Bentler, 1995). The indices incorporate the Parsimony Goodness-of Fit Index (PGFI), The Parsimony Normed Fit Index (PNFI) and Aikaike Information Criterion (AIC). Besides, Garver and Mentzer (1999) declare that numerous fit indices do not fulfil the above criteria simply for the reason that they are unfavourably influenced by sample size. For example, the chi-square is the main common process of assessing overall model fit. However, it is often condemned due to its high sensitivity to sample size, and the fact that the significance stage can be confusing (Hair et al., 2006). Consequently, based on these criteria, they anticipated the use of the TLI, the CFI and the RMSEA. Moreover, TLI and CFI are favoured when dealing with samples of less than 200 respondents as they are less likely to create biased estimates (Bentler, 1989; Kline, 1998).

According to the vital criteria recommended in the above discussion, this study used the fit indices namely, 1) the TLI or NNFI; 2) the CFI; and 3) the RMSEA. However, this study still report on the chi-square, degree of freedom, its significance level GFI, and NFI as these facts are imperative in investigating the validity. Table 5.42 presents all the particular indices stated above to assess the measurement model of the study.

Table 5.42
Summary of Fit Indices

Indices	Abbrev.	Acceptable Level	Comments
Chi-Square	$(\chi^2)(df, p)$	$p > 0.05$ at $\alpha = 0.05$	$P > 0.05$ reflects acceptable fit; 0.1 reflects a good fit.
Normed Chi-Square	$(\chi^2) / df$	$1.0 < (\chi^2) / df < 3.0$	Values close to 1 indicate good fit but values less than 1 may indicate overfit.
Goodness of fit	GFI	$GFI > 0.90$	Values between 0.90 – 0.95 indicate satisfactory fit and values higher than

			0.95 indicate good fit.
Root Mean Square of Approximation	RMSEA	RMSEA < 0.05	Values between 0.05 – 0.08 indicates satisfactory fit. Value 0 indicates a perfect fit.
Normed Fit Index	NFI	NFI > 0.90	Values between 0.90 – 0.95 indicate satisfactory fit and values higher than 0.95 indicate good fit. Values greater than 1 indicate overfit
Tucker-Lewis Index	TLI	TLI > 0.90	Values between 0.90 – 0.95 indicate satisfactory fit and values higher than 0.95 indicate good fit. Values greater than 1 indicate overfit
Comparative Fit Index	CFI	CFI > 0.90	Values between 0.90 – 0.95 indicate satisfactory fit and values higher than 0.95 indicate good fit. Values close to 0 indicate poor fit, CFI =1 indicates perfect fit.

Source: Adapted from Schumacker and Lomax (1996), Kline (1998)

All indices explained above are assessed for the measurement models of the study. They are also a medium applied to check the convergent and discriminant validity, which is conferred below. Conversely, these indices are not the only criteria utilised to allow or refuse the projected model. Theoretical thought, rational argument and views have to be applied as the essential criteria prior to any decision on model fit is made (Bryne, 2001).

ii. Convergent and Discriminant Validity

Convergent validity refers to the extent in which diverse techniques are applied to compute the identical construct generate parallel outcomes (Anderson & Gerbing, 1991). Garver and Mentzer (1999) speculate that convergent validity is examined by deciding whether the items in a scale converge or load collectively on a particular construct in the measurement models. It means that it is based on the association between responses attained by maximally diverse techniques of determining the similar construct. If there is no convergence, either the theory utilised in the study requires to be investigated, or the refinement of measures requires to be executed by abolishing the items.

On the other hand, discriminant validity refers to the degree in which a particular construct is dissimilar from another construct (Chen, Aryee, & Lee, 2003). It implies that items from one scale must not load or converge too narrowly with items from a dissimilar scale and that different latent variables which associate too highly may really be assessing the similar construct rather than diverse constructs (Garver & Mentzer, 1999). Thus, comparatively low association or no correlation between variables designates the existence of discriminant validity.

CFA, as mentioned previously, offers an amount of facility in investigating the tools in terms of their convergent and discriminant validity. First, CFA computes the overall level of fit in any specific application such as chi-square and goodness-of-fit test. Second, with the application of chi-square difference test, combined with the size of factor loadings for traits and the estimates for trait correlations, CFA offers helpful information on how well convergent and discriminant validity are realized. Lastly, through squared factor loadings and fault variance, unambiguous outcomes are obtainable for partitioning variance into trait, method, and error element (Bagozzi et al., 1991: 429).

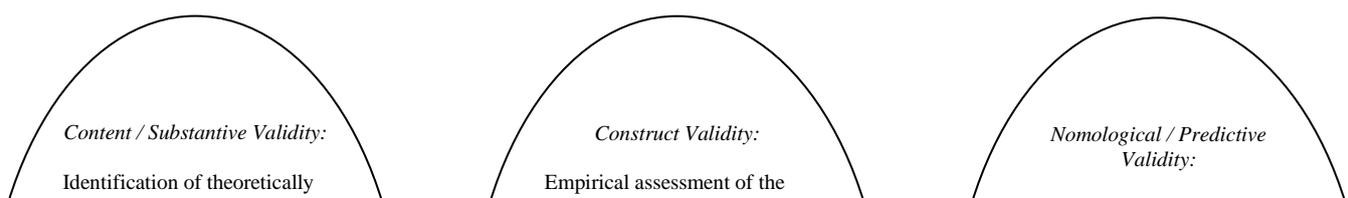
Consequently, structural equation modelling with analysis of moment structure (AMOS) version 18.0 is applied to inspect convergent validity of the constructs. The outcomes from these models demonstrate that based on modification indices and standardized error, few items were deleted to get the data to fit the model. The following section talks about construct validation. The outcomes of convergent and discriminant validity in detail will be discussed in chapter 6.

The outcomes from these models referred to Figure 6.4 to Figure 6.37 demonstrate that based on modification indices and standardized error, a few items were deleted to get the data to fit the model.

5.22.3 Techniques for Construct Validation

Construct validity involves the assessment of the degree to which a measure correctly measures its targeted variable – abstract, or theoretical construct (O’Leary-Kelly & Vokurka, 1998; Garver & Mentzer, 1999; Chen & Paulraj, 2004; Hair et al., 2006). Construct validity is made up from several important components: content validity, substantive validity, unidimensionality, reliability, convergent validity, discriminant validity, and nomological or predictive validity (Hair et al., 2006; Garver & Mentzer, 1999; O’Leary-Kelly & Vokurka, 1998). In order to achieve construct validity, all of these components must be satisfied.

Among the listed components of construct validity, content validity and substantive validity require no statistical test; nonetheless they are important to the validity of a construct. Regardless of how much the statistical results support the validity of a construct, if it does not have content and substantive validity, it cannot have construct validity (Anderson & Gerbing, 1988; Garver & Mentzer, 1999). O’Leary-Kelly and Vokurka (1998) outlined three main stages in the process of construct validation. These stages and the relevant testing tools are presented in Figure 5.3.



Source: Adapted (with additions / modification) from O'Leary-Kelly and Vokurka, 1998

Figure 5.3 Construct Validation Process

The process, as seen in the figure, starts with establishment of content and substantive validity, followed by the statistical process that begins with testing for unidimensionality; after which construct reliability is established. Only after the construct has been proven to be unidimensional and reliable, then convergent validity, discriminant validity, and nomological/ predictive validity can be tested. Table 5.43 gives summarized steps of the validation process and their corresponding procedures. As it is important to maintain the rigor of research by having strong theoretical foundations and using approaches for example, conducting theory-testing researches (Garver & Mentzer, 1999), construct validity plays an important role in maintaining that rigor. Furthermore, the requirement for measurement instrument development outlines use of multiple tests in the validation of instrument, as detailed in the next subsection. In this research, the requirement was planned to be extended to all study constructs, as the need to maintain the rigor of the research is far more important.

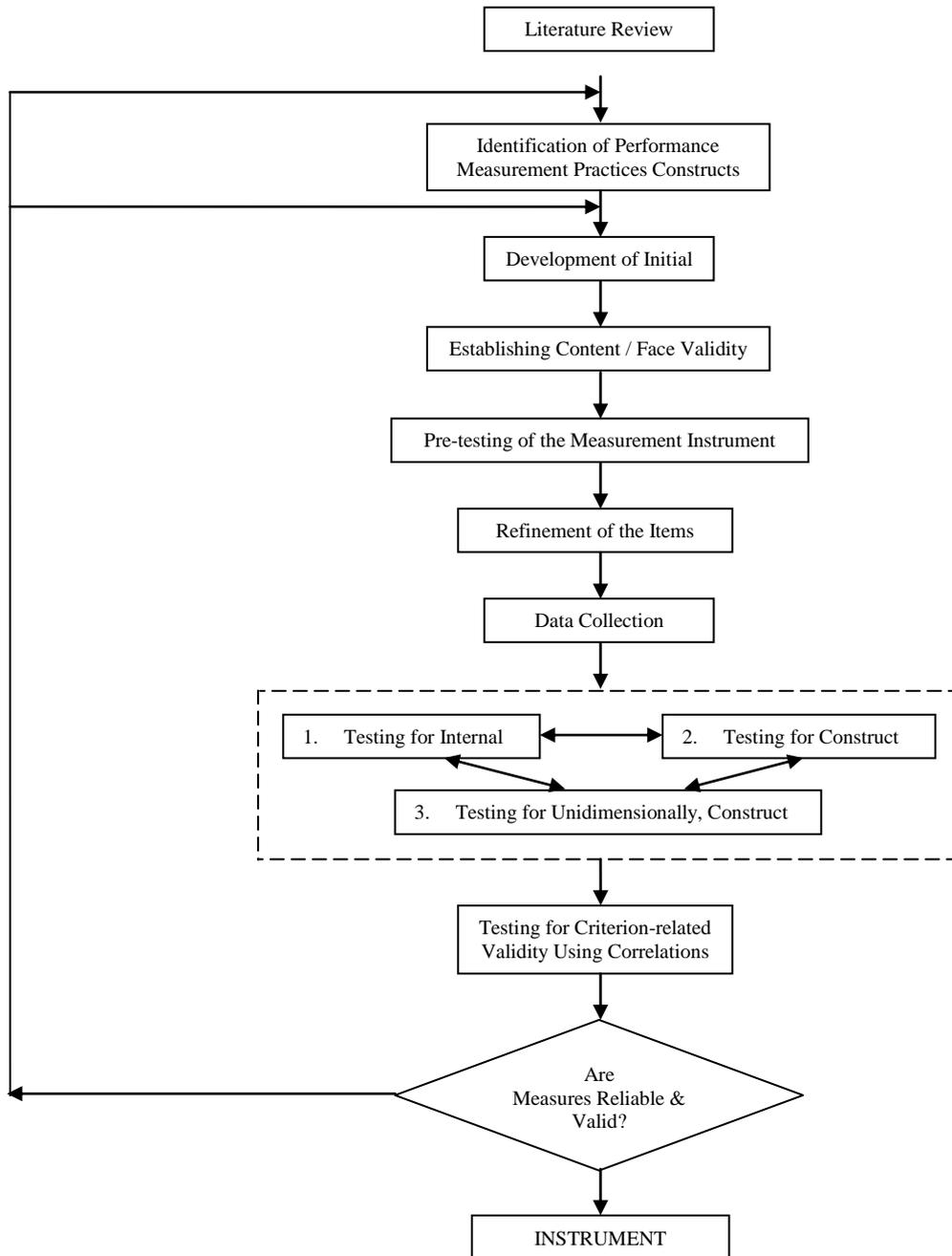
5.22.4 Techniques for Measurement Instrument Development

Conversely, authors including Torkzadeh et al. (2005), Chen and Paulraj (2004), and Koufteros (1999), among many, put forward illustrations on the measurement instrument development process to make it easier to understand. These authors provide similar approaches to the exercise. Similar to this research is the study by Chen and Paulraj (2004). Thus, this research adopts their approach in its exercise to develop a measurement instrument for performance measurement practices pertaining to the particular topic. The process is illustrated in Figure 5.4. Most of the test procedures have been discussed in section 5.22.3 of this chapter.

Table 5.43
Construct Validity Assessment

Validity Aspect	Test Procedure / Description	References
1.Content (face) validity: assessment of the correspondence of the variables to be included in a scale and its conceptual definition. Substantive validity: theoretical linkage between the construct and its items.	- Subjectively assessed through the ratings by expert judges, pretest with multiple sub-populations, or other means. - Linkage between individual items and the latent variable assessed through literature review.	Hair et al. (2006); Li et al. (2006); Gosh and Jintanapakanont (2004); Garver and Mentzer (1999); O'Leary-Kelly and Vokurka (1998).
2.Unidimensionality: Existence of a single trait or construct underlying a set of measurement items.	- Items be significantly associated with an underlying construct, as well as each item being associated with one and only latent variable. - Using EFA Factor loading of ± 0.3 to ± 0.4 ; but ideally has to be used for practical purposes. -Using CFA Critical ratios (t-values ≥ 1.96 at $\alpha = 0.05$) Regression weight ($\lambda \geq 0.7$; sometimes 0.5) Use of multiple fits criteria (e.g. GFI ≥ 0.9 and RMR ≤ 0.05)	Hair et al. (2006); Li et al. (2006); Garver and Mentzer (1999); O'Leary-Kelly and Vokurka (1998); Philips and Bagozzi (1986); Anderson and Gerbing (1982).
3.Reliability: Extent to which measures are free from error thus being able to produce consistent results.	- Has repeatability and internal consistency dimensions. - Calculated by split-half method, using EFA, Cronbach's Alpha, $\alpha \geq 0.7$ imply good reliability. - Using CFA it is also calculated by: $CR = \frac{[\sum_{i=1}^n \lambda_i]^2}{[\sum_{i=1}^n \lambda_i]^2 + [\sum_{i=1}^n \delta_i]}$ Where λ is the standardized factor loading; i is the number of the corresponding item, and δ is the error variance term for an item. $CR \geq 0.7$ indicates good reliability. $A < 0.7$ (e.g. 0.6 and 0.5) accepted for exploratory studies. -Proportion of variance (R^2) in the observed variables. $R^2 \geq 0.3$ is considered acceptable.	Hair et al. (2006); Pallant (2005); Chen and Paulraj, 2004; Zickmund (2003); Garver and Mentzer (1999); Arbuckle and Wothke (1999); Carr and Pearson (1999); Kline (1998); Nunnally (1967;1978).
4.Convergent validity: The extent to which the items share a high proportion of variance in common.	- Measures the similarity or convergence between the individual items measuring the same construct. - Using EFA Factor loading of ± 0.3 to ± 0.4 ; but ideally ± 0.5 has to be used. Variance Extracted, $VE \geq 0.5$; Reliability, $\alpha \geq 0.7$; and Eigen value ≥ 1.0 . -Using CFA Individual Regression weight, λ , be twice the SE ($t \geq 2$). $VE \geq 0.5$ where $VE = \frac{\sum_{i=1}^n \lambda_i^2}{n}$ Where λ is the standardized factor loading; i was the number of the item. Construct Reliability, $CR \geq 0.7$.	Hair et al. (2006); Li et al. (2006); Chen and Paulraj (2004); Garver and Mentzer (1999); Hartwick and Barki (1994); Segar and Grover (1993); Bollen (1989); Anderson and Gerbing (1988); Bentler and Bonett (1980).

	Bentler-Bonnet coefficient, $\Delta > 0.9$ [$\Delta = (\chi^2_0 - \chi^2_s) / \chi^2_0$]. Widaman's three comparison models: significant $\Delta\chi^2$. (where $(\Delta\chi^2 = \chi^2_0 - \chi^2_1$ at $df = df_0 - df_1)$)	
5. Discriminant validity: Measures the degree to which a construct is truly distinct (unique) from other constructs.	-Using CFA Widaman's three comparison models: significant $\Delta\chi^2$ Where $(\Delta\chi^2 = \chi^2_1 - \chi^2_2)$ at $(df = df_1 - df_2)$ Pair-wise comparison of models (constrained model correlation = 1) and unconstrained model: significant $\Delta\chi^2$ (Where $(\Delta\chi^2 = \chi^2_{constrained} - \chi^2_{unconstrained}$ at $df = df_{constrained} - df_{unconstrained} = 1)$) VE greater than squared correlation between two variables.	Prajogo and Sohal (2006); Li et al. (2006); Hair et al. (2006); Min and Mentzer (2004); O'Leary-Kelly and Vokurka (1998); Ahire et al. (1996); Widaman (1985); Joreskog (1971).
6. Nomological validity: Assesses the relationship between theoretical construct. Predictive validity: Examines the relationship of the construct with its antecedents and consequents.	- Examine whether the correlation between constructs in the measurement theory make sense. - Seeks to confirm significant correlations between the constructs as predicted by theory. - Correlating constructs to other constructs that they should predict: correlations should be substantial in magnitude and significant between two constructs (e.g. values ≥ 0.3 , but ≤ 0.7 and significant at $\alpha = 0.05$) - Testing for individual relationships between exogenous and endogenous variables to see their impact. - Structural model: significant links (λ and t values) support existence of nomological validity.	Hair et al. (2006); Min and Mentzer (2004); Malhotra (2004;2007); Garver and Mentzer (1999); Bagozzi et al. (1991).



Source: Adopted from Chen and Paulraj (2004)

Figure 5.4
The Measurement Instrument Development Process

5.22.5 Criterion Validity

Criterion validity was executed as the ultimate examination of validity of the constructs of the study. It focuses on the significance of contrasting the scale utilized with criterion variables and to recognize the associations between constructs. The outcomes were also vital to provide more details on the outcomes of the hypotheses investigated afterward. It means that it inspects the degree of a scale executed as projected in relation to other chosen variables (criterion variable) as the significant criteria (Malhotra, 2004:283).

In addition, criterion validity explains the strong point and path of the linear association between the variables. It predicts any association between the measure and the results. A high investigation score or associated outcome exhibits that the measure fulfills the criteria set.

There are two types of criterion validity namely, concurrent and predictive validity. These two techniques vary from one another on the basis of the time aspect. For predictive validity, data on scales and criterion variables are assembled at different times, whereas for concurrent validity, the data on scales and criterion variables are assembled concurrently (Malhotra, 2004). For this study, concurrent validity was appropriate and correlational investigation was preferred to examine the criterion validity. Correlation analysis was executed to verify the level of involvement between all constructs and the multicollinearity of the independent variables of this study. It does not merely specify the level of relationship of the variables but the path of the relationship as well.

The outcomes of the correlation coefficients that fall between ± 1 and ± 0.81 are usually judged to be “very high”, which will generate multicollinearity in the data (Burns & Bush, 2000). Conversely, those correlations coefficients of ± 0.5 and above

also reveal strong correlations between two variables (Tabachnick & Fidell, 2001). To make things easier, the explanation of the correlation coefficient, Cohen and Cohen (1983) recommend that the correlation coefficient values; $r = \pm 0.10$ to ± 0.29 as small correlation; $r = \pm 0.30$ to ± 0.49 as medium correlation; and $r = \pm 0.50$ to ± 1.0 as large correlation.

Table 5.46 and Table 5.47 portray the association between the constructs of the study and it is obvious that there is no very strong correlation (0.8 and above) between any pairs of the seventeen items in this study. As a result, multicollinearity was not likely to occur that will affect the explanation in an additional investigation. As a whole, the outcomes demonstrate that 15 out of 15 correlation coefficient values were significant at 0.01 levels using 1-tailed or 2-tailed. These results brought a conclusion on the correlation among the variables. In total, the outcomes of the correlation show the presence of significant associations among constructs and that they are harmonious with the hypotheses of this study.

5.23 RELIABILITY

Reliability of a dimension refers to its consistency (Hair et al., 2006). There are two kinds of reliability: external and internal consistency. External reliability refers to “the degree of consistency of a measure over time” (Bryman & Cramer, 2001:62-63). It can be checked through a test-retest by overseeing an investigation on two instances on the identical cluster of subjects. It is projected that respondents who scored high on the first examination ought to also score high when taking the same examination at another time. On the other hand, a low test-retest correlation might not designate that the reliability of the test is low; as an alternative it could indicate that the fundamental theoretical concept itself has altered (Bryman & Cramer, 2001).

The alternative forms technique is to test the external reliability. This technique refers to two diverse types which are created and governed to similar respondents at diverse times. The correlation coefficient is examined and the superior the outcomes, the bigger the reliability. Nonetheless, utilizing this technique is extremely expensive and time consuming (Malhotra, 2004).

In contrast, internal reliability is particularly utilized in multi-item scales. It refers to whether the items that make up the scale are measuring a single concept or whether those items are internally consistent (Bryman & Cramer, 2001). Estimates of reliability based on the average correlation among items within examination, concern internal consistencies. If the correlation provides a high output, the internal consistency is high as well. The most frequently applied measure is Cronbach's Coefficient Alpha which is derived from the postulation that if all the items are drawn from the field of a single construct, answers to the items compiling the measurement model ought to be highly correlated (Hatcher, 1994). Furthermore, to verify the internal reliability, the composite reliability and variance extracted measures for each construct will also be investigated. In the perspective of CFA, it is likely to calculate a composite reliability index for every latent variable. Both of these methods were used to examine the reliability of the scales in this study. A detailed discussion follows.

a) Internal Consistency Reliability Tests – Cronbach's Coefficient Alpha

The outcomes of the internal consistency reliability investigation for the variables investigating the seventeen factors are generated from the exploratory factor analysis. The reliability test for EPR, WCP, PO, T, EN, EC, QAP, QEP, EE, RR, ABE, SQ, EFT, AM, BS, GTO and V recorded good reliability with coefficient alphas of above 0.50 and above as recommended by Nunnally (1967). Table 5.44 reveals the outcomes of Cronbach Coefficient Alpha.

Table 5.44
Internal Consistency Reliability of the Constructs

Variables	No. of Items	Cronbach's Coefficient Alpha
EPR	8	.941
WCP	7	.913
PO	6	.862
T	5	.920
EN	3	.859
EC	5	.831
QAP	10	.935
QEP	7	.902
EE	8	.904
RR	4	.918
ABE	11	.950
SQ	12	.956
EST	9	.934
AM	3	.887
BS	10	.952
GT	5	.916
V	5	.916

b) Reliability Test –Using Structural Equation Modeling

Traditionally, scholars applied coefficient alpha as an index of scale reliability. However, it has three drawbacks: a) the correctness of reliability assessment - it tends to miscalculate scale reliability and be inflated if the scale has big number of items; b) traditional reliability theory describes reliability as consistency, whereby consistency is extremely complex to examine and to operationalise; and c) coefficient alpha presumes that all items have equal reliabilities (Bollen, 1989). Reliability is also a pointer of convergent validity (Hair et al., 1998, 2006) and SEM approaches to assess scale and item reliability are considered to overcome constraints linked with coefficient alpha.

In SEM, the value linked with each latent variable-to-item equation assesses the reliability of that individual item (Garver & Mentzer, 1999). The stronger the correlation of the systematic component, the stronger the reliability linked with the indicator to its latent variable. Thus, in this study, the outcomes of construct reliability, which is frequently applied in combination with SEM models, are also presented to confirm that convergent validity exists for the constructs of the study. It is calculated from the squared sum of factor loading (λ_i) for each construct and the sum of the error variance terms for a construct (δ_i) whereby the measurement fault is one minus the square of the indicator's standardised parameter estimate, like;

$$\text{Construct Reliability} = \frac{\left(\sum_{i=1}^n \lambda_i \right)^2}{\sum_{i=1}^n \lambda_i^2 + \sum_{i=1}^n (1 - \lambda_i^2)}$$

The rule of thumb for the reliability estimates is 0.7 or higher. This recommends a good reliability (Hair et al., 2006). Conversely, Hatcher (1994) declares that the reliability estimates of 0.6 and above are judged rational for exploratory study. Table 5.45 displays the outcome of the construct reliability for EPR, WCP, PO, T, EN, EC, QAP, QEP, EE, RR, ABE, SQ, EFT, AM, BS, GT and V.

Table 5.45
Variance Extract and Construct Reliability

Construct	Variance Extracted	Construct Reliability
EPR	0.8092	0.9112
WCP	0.8792	0.9448
PO	0.9164	0.9642

T	0.862	0.9362
EN	0.8924	0.9516
EC	0.8134	0.9131
QAP	0.8384	0.9247
QEP	0.8306	0.9210
EE	0.8554	0.9329
RR	0.8614	0.9359
ABE	0.8452	0.9280
SQ	0.8666	0.9385
EST	0.8578	0.9341
AM	0.8668	0.9386
BS	0.8622	0.9363
GT	0.864	0.9372
V	0.86	0.9352

The outcomes exhibit that the construct reliability value for all latent variables or factors in this study were above 0.6, as recommended by Hatcher (1994). This is to confirm for the existence of reliability. A corresponding assessment of construct reliability is the variance extract measure (Hair et al., 2006). It assesses the total quantity of variance in the indicators accounted for by the latent variable, and higher values happen when the indicators are really representative of the latent construct. The formula is similar to construct reliability, except that the numerator is now equal to the standardized parameter estimates (λ) between the latent variable and its indicators squared, and then summed. The denominator equals the numerator plus the added measurement error for each item. The measurement error is one minus the square of the indicator's standardized parameter estimate.

$$\text{Variance Extract} = \frac{\sum_{i=1} \lambda^2}{\left[\sum_{i=1} \lambda^2 + \sum_{i=1} (1 - \lambda^2) \right]}$$

By utilising similar judgment, a variance extracted which is fewer than 0.5 specifies that, on average, more fault stays in the items than the variance clarified by the latent factor structure in the measurement model (Hair et al., 2006). Table 5.45 illustrates the outcomes of the variance extract. None of the variance extract estimates of that constructs were below 0.5.

5.24 UNIVARIATE AND MULTIVARIATE NORMALITY

The analysis of data from the structural model results so far exhibit that all items' Skewness are well below the level of 3 and Kurtosis < 10 (Kline, 1998). This suggests that the assumption of univariate normality has been met for the context. In terms of the analysis of multivariate normality, it was assessed through regression standardized residuals normality plot. The results so far show that all independent to dependent variables exhibit either no or slight departure from multivariate normality. Nevertheless, previous literature and quite recent literature review suggest that if the Maximum Likelihood method (ML) is used, the method in itself is robust to many types of violation to normality (Jaccard & Wan, 1996) and would be able to handle slight to moderate departures from normality.

To ensure further multivariate normality, West et al. (1995) recommend that if the data has moderate to slight departure of normality in SEM, the researcher should examine the level of CFI fit index as this index is affected by the normality departure. In other words, if the data suffers from severe departure of normality, the CFI index may be far from exceeding .90. However, the CFI index for the study context appears to achieve well above the recommended level, thus leading to the assumption that the present research data may not be affected by very small departures.

5.25 CHAPTER SUMMARY

This chapter was separated into four parts. The first part explains the research methodology like research design and strategy of this study. The conversation revolves on the matters of research perspective, type of research and justifications, and research instrument. In this part, the measurement scales applied for the constructs were delineated in detail.

In part two, the discussion is about construct measurement activities and data-related work like data collection, data screening and checking, and questionnaire design.

Part three explains the data analysis plan and techniques. This includes procedure for descriptive statistics analysis, procedure for checking correlations, linearity and testing normality. Testing homoscedasticity, multicollinearity and verifying outliers are also discussed.

Part four describes the validity and reliability assessments to make certain of the validity and reliability of the scale utilised in the study. It provides particulars of the tests utilised to inspect the validity and reliability of every construct in which the techniques of evaluation, including EFA and CFA, are clarified in detail.

The following chapter discusses the results and findings of the research. The chapter provides answers to all questions posed at the beginning of the research and also it gives the concluding remark for the entire research.

CHAPTER 6

DATA ANALYSIS AND RESEARCH RESULTS

6.1 INTRODUCTION

This chapter presents the results of the study. The postulations of multivariate analysis tests are also demonstrated prior to the results of the hypotheses are presented. Ordinary least square regression is conducted to assess the association between the variables and structural equation modelling is adopted to examine the mediating role of marketing capabilities and organizational innovation. Finally, the chapter ends with the integrated model of the study.

6.2 PROFILE OF THE RESPONDENTS

The background information of the respondents is revealed in Table 6.1. For convenience, the variables are collapsed into categorical variables.

Table 6.1
Profile of Respondents: (N = 1852)

No.	Profile of Respondent	Frequency	Percent (%)	Mean	Standard Deviation
1.	Gender			1.6955	.46033
	Male	564	30.5		
	Female	1288	69.5		
	Total	1852	100.0		
2.	Age			2.0394	.63063
	<20 years old	158	8.5		
	20-24 years old	1561	84.3		
	25-29 years old	81	4.4		
	30-34 years old	25	1.3		
	35-39 years old	14	0.8		
	40-44 years old	10	0.5		
	45-49 years old	2	0.1		
	>60 years old	1	0.1		
	Total	1852	100.0		
3.	Marital Status			1.0416	.20763

	Single	1777	96.0		
	Married	74	4.0		
	Divorced	1	0.1		
	Total	1852	100.0		
4.	Religion			1.9578	1.09387
	Muslim	1408	76.0		
	Hindu	57	3.1		
	Buddhist	259	14.0		
	Christian	68	3.7		
	Free Thinker	46	2.5		
	Others	14	0.8		
	Total	1852	100.0		

This section presents information on the background of the survey respondents and the demography of respondents. The profile of the survey respondents is depicted in Table 6.1. Majority of the respondents are female (1288 or 69.5%), and male (564 or 30.5%). The proportion of females to males in the sample is very imbalanced due to the fact that there is more female enrollment in the universities. In fact, the proportion reflects the real total enrollment in the university based on gender. In terms of age, 84.3% or 1561 are in between 20-24 years old, 8.5% or 158 are below 20 years old. 4.4% or 81 are 25-29 years old, 1.3% or 25 are 30-34 years old. Other age group minorities are 0.8% or 14 for 35-39 years old, 0.5% or 10 for 40-44 years old and 0.1% or 2 for 45 to 49 years old. We found only one person or 0.1% is above 60 years old. For marital status, single respondents represent 96% or 1,777; married respondents represent only 4% or 74. Only 1 stated or 0.1% is divorced status. Results show Muslim respondents are the greatest number 76% or 1408, followed by Buddhist at 14.0% or 259. Christian is third at 3.7% or 68, then Hindu at 3.1% or 57 and free thinkers at 2.5% or 46. Others represent the lowest at 0.8% or 14.

Table 6.2
Profile of Respondents (Continued)

1.	Home Country / Nationality	Frequency	Percent (%)	Mean	Standard Deviation
	Malaysia	1738	93.8	1.3785	.231544
	Iran	18	1.0		
	Indonesia	19	1.0		
	China	42	2.3		
	Nigeria	5	0.3		
	Sudan	1	0.1		
	Saudi Arabia	5	0.3		
	Pakistan	3	0.2		
	Thailand	5	0.3		
	Maldives	2	0.1		
	Somalia	1	0.1		
	Tanzania	1	0.1		
	South Korea	1	0.1		
	Singapore	4	0.2		
	Uzbekistan	1	0.1		
	Djibouti	1	0.1		
	Japan	1	0.1		
	Egypt	1	0.1		
	Azerbaijan	1	0.1		
	United Kingdom	1	0.1		
	Turkey	1	0.1		
	Total	1852	100.0		
2.	Race			1.5648	1.10478
	Malay	1314	71.0		
	Chinese	310	16.7		
	Indian	62	3.3		
	Other ethnics	52	2.8		
	Foreigners	114	6.2		
	Total	1852	100.0		
3.	How religious do you consider yourself			2.2716	.51785
	Not religious at all	65	3.5		
	Moderate religious	1219	65.8		
	Very religious	568	30.7		
	Total	1852	100.0		

Referring to Table 6.2, almost all the respondents are from Malaysia, which represented 93.8% or 1,738 students; China 2.3% or 42 students, Indonesia 1.0% or 19 students and Iran also 1% or 18 students. The balance is from 17 countries. In this study, Malay is the biggest race represented with 1,314 students or 71% of total sample. Second is Chinese at 16.7% or 310 students, Indian at 3.3% or 62 students. Other ethnicities from Malaysia are 52 in number or 2.8% of total sample. International students at 6.2% or 114 in number. In terms of religiosity, 30.7 percent or 568 considered themselves as very religious. The biggest proportion at 65.8% or 1,219 respondents are moderately religious and 'not religious at all' forms the smallest minority at 3.5% or 65 respondents.

Table 6.3
Profile of Respondents (Continued)

1.	No. of years studied in a Malaysian education institution	Frequency	Percent (%)	Mean	Standard Deviation
	<1 year	24	1.3	2.3499	.53271
	1-3 years	1183	63.9		
	4-6 years	619	33.4		
	7-9 years	25	1.3		
	>10 years	1	0.1		
	Total	1852	100.0		
2.	Educational level of study currently pursued			2.8807	.52728
	Diploma	80	4.3		
	Master's	120	6.5		
	Degree	1608	86.8		
	PhD	35	1.9		
	Certificate	3	0.2		
	Professional Qualification	6	0.3		
	Total	1852	100.0		
3.	Programme on which you are enrolled			4.8650	4.15945
	Business	845	45.6		
	Arts/Fashions/Designs	14	0.8		
	Computing/IT	27	1.5		

	Language	51	2.8		
	Education	86	4.6		
	Engineering	260	14.0		
	Medicine	20	1.1		
	Architecture	7	0.4		
	Applied Science	259	14.0		
	Humanities	103	5.6		
	Social Science	103	5.6		
	Pure Science	9	0.5		
	Others	68	3.7		
	Total	1852	100.0		
4.	Funding			2.1096	.63771
	Self-funding	259	14.0		
	Loan	1158	62.5		
	Scholarship/grant	408	22.0		
	Others	27	1.5		
	Total	1852	100.0		

Referring to Table 6.3, most of the students spent 1 to 6 years in the Malaysian tertiary education system. This numbers at 1,802 students or 97.3%; 1.3% or 25 spent between 7 to 9 years. We also found 1.3% or 24 spent less than 1 year and only one person spent longer than 10 years. 86.8% or 1,608 respondents are studying at bachelor degree level; 6.5% or 120 doing masters and 4.3% or 80 students doing diploma-level courses. 1.9% or 35 are working for a PhD degree. Very few are involved in professional qualification courses - 0.3% or 6 students and the remaining 0.2% or 3 are currently pursuing certificate level courses. Most of the respondents are pursuing a Business program, represented by 845 students or 45.6% of total sample; followed by Engineering at 14% or 260 and closely followed by Applied Science at 14% or 259. 62.5% of the respondents or 1,158 students were funded by loan; 22% or 408 have scholarships/grants. 14% or 259 are self-funding and others 1.5% or 27.

6.3 ANALYSIS OF THE SECTION 1

Analysis of the Section 1 of the questionnaire is important because there are preliminary questions before the researcher asked about the theory, the content of which is the substance of the study. Section 1 is important to break the ice and to know which country they refer to and which university they foresee going to for further studies. That means the country image of the particular country and the reputation of certain universities will be evaluated, assessed, compared and be subjects to be analyzed for each respondent.

Table 6.4
Which country would you choose to further?

Country	Frequency	Percentage	Valid Percent	Cumulative Percent
Australia	219	11.8	11.8	11.8
United Kingdom	437	23.6	23.6	35.4
Ireland	10	.5	.5	36.0
Malaysia	254	13.7	13.7	49.7
France	24	1.3	1.3	51.0
United States	207	11.2	11.2	62.1
Japan	263	14.2	14.2	76.3
Singapore	61	3.3	3.3	79.6
China	27	1.5	1.5	81.1
New Zealand	35	1.9	1.9	83.0
India	12	.6	.6	83.6
South Korea	59	3.2	3.2	86.8
Netherland	9	.5	.5	87.3
Egypt	86	4.6	4.6	92.0
Germany	26	1.4	1.4	93.4
Switzerland	8	.4	.4	93.8
Saudi Arabia/Mecca/Madinah	21	1.1	1.1	94.9
Jordan	17	.9	.9	95.8
Indonesia	13	.7	.7	96.5
Russia	11	.6	.6	97.1
UAE/Dubai/Abu Dhabi	1	.1	.1	97.2
Czechoslovakia/Czech Republic	1	.1	.1	97.2
Thailand	6	.3	.3	97.6

Brazil	1	.1	.1	97.6
Canada	16	.9	.9	98.5
Italy	4	.2	.2	98.7
Taiwan	12	.6	.6	99.4
Iraq	1	.1	.1	99.4
Brunei	4	.2	.2	99.6
Lebanon	1	.1	.1	99.7
Magribi/Morocco	1	.1	.1	99.7
Syria	1	.1	.1	99.8
Africa	1	.1	.1	99.8
Turkey	1	.1	.1	99.9
Iran	1	.1	.1	100.0
Total	1852	100.0	100.0	

6.4 PROFILE OF THE RESPONDENTS ON WHICH COUNTRY TO PURSUE FURTHER STUDY

Referring to Table 6.4, from 1,852 respondents, highest proportion of the respondents (23.6% or 437) chooses United Kingdom (UK) as the destination of choice for study. The second choice of respondents is Japan (14.2% or 263).

Not surprisingly, Malaysia is the third choice (13.7% or 254). This is because more than 90% of the respondents are Malaysian.

The fourth country selected by respondents is Australia (11.8% or 219). The result was expected because Australia is very popular due to its cost-effectiveness and it is obvious after the 11 September tragedy.

The position of the United State (US) is left behind and is not popular anymore among students as a location to further studies, especially after the 11 September tragedy. Only 11.2% or 207 respondents choose US as a destination for study. The cause for this drop in number is the difficulties in getting a visa for international students, especially from the Middle East and Asian countries.

Meanwhile, because quite a number of respondents are studying about religion, most of them choose Egypt as the popular destination for study. In terms of costs, Egypt offers very economical investment in education. The 4.6% or 86 is considered high and Egypt has followers or admirers among the respondents and this is also reflected in reality. Right now, more than twelve thousand students from Malaysia are studying in Egypt.

Our nearest neighbor, Singapore attracted 3.3% or 61 respondents. All of the respondents choose Singapore because of the high standards of education in Singapore.

The second most developed country in Asia, South Korea ranks at number eight in respondents' selection at 3.2% or 59.

Number nine is New Zealand (1.9% or 35) which attracted some respondents because of its nice environment and weather.

China is at number ten (1.5% or 27) and almost all the respondents who choose China are either Chinese Malaysian or from China.

Germany, at 1.4% or 26 respondents, is the number 11 choice among respondents and became the second most popular country in Europe, after UK. Even though Germany stands at number five in Europe in term of size, it is the most developed, richest and most populated in Europe. However, in terms of attracting students, they are less attractive. From an economic perspective Germany has the biggest GNP (Gross National Product) and GDP (Gross Domestic Product) and the country owns very advanced technology, especially in engineering and specifically in automotive engineering. Germany owns brands such as Adidas, Mercedes, BMW, Bosch which are very well known among consumers around the world. In addition, education in Germany is free even for international students. However, maybe because

of the German language, some students are not interested in going to Germany. In actual fact, English is widely used in their classrooms, universities, colleges, and polytechnics. Furthermore, many courses or programs in Germany are taught in English.

As expected, France ranked number 12 behind Germany. This is another country in Europe whose language is not English. 1.3% or 24 respondents opted for this country. France is the third richest country in Europe and it is one of its pioneers as a developed country. France is very advanced in agriculture and very famous for perfumery, fashion-design, cosmetics, architecture and also archeology. France is the first country to have an industrial revolution led by a general named Napoleon Bonaparte. However, France is less attractive maybe for Asians and native English-speaking people. On the other hand, France as a former colonial power is flooded by a lot of immigrants from countries formerly under their rule in northern Africa, Mediterranean and south-east Asia such as Cambodia and Vietnam.

After Malaysia and Egypt, another Islamic country that is quite popular among respondents is Saudi Arabia, chosen by 1.1% or 21 respondents. Saudi Arabia is the holy land with the city that every Muslim must visit to carry out the fifth Islamic pillar of the Hajj`. The other holy city is Madinah. Saudi Arabia is a rich country because of her oil and gas and she is aggressively promoting her style of higher education. The infrastructure and facilities of Saudi Arabia universities are modern and sophisticated. On the other hand, because of the cost of living, Saudi Arabia is less popular compared to Egypt and Jordan.

Number 14 is belongs to Jordan, the choice of 0.9% or 17 respondents. Only for this study is Jordan is behind Saudi Arabia but in reality Jordan is more successful, especially among Malaysians. Jordan is not as rich as Saudi Arabia and has a lower income. It is a small country and also a kingdom. However, Jordan's system of education, especially in Islamic banking, is well organized and recognized by many countries. Jordan like Saudi Arabia is a US friend and ally and products and services from the US can easily be found in Jordan.

Quite surprisingly, Canada is one North American country which did not attract good number of students. Only 16 respondents or 0.9% of the sample opted for Canada. Canada is bigger than the US and it is also one of the developed countries. Its system of education is very good. Even though English is an official language in Canada, French is also widely spoken and used. Despite its good infrastructure and many qualities universities, Canada appears to be relatively less successful in attracting students from around the world.

Table 6.5
Why did you choose this country?

	Frequency	Percent	Valid Percent	Cumulative Percent
Developed and advanced country	194	0.5	10.5	10.5
Democracy and political stability	72	3.9	3.9	14.4
Good environment and peaceful	336	18.1	18.1	32.5
Modern and high technology	317	17.1	17.1	49.6
Economical and economics stability	84	4.5	4.5	54.2
Close to Malaysia	36	1.9	1.9	56.1
Culture and English speaking country	267	14.4	14.4	70.5
Quality and high standard education	189	10.2	10.2	80.7
Food secure and "Halal" food available	96	5.2	5.2	85.9
Home country and suitable place	130	7.0	7.0	92.9
Ambition and dream	131	7.1	7.1	100.0
Total	1852	100.0	100.0	

6.5 ANSWERS GIVEN BY RESPONDENTS TO ‘WHY DID YOU CHOOSE THIS COUNTRY’ QUESTION

Based on the opinions of the respondents and literature review, the researcher found and classified eleven reasons as to why students choose one country over others. The eleven are listed as below:

Developed and advanced country.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Well-known country, power country, established country, specific niche, popular country, wonderful country, perfect leader, perfect country, most successful country, quality of life, country image super power, research started there, good image, famous country, and great country.

Democracy and political stability.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Democracy, freedom, political stability, good country, historical, best country, respect individual rights and moderate.

Good environment and peaceful.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Beautiful country, good environment, peaceful, scenery, well managed, good place to further study, great place, comfortable, conducive, attractive, beautiful, neutral, concerned about the environment, interesting place, fresh air, nice country, romantic country, safe environment, and have four season.

Modern and high technology.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Modern, high technology, good infrastructure, facilities, centralized with famous universities, the study equipment very advanced, lack of resources, innovation, has the best university, bring back new knowledge, invention, and innovation.

Economical and economics stability.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Economics, cost-effective, affordable, stable economy, many chance and opportunity, searching for the job, great economy system, and full of entrepreneur.

Close to Malaysia.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Not far away, close to Malaysia, near to Malaysia, and more practical.

Culture and English speaking country.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Culture impression, language, English speaking, life style, have many race, history, culture almost same, new environment, weather, social life, people of the country, and more experience.

Quality and high standard education.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Quality education, high class education, high standard, well known in IT, great educational program, flexible education system, relationship with the government, the choice of excellent students, advanced, systematic, world class, and system is good.

Food secure and "Halal" food available.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Food secure, "Halal" food, challenging, Islamic environment product, easy to communicate, Islamic country, unique country, country history, Islamic image country, speak Arabic, learn Islam, World of Islamic, the land of Prophets, ulama' expert, historical place, experts in religion, and people are pleasant and good hearted.

Home country and suitable place.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Home country, proud, best place, suitable place, easy, love, and most comfortable.

Ambition and dream.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Ambition, dream, interest, manage myself, convenience, got friend and relatives, personal reason, and I like this country.

Referring to Table 6.5, significant number of the respondents (18.1% or 336) stated their country of choice has a good environment and peaceful. This makes sense because most of the countries that they choose are undeniably peaceful and fascinating like UK, Japan, Malaysia and Australia. It is not surprising that none of the respondents choose North Korea, Palestine, Sri Lanka and Myanmar. Only one chooses Iraq as a destination for study due to his obsession to study the war. In institutions of higher learning, students are encouraged to enhance their skills and capabilities through

technology. More than likely, the state-of-art-technology will be more demanding and crucial for the next generation. That is why 17.1% or 317 respondents choose modern and high technology as the reason they want to go for further studies in a particular country.

Many respondents, 14.4% or 267, choose the reason of culture and an English-speaking country because English is widely used in Malaysia especially in big cities like Kuala Lumpur, Penang and Johor Baharu. English language also taught from kindergarten till tertiary level. Most reference books and text books in Malaysia are in English. That means it should not be a problem for a Malaysian to learn using English as a medium. There is a strong reason why the respondents choose English-speaking countries such as the UK, Australia, the US and New Zealand and it is strengthen their language proficiency.

The fourth reason most popular reason why they choose a particular country is its developed status and it is an advanced country. Quite a high number, 10.5% or 194 respondents, made their choice for that reason. In the list, Japan and the UK are among the top due to their technological level.

The last but not least reason why the respondents choose a particular country is the quality and high standards of the education; 10.2% or 189 respondents gave that reason as based on their observation, they found that the choice country has a very systematic education system and always produces good graduates. Among the top is UK, Japan and Australia.

Some respondents, 7.0% or 130, choose their home country as the destination for further study. In this case, respondents from Malaysia for example choose Malaysia itself because this is their home country and they feel comfortable studying here. The

other reason is that they already know the system, are familiar with the environment especially the people or maybe food is also an important consideration. Another reason is that they like, love and are proud their own country. It is remarkable when 5.2% or 96 choose food security and “Halal” food availability as the main consideration in choosing a place they would like go to for further studies. They are comfortable with the Islamic environment and products made by Muslims. They also believe it is easy to communicate with Muslim brothers and sisters and are proud of their country as an Islamic country which is also a unique country. They also believe their home country is historic and has an Islamic image. Another advantage is that a majority of them speak Arabic. Furthermore this place is rich with Islamic traditions and is easily adaptable by Muslims even from other countries.

Which university would you choose to further?

Country	Frequency	Percentage	Valid Percent	Cumulative Percent
Harvard University	201	10.9	10.9	10.9
Oxford University	258	13.9	13.9	24.8
Cambridge University	86	4.6	4.6	29.4
University of Tokyo	108	5.8	5.8	35.3
Tsinghua University	2	.1	.1	35.4
Peking University	10	.5	.5	35.9
University of Melbourne	53	2.9	2.9	38.8
NUS	42	2.3	2.3	41.0
Washington State University	1	.1	.1	41.1
University of Berkeley	1	.1	.1	41.1
Brooklyn Medical University	2	.1	.1	41.3
University of Manchester	25	1.3	1.3	42.6
Liverpool's John Moores University	19	1.0	1.0	43.6
Korea University	15	.8	.8	44.4
Nagoya University	1	.1	.1	44.5
University of Sydney	9	.5	.5	45.0
UTP	18	1.0	1.0	46.0
UNIMAP	3	.2	.2	46.1
University of Nottingham	9	.5	.5	46.6
University of Leeds	5	.3	.3	46.9
Ohio University	15	.8	.8	47.7
University of Hull	1	.1	.1	47.7
University of Birmingham	4	.2	.2	47.9
University of Portsmouth	1	.1	.1	48.0
National University of Ireland	2	.1	.1	48.1
International University of Japan	18	1.0	1.0	49.1
Vanderbilt University	3	.2	.2	49.3
Distd Staffordshire University	1	.1	.1	49.4
Manipal University	6	.3	.3	49.6
New South Wales University	9	.5	.5	50.1
University of Queensland	18	1.0	1.0	51.1
University of Canberra	2	.1	.1	51.2
Australia National University	16	.9	.9	52.1
University of Oklahoma	4	.2	.2	52.3
Cardiff University	4	.2	.2	52.5
UM	90	4.9	4.9	57.3
USM	13	.7	.7	58.0
UKM	44	2.4	2.4	60.4
UPM	27	1.5	1.5	61.9
UUM	31	1.7	1.7	63.6
UTM	14	.8	.8	64.3
UiTM	23	1.2	1.2	65.6
Al-Azhar University	98	5.3	5.3	70.8
Nanyang Technological University	25	1.3	1.3	72.2
University of California	8	.4	.4	72.6
University of Palacky	1	.1	.1	72.7
University of Alexandria	5	.3	.3	72.9
Country	Frequency	Percentage	Valid Percent	Cumulative Percent

Swan Tafe University	1	.1	.1	73.0
University of Surabaya	2	.1	.1	73.1
Islamic University of Madinah	3	.2	.2	73.3
University of Michigan	5	.3	.3	73.5
University of Massachusetts	1	.1	.1	73.6
Raffles Institute of Design	1	.1	.1	73.7
University of Auckland	14	.8	.8	74.4
Royale Holloway University, University of London	1	.1	.1	74.5
LSE, University of London	16	.9	.9	75.3
University Madinah	5	.3	.3	75.6
Monash University	14	.8	.8	76.3
Universiti Malaysia Sabah	6	.3	.3	76.7
University of Adelaide	14	.8	.8	77.4
Pusan University	1	.1	.1	77.5
MIT	26	1.4	1.4	78.9
University of Exeter	1	.1	.1	78.9
UPSI	7	.4	.4	79.3
University of London	7	.4	.4	79.7
University Al-Zahra	1	.1	.1	79.8
UIA	40	2.2	2.2	81.9
Universitas Gadjah Mada	8	.4	.4	82.3
University of Kyoto	6	.3	.3	82.7
University of Hong Kong	6	.3	.3	83.0
University of Yale	12	.6	.6	83.6
University of Seoul	14	.8	.8	84.4
MID University	1	.1	.1	84.4
Jordan University of Sciences and Technology	1	.1	.1	84.5
Al-albayt University	1	.1	.1	84.6
Hokkaido University	9	.5	.5	85.0
Yokohama National University	3	.2	.2	85.2
University of Newcastle	3	.2	.2	85.4
UNITEN	4	.2	.2	85.6
UMK	5	.3	.3	85.9
UMT	5	.3	.3	86.1
Universiti Sultan Zainal Abidin	4	.2	.2	86.3
University Brunei Darussalam	2	.1	.1	86.4
Lebanese University	1	.1	.1	86.5
Ritsumeikan University	1	.1	.1	86.6
Columbia University	1	.1	.1	86.6
UniKL	5	.3	.3	86.9
Sheffield University	7	.4	.4	87.3
Emperial College of London	4	.2	.2	87.5
Queen's University of Belfast	2	.1	.1	87.6
University of Sunderland	4	.2	.2	87.8
Teesside University	1	.1	.1	87.9
University of Surrey	3	.2	.2	88.0
UC Davis	1	.1	.1	88.1
University of Moscow	3	.2	.2	88.2
Country	Frequency	Percentage	Valid Percent	Cumulative Percent

University of Delhi	1	.1	.1	88.3
University of Alberta	2	.1	.1	88.4
Swinburne University of Technology	4	.2	.2	88.6
Temple University	1	.1	.1	88.7
Rikkyo University	1	.1	.1	88.7
Robert Gordon University	1	.1	.1	88.8
Macquarie University	1	.1	.1	88.8
Florida State University	1	.1	.1	88.9
University of Mainz	1	.1	.1	88.9
University Paris Sorbonne	5	.3	.3	89.2
University of Harvest	1	.1	.1	89.3
Stanford University	13	.7	.7	90.0
Iraq University College	1	.1	.1	90.0
Chulalongkorn University	1	.1	.1	90.1
University of Zurich	1	.1	.1	90.1
University of Sao Paolo	1	.1	.1	90.2
University Canada West	1	.1	.1	90.2
University of Holland	2	.1	.1	90.3
Beijing University	8	.4	.4	90.8
Yarmouk University	3	.2	.2	90.9
National Taiwan University	3	.2	.2	91.1
Prifysgol Aberystwyth	1	.1	.1	91.1
Universitas Ciputra, Surabaya	2	.1	.1	91.3
USIM	2	.1	.1	91.4
UNIMAS	1	.1	.1	91.4
University Mutah	1	.1	.1	91.5
University of Wales	3	.2	.2	91.6
University of Edinburgh	3	.2	.2	91.8
University of Maine	2	.1	.1	91.9
Norgorod State University	1	.1	.1	92.0
London South Bank University	1	.1	.1	92.0
Ritsumeikan Asia Pacific University	1	.1	.1	92.1
George Mason University	1	.1	.1	92.1
Al-Azhar Al-Sharif Great Britain	1	.1	.1	92.2
University of Illinois	1	.1	.1	92.2
University of Flinders	1	.1	.1	92.3
University of Glasgow	2	.1	.1	92.4
Boston University	1	.1	.1	92.4
Curtin University	4	.2	.2	92.7
Humboldt University of Berlin	2	.1	.1	92.8
New York University	4	.2	.2	93.0
The Pennsylvania State University	1	.1	.1	93.0
Manchester Metropolitan University	1	.1	.1	93.1
University of Texas	1	.1	.1	93.1
Multimedia University	2	.1	.1	93.3
University of Western Australia	4	.2	.2	93.5
University of Tasmania, Australia (UTAS)	4	.2	.2	93.7
Annamalai University	4	.2	.2	93.9

Country	Frequency	Percentage	Valid Percent	Cumulative Percent
Lim Kok Wing University	4	.2	.2	94.1
UTHM	1	.1	.1	94.2
Murdoch University, Perth	1	.1	.1	94.2
Osaka University	3	.2	.2	94.4
Victoria University	3	.2	.2	94.5
Lincoln University	2	.1	.1	94.7
University of Colarado	1	.1	.1	94.7
Johns Hopkins University	2	.1	.1	94.8
Royal Military Academy Sandhurst	3	.2	.2	95.0
RICE University	1	.1	.1	95.0
Tohoku University	1	.1	.1	95.1
TU Dortmund University	1	.1	.1	95.1
Horward University	2	.1	.1	95.2
Leiden University	4	.2	.2	95.5
Beijing Foreign Study University (BISU)	3	.2	.2	95.6
Pasundan University, Bandung	1	.1	.1	95.7
Kyushu University	2	.1	.1	95.8
University of Buffalo	1	.1	.1	95.8
Zaytuna Institute & Academy	1	.1	.1	95.9
University of Jordan	1	.1	.1	96.0
University of Alabama, Huntsville	1	.1	.1	96.0
University of Toronto	3	.2	.2	96.2
University of Warwick	2	.1	.1	96.3
University of Florida	2	.1	.1	96.4
London Business School	4	.2	.2	96.6
University of Hartford	1	.1	.1	96.7
Dublin City University	1	.1	.1	96.7
University of Amsterdam	1	.1	.1	96.8
Taylor's University	1	.1	.1	96.8
University of Geneva	2	.1	.1	96.9
Tokyo National University	2	.1	.1	97.0
Chiang Mai University	3	.2	.2	97.2
Loughborough University	2	.1	.1	97.3
Universitas Pancasila	1	.1	.1	97.4
Bilkent University, Turkey	1	.1	.1	97.4
The Russian State Medical University (RSMU)	1	.1	.1	97.5
University of Jena	1	.1	.1	97.5
University of Salford, UK	1	.1	.1	97.6
University of Greenwich	1	.1	.1	97.6
London Business College	1	.1	.1	97.7
University of Ottawa	1	.1	.1	97.7
Ass. Board of Royal School of Music (ABRSM)	1	.1	.1	97.8
University of Tanta	1	.1	.1	97.8
UPNM	8	.4	.4	98.3
Yonsei University	2	.1	.1	98.4
University College Dublin	3	.2	.2	98.5

Country	Frequency	Percentage	Valid Percent	Cumulative Percent
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Leeds Metropolitan University	1	.1	.1	98.6
Crimea University	1	.1	.1	98.7
Middlesex University	1	.1	.1	98.7
University of Aberdeen	1	.1	.1	98.8
Lahore University of Management Science (LUMS)	1	.1	.1	98.8
Lancaster University	1	.1	.1	98.9
Bently University	1	.1	.1	98.9
Kansai Gaidai University	2	.1	.1	99.0
Munich Business School	1	.1	.1	99.1
Princeton University	1	.1	.1	99.1
University of Technology, Sydney	1	.1	.1	99.2
Fort Hays State University (FSHU), Rozel	1	.1	.1	99.2
University of Tehran	1	.1	.1	99.3
Queen Mary & Westfield College	1	.1	.1	99.4
University of Wollongong	1	.1	.1	99.4
Cairo University	2	.1	.1	99.5
Hiroshima University	1	.1	.1	99.6
United State Military Academy (USMA), West Point	3	.2	.2	99.7
Institute of Technology, Tokyo	1	.1	.1	99.8
University of East, London	1	.1	.1	99.8
University of St. Andrew	1	.1	.1	99.9
Kursk State Medical University	1	.1	.1	99.9
Management & Science University (MSU)	1	.1	.1	100.0
Total	1852	100.0	100.0	

6.6 ANSWERS GIVEN BY RESPONDENTS TO ‘WHICH UNIVERSITY THEY PREFERRED MOST’ QUESTION

Referring to Table 6.6, from 1,852 respondents, 13.9% or 258 choose Oxford University as a destination for study. This university is very popular among students because of its reputation as a top UK university, prestige, excellence, and based on the responses, almost all the respondents dream of going to Oxford University. It is admitted that Oxford University is among the best universities in the world for centuries.

The second most popular university in the list is Harvard University in the US. Even though it is the best university in the world, most of the students apparently recognize and know Oxford University rather than Harvard University. 201 respondents or 10.9%

choose Harvard University as a destination for study. Harvard University was established since eighteen century and one of the richest universities in the world. The process of time made Harvard University matured and already tested in its excellence. Every year, many multinational companies donated billions of dollars as research funding to Harvard University. Through this practice, Harvard has abundance of resources to produce great ideas in research and development. Harvard University also attracts the best people from the world over to work with it. That is why no other university can beat Harvard University with regard to reputation and rankings.

The best university from Asia, University of Tokyo, chosen by 108 respondents or 5.8%, ranks number three. Many Malaysians, regardless of race, select University of Tokyo because of its reputation and the very high quality system of education that can be offered by tertiary education in Japan. The two areas that attracted most people who choose University of Tokyo are engineering and science.

Another representative of Asia, which is a very interesting to look at, is the University of Al-Azhar. 98 respondents or 5.3% choose it as a destination for study. Almost all of them are willing to study the Islamic religion and a few choose the medical discipline. One of the strengths of Al-Azhar University is its long traditions which are very rich in Islamic thoughts and values.

University Malaya (UM) is the first ranked in Malaysia as the destination of choice for 90 respondents or 4.9% of sample. This is because UM is quite established and is the oldest university in Malaysia. There are many good programs offered by the university, according to respondents, such as Malay studies, Islamic studies, science and technology, etc.

One of the most premier and elite universities in the world, University of Cambridge, is the sixth most popular choice chosen by 86 respondents or 4.6% of sample. Cambridge University's prestigious reputation cannot be denied and it is among the world's best universities. Its traditions and status are similar to Oxford and Harvard.

Australia has one representative which is University of Melbourne (53 respondents or 2.9%) and it is also highly reputable.

UKM, Malaysia's national university, which uses Malay language as a medium, ranks number eight (2.4% or 44 respondents). That shows a university that uses the Malay language also has the potential to attract more students to come to it.

National University of Singapore (NUS), one of the best universities, in Singapore, also attracts 42 respondents or 2.3%, who are mostly Chinese. It ranks as ninth most popular.

The tenth most popular university is IIUM. This university is quite new compared to other research universities such as UM, USM, UKM, UPM and UTM. However, because this university has diversity in the ethnicity, race and country of origin of its students, its environment has a very international look.

One of the biggest management universities in Malaysia is located in the north of peninsular Malaysia in Kedah. It is called University Utara Malaysia (UUM). UUM ranks the eleventh most popular among respondents (1.7% or 31). The university environment is calm, pleasant, peaceful and very conducive for studying. UUM's location is far from the busy city. Even though it is in a rural area, it is close to small towns like Changloon, Bukit Kayu Hitam and nearby towns like Arau and Kangar. That means, all the basic amenities are provided in that particular area and in bigger towns

like Alor Star which is less than 70 km away. Students are attracted to studying in UUM because of the beautiful and spacious campus surroundings.

UPM is number twelve in popularity, chosen by 27 respondents or 1.5%. It is the fourth oldest university in Malaysia and was previously known as Universiti Pertanian Malaysia.

The thirteenth most popular university preferred by respondent is Massachusetts Institute of Technology (MIT) which is a private research university located in Cambridge, Massachusetts in the United States of America. It was chosen by 26 respondents or 1.4% of ample. This institution was established in 1861 and opened to public in 1865 (1.4% or 26).

Fourteenth most preferred university among respondents is shared by two universities, University of Manchester in United Kingdom and Nanyang Technological University (NTU) in Singapore, each chosen by 25 respondents or 1.3% of sample. University of Manchester is the largest single site university in United Kingdom and has the third highest total income of any university in United Kingdom. NTU is one of the two largest public universities in Singapore and has the biggest campus in that country.

Fifteenth in popularity is University Technology Mara (UiTM), selected by 23 respondents or 1.2% of sample. It is definitely the largest university in Malaysia with more than 167,000 students at all levels in any discipline. UiTM's objective is to provide professional education for bumiputeras (native people in Malaysia) and other races like Chinese and Indian are not allowed to be enrolled in UiTM.

Sixteenth goes to Liverpool's John Moores University (1.0% or 19 respondents). LJMU is a British modern university located in the city of Liverpool, England.

Seventeenth spot is shared by three universities, namely University Technology Petronas (UTP), University International of Japan in Japan and University of Queensland in Australia. Each of the three were chosen by 18 respondents or 1.0% of sample. UTP is under Petronas, one of the Malaysia biggest companies and it is located in Bandar Sri Iskandar, Perak. University International of Japan is a private university and located in Minami Uonuma City in Niigata prefecture, Japan. University of Queensland (UQ) is a public university located in Brisbane, Australia. Founded in 1909, it is the oldest university in Queensland and the fifth oldest in Australia.

Eighteenth position is shared by two universities, namely Australian National University (ANU) in Australia and London School of Economic (LSE), University of London in United Kingdom. Each was chosen by 16 respondents or 0.9% of sample. ANU is a public teaching and research university located in Canberra, Australia. LSE is a public research university specializing in the social sciences located in London, United Kingdom and a constituent college of the University of London.

Number nineteen is shared between to Korea University in South Korea and Ohio University in United States, each chosen by 15 respondents or 0.8% of sample. Korea University is a private research university located primarily in Seoul, South Korea. Ohio State University is a public research university located in Columbus, Ohio.

Ranked twentieth are to University Teknologi Malaysia (UTM), Monash University in Australia and University of Seoul in South Korea, each the choice of 14 respondents or 0.8% of sample. UTM is the country's major source of graduate engineers and similar professionals. Monash University is a public university based in Melbourne, Australia. University of Seoul is public university located in Seoul, South Korea and started as an agriculture college in 1918 and renamed the University of Seoul in 1997.

Table 6.7
Why did you choose this university?

	Frequency	Percent	Valid Percent	Cumulative Percent
Best university, high ranking and reputation	837	45.2	45.2	45.2
Good facilities and infrastructure	254	13.7	13.7	58.9
Good program and courses	243	13.1	13.1	72.0
Old university and tradition	154	8.3	8.3	80.3
Excellent R&D and technological advanced	70	3.8	3.8	84.1
Personal reason	167	9.0	9.0	93.1
Excellent students only can enroll in the university	29	1.6	1.6	94.7
Feel the culture, socio-cultural and learn their Language	98	5.3	5.3	100.0
Total	1852	100.0	100.0	

6.7 REASONS GIVEN BY OF RESPONDENTS ON WHY THEY CHOOSE A PARTICULAR UNIVERSITY

There are many reasons why students choose one university over another. Based on their responses and from literature review, the researcher classified eight reasons for their decision:

Best university, high ranking and reputation.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Best university, high ranking, high reputation, famous, good reputation, high quality, well known, most prominent, prestigious university, high standard, international standard, international university, renowned university, top university, greatest university, great university, excellent, most recognize, brand, prime, high achieved, powerful, accolades, highest level, world class university, superior education system, there are many excellent students, no. 1, very professional, education advanced, own pride, leading, and highly respected.

Good facilities and infrastructure.

Good program and courses.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Offered good program, good courses, recognized by Malaysia, good in teaching skills, good education, produce a skillful graduates.

Old university and tradition.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Oldest university, tradition, long experiences.

Excellent R&D and technological advanced.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Excellent R & D, technological advanced.

Personal reason.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Personal reason, proud, my dream, more Malaysian students.

Excellent students only can enroll in the university.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Excellent students only can enroll in the university, very hard to get admission.

Feel the culture, socio-cultural and learn their language.

Written answers that respondents gave which are considered similar to and therefore classified under the above heading are:

Feel the culture, view good, learn their language, flexibility, social cultural, like travel, want to get experience, so comfort, mission and vision.

Referring to Table 6.7, 45.2% or 837 of the respondents think that the university they choose is considered the best university, of high ranking and good reputation. This stated reason far outnumbered other reasons.

The second most popular reason (13.7% of sample or 254 respondents) is that their university of choice has good facilities and infrastructure. Respondents might be impressed with well-equipped and advanced laboratories, sophisticated buildings, excellent amenities such as sports facilities, recreational places and so on. Materials for science studies such as chemicals, tools in engineering like machineries, simulation labs, shipping decks are all very important for respondents. Respondents believe the experience gained using the scientific and advanced tools make them better in terms of exposure.

The third most popular reason at 243 respondents or 13.1% is the belief that the university that they choose offers good programs and courses. They mean that the quality of the programs and courses are recognized and well accepted by their country of origin and worldwide. They also state that the program they want is also offered in the university.

On the other hand, 9.0% or 167 respondents choose a university because of personal reasons, such as admiration for the university or fondness for the country or simply because their lecturer or friend or relative came from the same university. They became interested after their lecturer or friend or relative talked about the university.

Only 8.3% or 154 respondents claim that the traditions of the university and status as the oldest university of the country are important as a criterion of choice. Among the universities that included in this category are Al-Azhar University (established 972), Oxford University (established 1096), Cambridge University (established 1209),

Palacky University (established 1573), University of Leiden (established 1575) or Harvard University (established 1636) or University of Paris (established 1096).

Another reason they want to further their studies in a particular university is they want to feel the culture in that university (5.35% or 98 respondents). Other reasons similar to this is that the university's scenery looks good and nice at least from photographs. They also have an opportunity to learn a foreign language. They think there is flexibility in movement if they study in the campus. They will also be exposed to the social culture that may be different to what they experience now. They may also like to travel and want to get new and different experiences. They also think that the conditions in the new place are highly comfortable. They may feel their missions and visions are achieved, if they go to that particular university.

3.8% or 70 of the respondents are persuaded to choose the university because of the excellent achievements in R&D of that particular university. This is also related to the facilities and the availability of experts in the areas. In addition, the university might have the state of the art technology which is way beyond to the future. They are impressed with the university's research output, which is one indication of the high level of technological achievements of a university and it has become the university's symbol of excellence. University of Tokyo and Harvard University are in this category.

The final reason they choose a particular university is to their mind, only excellent students can enter that university. Some students believe that only smart and excellent students can enroll in that university. 1.6% or 29 respondents choose a university for this reason. In their opinion, it is a superb achievement and a very great performance to step foot as a student in this type of university.

6.8 FACTORS RESPONDENTS CONSIDER FIRST IN PURSUING FURTHER STUDY

The researcher asked only one question in order to know which factor the students consider when they want to pursue further study. There are only two possible answers for that particular question and it is either country image or university reputation. A majority of the respondents, 64.1% or 1,187 respondents, choose university reputation and 35.9% or 665 choose country image. From the figure, there are more respondents who choose university reputation as the first factor in pursuing further study. This shows university reputation is the most important independent variable. Country image follows as the second important independent variable.

In another question, when we list down four factors which influence them to study, we have slightly different results. We assigned weightage to number one for the greatest influence and number four for the least influence. Respondents have a right to put one to four to four boxes which state country, education system, university/institution and personal reasons. From 1,852 respondents, 31.8% or 589 considered country as the most important factor and the greatest influence. Education system became second at 28.6% or 529 respondents stating it to be the greatest influence. University/institutions is number three with 20.2% or 375 respondents stating it to be the greatest influence.

For second greatest influence for them to further study, the most popular answer is university/institution with 39.8% or 738 respondents saying it is the second greatest influence. Followed by the education system with 26.7% or 495 respondents and the third is country with 25.8% or 477 respondents. These figures show that students will look seriously to the country as well as education system. However, university/institution is also very important because for the second greatest influence,

their place is number one, ahead of country and education system. The researcher concludes that both independent variables, country image, university/institution are important and their place are always interchangeable depending on situations and where we place the questions.

6.9 PROFILE OF RESPONDENTS ON WHICH PROGRAM THEY WISH TO PURSUE FURTHER STUDY

Table 6.8
Profile of Respondents on Which Program They Wish to Further Study

Programme	Frequency	Percent	Valid Percent	Cumulative Percent
Business	791	42.7	42.7	42.7
Arts/Fashions/Designs	29	1.6	1.6	44.3
Computing/IT	27	1.5	1.5	45.7
Language	51	2.8	2.8	48.5
Education	69	3.7	3.7	52.2
Engineering	268	14.5	14.5	66.7
Medicine	90	4.9	4.9	71.5
Architecture	16	.9	.9	72.4
Applied Science	132	7.1	7.1	79.5
Humanities	143	7.7	7.7	87.3
Social Science	87	4.7	4.7	92.0
Pure Science	52	2.8	2.8	94.8
Others	97	5.2	5.2	100.0
Total	1852	100.0	100.0	

Table 6.9
Programme on which respondents are enrolled

Programme	Frequency	Percent	Valid Percent	Cumulative Percent
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Business	845	45.6	45.6	45.6
Arts/Fashions/Designs	14	0.8	0.8	46.4
Computing/IT	27	1.5	1.5	47.9
Language	51	2.8	2.8	50.7
Education	86	4.6	4.6	55.3
Engineering	260	14.0	14.0	69.3
Medicine	20	1.1	1.1	70.4
Architecture	7	0.4	0.4	70.8
Applied Science	259	14.0	14.0	84.8
Humanities	103	5.6	5.6	90.4
Social Science	103	5.6	5.6	96.0
Pure Science	9	0.5	0.5	96.5
Others	68	3.7	3.7	100
Total	1852	100.0	100.0	

Explanation here is based on Table 6.8 and Table 6.9. Since 845 of our respondents, or 45.6% of sample, are business students, business programs attracted 791 respondents or 42.7% of sample population; a difference of only 2.9%. The second most popular course is engineering - 14.5% or 268 respondents and this is similar in number to respondents from engineering - 14.0% or 260. The difference is only 0.5%. Humanities become the third most popular - 7.7% or 143 respondents, whereas respondents from humanities are 5.6% or 103. That means there are additional 40 respondents from other programs who choose humanities. The fourth most popular program is applied science, chosen by 7.1% or 132 respondents. Actually, this is a 100% drop from the number of respondents who are doing applied science currently which is 259. There are 5.2% or 97 respondents who choose other programs such as Islamic studies and other programs related to religion. This is a percentage increase of 1.5% from those who are currently doing similar programs and it became the fifth most popular.

The sixth most popular course for further studies is medicine discipline at 90 respondents or 4.9%. The figure is a 450% increase from the number of students

currently doing medicine. Social science ranks at number seven - 4.7% or 87 respondents, a decrease from 5.6% or 103 respondents. Education follows the same pattern at number eight, with 86 respondents (4.6%) currently doing the program but only 69 (3.7%) wanting to pursue further studies in the same field. Interestingly, pure science increased tremendously to 52 respondents (2.8%) from 9 (0.5%) It is the ninth most popular program. Tenth most popular, language, is chosen by 51 respondents, the same number as those currently doing the course. Arts/Fashions/Designs has 14 respondents (0.8%) studying that course but 29 (1.6%) who want to pursue it for further studies, making it the eleventh most popular choice. Computing/IT, the twelfth most popular choice has 27 respondents (1.5%) currently studying it and the same number wanting to do further studies in it. The last at number thirteen is architecture, the choice for further studies of 16 respondents (0.9%). Notably only 7 respondents are currently doing architecture.

6.10 STATISTICAL ANALYSIS OF PROPOSITIONS AND HYPOTHESES

Multiple regression and Structural Equation Modeling (SEM) are applied to examine the hypotheses of the study. Both techniques are clarified below prior to survey findings are discussed in relation to the hypothesis.

6.10.1 Multiple Regression Analyses

Regression analysis is a prevailing statistical method that can evaluate the dependency of one variable on the other (Hair et al., 2006). Tabachnick and Fidell, (1996) advocate that, depending on the complications of the analysis, regression is classified into simple or multiple regression. In other words, to access the relationship between one dependent (criterion) variable and another single independent (predictor) variable, simple regression analysis can be utilized. On the other hand, in conditions where numerous independent variables are judged to forecast a dependent variable, multiple regression analysis is appropriate.

Prior to carrying out multiple regression analysis, the data is scrutinized to make sure that essential postulations of multiple regressions are met (Hair et al., 2006). Some postulations of violation (normality, linearity, homoscedasticity, multicollinearity and outliers) are explained below in such a way that it will provide a better understanding of the data.

6.10.2 Assumptions of Multivariate Analysis

Numerous assumptions concerning the utilization of multivariate statistical tools such as multicollinearity, outliers, linearity, normality and homoscedasticity ought to be met ahead of executing any multivariate analysis (Hair et al., 2006).

Normality, Linearity, Homoscedasticity and Independence of Residuals

To check for normality, the normality probability plot of the standardized regression residual was adopted. The points of the plot between expected and observed cumulative probabilities illustrated a rationally straight line which designated that normality of the data was accomplished.

To verify for linearity and homoscedasticity, the scores are likely to be randomly dispersed next to the centre (Pallant, 2001). Scatter-plots of standardized residual and predicted value were demanded on these analyses and the results from the data confirmed that the majority of them were rectangularly scattered around 0. Therefore, the assumption of these analyses was not violated.

The final method for the violation of assumption was to verify for the independence of residuals. The expression explains that the fault of each predicted value is independent of one another (Hair et al., 1995; Tabachnick & Fidell, 1996). The Durbin-Watson statistics test was applied to check for this assumption with the value ranges from 0 to 4 with a mid-point of 2. A value close to 2 is judged satisfactory level, while, assessments that yield outcomes of more than 2 point out a violation of assumption. In this

circumstance, the scores on Durbin-Watson depict a value close to 2 (from 1.757 to 1.823). This advocates that the independence of fault assumption was not violated.

6.10.3 Structural Equation Modeling (SEM)

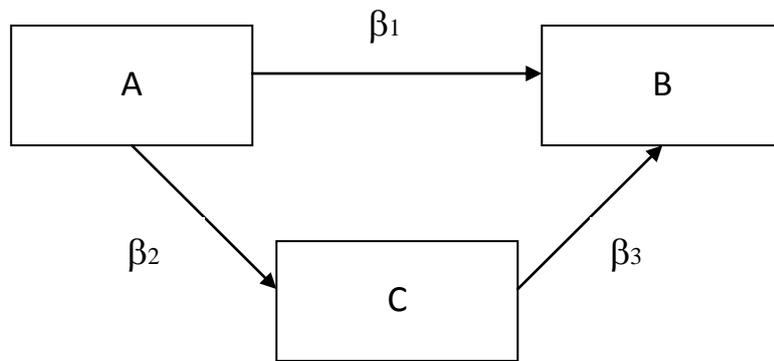
Structural Equation Modeling (SEM) through AMOS version 18.0 is applied to analyze the mediating roles of the study. SEM is considered an influential compound of multiple regression, paths and factor analysis. It is symbolized by two stages of validating measurement models and fitting structural models (Hoyle, 1995).

The measurement model explained before is to generate methods of calculating concepts in a reliable and valid manner. Measurement model is a vital step in building up a SEM model, and this procedure was achieved as has been explained in the validity section. The subsequent stage in SEM is to identify the structural model by allocating associations from one construct to another based on the projected theoretical model. Thus, this method allows the analysis of clusters of independent variables and dependent variables concurrently (Hair et al., 2006; Hoyle, 1995).

SEM, like other statistical methods, is seriously persuaded by sample size. In terms of an appropriate sample size, Hair et al. (2006) suggest a delegate of five responses for every observed variable. In this study, there are four constructs (all of them latent with 10, 3, 9, and 1 dimensions) consisting of almost 134 items. Further, the sample size is 1852, such that a hypothesized model containing adequate parameters is to be estimated by a full structural model (Hair et al., 2006).

SEM offers information on the model fit and variance explain (R^2) assists in clarifying or forecasting the variance in variables. The standardized regression coefficient (β) generated also clarifies the association as direct, indirect and total effect.

Figure 4.1 displays a diagrammatic rationalization of the outcomes.



$$\beta_1 = \text{Direct effect; Indirect Effect} = \beta_2 * \beta_3; \text{Total Effect} = \beta_1 + \beta_2 * \beta_3$$

Figure 6.1
Direct and Indirect Effects

Direct effects signify the direct effect of one variable on another variable. It demonstrates a direct tie between an independent variable to a dependent variable. This direct association is calculated by a structure coefficient or path coefficient. Path coefficient is the calculated association between independent variables and dependent variables. Indirect effects are those associations that engage a succession of associations with at least one intervening construct concerned. Indirect effects are consistent with mediation (Hair et al., 2006; Kenny, 2006; Bagozzi, 1980). The importance of the indirect effects is specified by the product of the standardized coefficients of the path linking the two variables (Bentler, 1995). Total effects are the total of all direct effects and indirect effects of one variable on another.

Indirect effect or a mediating effect helps the researchers to clarify how and why the effects or associations takes place (Hair et al., 2006). Any model that contains a mediated relationship of the form $A \rightarrow B \rightarrow C$ (e.g. full mediation, Baron & Kenny, 1986) can, and ought to be checked against the partial mediated model which as well comprises a path from A to C (Kelloway, 1995; Bagozzi & Dholakia, 2006). Mediation analyses can be executed with either multiple regression or SEM. Conversely, SEM is regarded as the favored technique (Baron & Kenny, 1986; Kenny,

2006) as SEM can manage measurement fault, gives information on the level of fit of the whole model, and is much more flexible than regression (Frazier, Tix, & Barron, 2004). Effectively, SEM permits the application of multiple predictor variables, and multiple mediators (MacKinnon, 2000) which are appropriate for the model of this study.

Baron and Kenny (1986) clarify the methods for mediation and set out the four stages to set up mediation:

- 1) The independent variable influences the dependent variable.
- 2) The independent variable influences the mediator
- 3) The mediator influences the dependent variable
- 4) To ascertain that the mediator fully mediates the independent-dependent relationship.

Full mediation happens if the independent variable has no noteworthy influence when the mediator is in the equation and partial mediation happens if the influence of the independent variable is smaller but significant when the mediator is in the equation. In other words, in investigating the mediation, the spotlight ought to be on the chi-square differences assessment, then the indices of the fit statistics and the assessment of the statistical significance of the paths (Baron & Kenny, 1986).

In this study, the mediation effect involved is with country image through perceived quality to intention to study and university reputation through perceived quality to intention to study. The explanation on mediation analysis is offered in the results and discussion section.

6.10.4 Stages of Structural Equation Modeling

Path and full structural SEM are judged to discover a model that parsimoniously matched the data and is proficient to offer the best rationalization on the relationship of the model.

a. Model specification

The relationship in the hypothesized model was originated from an extensive literature investigation at the start of the research. These methods are very essential as they help the development of hypotheses that are used to identify the theoretical relationships in the structural equation modelling.

b. Assessment of Model Fit

Absolute fit, model parsimonious and incremental fit are the goodness of fit measures applied to analyze the model fit. The goodness of fit has been clarified noticeably in chapter five (Research methodology) in which Table 5.42 clarifies in detail the features of the goodness of fit measure.

c. Model Re-specification and Modification

Scholars might desire to scrutinize likely modifications to advance the theoretical rationalization or to progress the goodness-of-fit. If the measurement model holds an improper fit, standardized residual and modification indices can assist the researcher resolve why the model is improper. On the other hand, when investigating standardized residuals and modification indices, theoretical thoughtfulness must always be applied as the primary concern in constructing model modifications (Garver & Mentzer, 1999).

In investigating standardized residuals, prototypes of big residuals ought to be taken into judgement. A big residual will be over 2.00 and 2.58, and are judged as a statistical significant at the 0.05 level (Garver & Mentzer, 1999). Significant residual specifies a substantial prediction fault for a pair of indicators. Those items with cross-loading or

matching to more than one factor will demonstrate large residuals with diverse items from different factors and ought to be removed from the model. If the modification is executed, the model has to be re-stated and re-assessed after each modification (Schumacker & Lomax, 1996). Modification indices (hereinafter MI) are incredibly useful in deciding how to adjust the measurement model. A considerable modification index value of 7.88 is believed to be a noteworthy model development (Garver & Mentzer, 1999), but Hair et al. (2006) suggested that modification indices of around four or larger will develop the model considerably by freeing that specific corresponding path. The biggest MI signifies the most development in fit and these items have to be considered for modification first, if and only if, the modification is consistent with a priori theory or can be deduced substantively (Bryne, 2001). Comparable to standardized residual modification, the model ought to be re-assessed after each re-specification through MI (Garver & Mentzer, 1999).

6.11 TESTING FOR THE MEDIATION EFFECTS

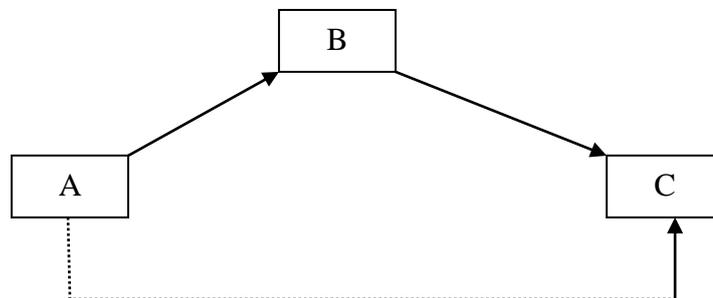
According to Kelloway (1995), it is essential to recognize that some important cases can be actually tested. Specifications for the test are recognized as being mediated in the relationship as described by Baron and Kenny (1986). A mediator is seen as the third variable that affects the relationships and is also influenced by the independent variables. Baron and Kenny (1986) explain that the mediator helps the researchers by explaining how and why the effects or the relationship occurs.

According to Baron and Kenny (1986), a mediated relationship can form a full mediation model as $A \rightarrow B \rightarrow C$, or it can be tested and perform a partial mediated model, which also includes paths from A to C as mentioned or justified (Kelloway, 1995). As mentioned earlier, this current study also includes the mediating variable, i.e., perceived quality; therefore, there is a need to test its mediating effect as suggested

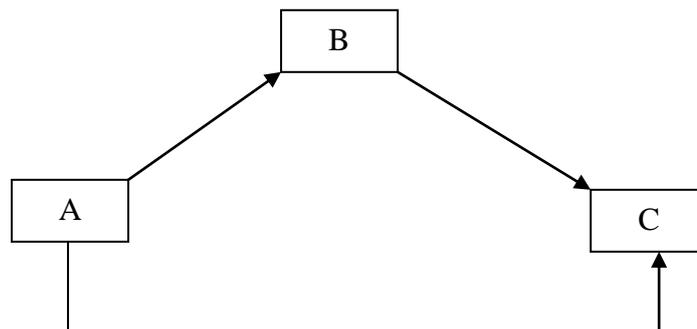
by Kelloway (1995). This process is also conducted using SEM because SEM is seen as superior for the mediation stated by Anderson and Gervig (1988); and Kelloway (1995). On the other hand, according to Kelloway (1995), there is also a non-mediated model within the discussion on the full and partial mediation model as explained earlier, which could be tested by excluding the path from B to C and incorporating the path A to C.

To provide a clearer picture the discussion above, the Figure 6.2 summarizes the diagram of three models.

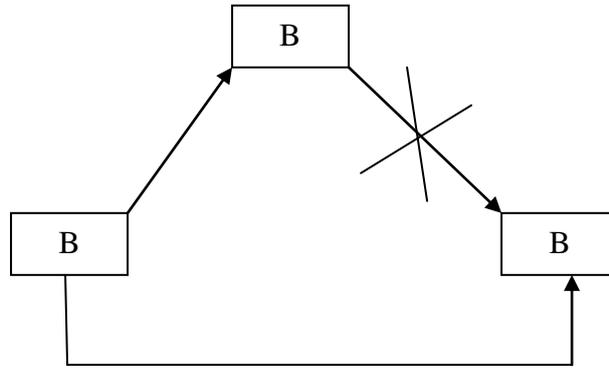
a). Full Mediation



b). Partial Mediation



c). Non mediation



Source: Adapted from Kelloway, E.K. (1995)

Figure 6.2
Diagram of Full Mediation, Partial Mediation, and Non-Mediation

Following the above diagram, this study will discuss three types of mediating effect that can be outlined as:

Between predictors country image and intention to study mediated by perceived quality.

Between predictors university reputation and intention to study mediated by perceived quality.

The following sub-section will go into in detail the first testing of the mediating effect.

Testing Mediating Effects of Perceived Quality in the relationships between Predictors Country Image and Intention to Study

Discussion on this study model presents the investigation on the effects of country image on intention to study by perceived quality. The diagram of the first mediating model is presented as:

a). Full Mediation

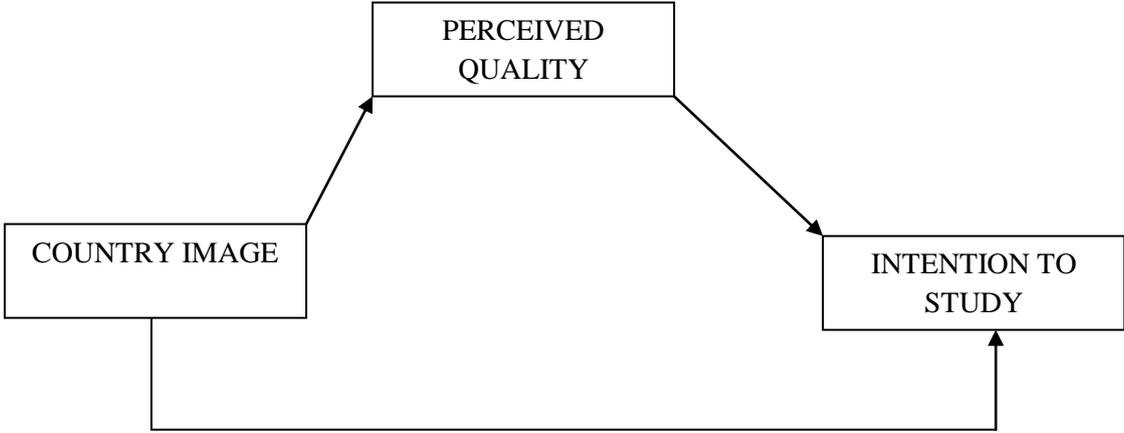


QUALITY

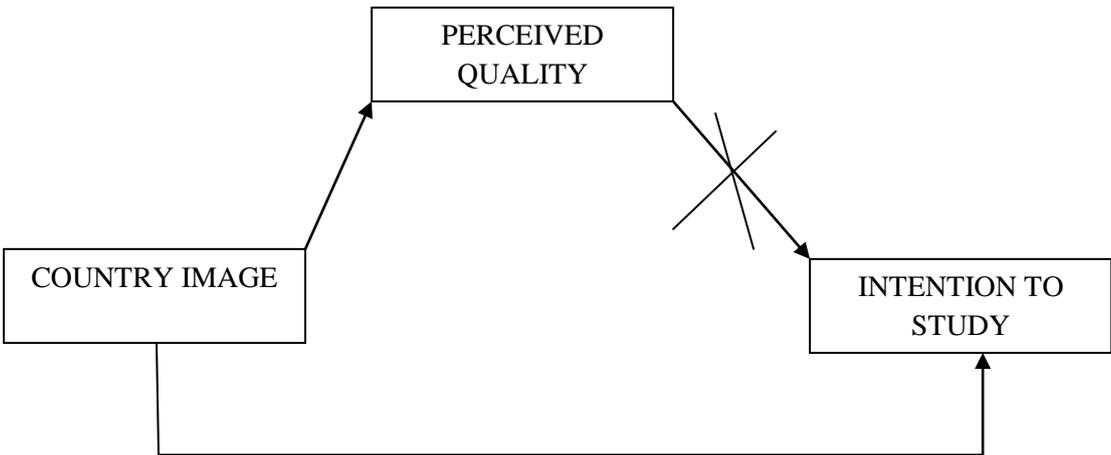
COUNTRY IMAGE

INTENTION TO STUDY

b). Partial Mediation



c). Non Mediation



Source: Adapted from Kelloway, E.K. (1995)

Figure 6.3

Diagram of the Full Mediation, Partial Mediation, and Non-Mediation of Perceived Quality and Relationship between Predictors Country Image and Intention to Study

Figures 6.1 To 6.3 present the structural models for the fully mediated, partially mediated and non-mediated models to test the relationship between Country Image and Intention to Study.

6.12 TESTING INDEPENDENT VARIABLES

In the previous step, 35 items of country image, 29 items of university reputation as independent variables were identified in PFA. There were 35 items of country image remaining as the output of CFA, compared to 46 originally, and 29 items of university reputation which is similar to its original. The items for perceived quality remain the same 35 items as in the beginning, and the same goes to intention to study where 20 items are retained as in the initial.

In order to be an acceptable model fit, fit indexes must be fit and must be in the range of acceptable level, and there should be no substantial misfit as explained earlier. For this purpose, Cheng (2001) suggests that modification indexes (MI) and large standardized residuals (>2.58) are useful. It also means that if standardized residual signify values > 2.58 and if the error is > 5 percent in the whole data, cross loading of misspecification among the variables might occur (Byrne, 2001) and according to Hair et al. (2006), this condition is unacceptable. Therefore, these variables or items should be excluded from further analysis.

In order for the model to be analyzed further, the data evaluation must take place so that the fit indices shall fulfill the acceptable level (e.g. GFI, AGFI, NFI, CFI, TLI, RFI, IFI, RMSEA, and AIC). Or else if the standardized residual position between all the variables < 2.58 and if the error is $< 5\%$ of the model, cross loadings factor might occur. In order for a model to be fit, according to Byrne (2001), the parameter estimates

must also be significant (with at least $p < .005$). Kline (1998) notifies that convergent validity must also be fulfilled with an acceptable level for each item (factor loading must be higher than .5). Additionally, Long (1983) justifies that items having cross-loading in more than one variable are undisturbed at that time. Based on the results, there are no misfits. Thus, it means that all 35 items of country image, 29 items of university reputation that were sent to this CFA will going to test the fitness.

However, Garver and Mentzer (1999) suggests that when a researcher conducts confirmatory factor analysis or structural equation modeling, Cronbach's Alpha (CA) coefficients and composite reliabilities (CR) should be presented.

6.13 PRINCIPLE COMPONENT ANALYSIS (PCA)

All 46 items of country image variable, 29 items of university reputation variable, 35 items of perceived quality variable, and 20 items of intention to study that were developed from the past studies were analyzed using PCA (with principal components analysis and varimax as rotation method). According to Hair et al. (2006), the principal construct of the items are maintained if: (1) they loaded 0.5 and above on a factor; (2) did not load more than 0.5 and above on two factors, in terms of cross loading factors, and (3) if the reliability indicates an item to total correlation of more than 0.4.

In addition, correlation between variables and factor are called loading factors. According to Hair et al. (2006), the minimum value of factor loading depends on the number of respondents. With 1852 respondents, this study can use .5 as a minimum value of factor loading. If the value is squared, there will be covariance between the variable and the factor. Total variance of the factors or total contribution of the variable to that particular factor is called the eigenvalue.

Measurement through factor analysis is an excellent idea because it looks into the magnitude of total variances explained by the factor. The larger the value of variance, the better and stronger the factor. Thus, most of the researchers use only factors with an Eigenvalue greater than 1 (de Vaus, 2002). This study refers to 1 as the minimum Eigenvalue in choosing the factor.

Table 6.10 PCA Result for Country Image
Rotated Component Matrix^a

	Component					
	1	2	3	4	5	6
The country is a progressive and dynamic Islamic country	.912					
The country is a pragmatic Islamic country	.889					
'Halal' food is easily obtained in the country	.884				EPR (EASE OF PRACTISING RELIGION)	
The country is a moderate Islamic country	.879					
The Islamic dress code is common in the country	.877					
Religious/Islamic education facilities for children are easily available	.871					
Places of worship are convenient and available to any religion	.761					
Everybody is free to practice whatever beliefs they wish in the country	.501					
The country's workers are generally hard working		.753			WCP (WORK CULTURE PEOPLE)	
The country's workers are generally reliable		.723				
The country's workers generally pay close attention to detail		.721				
The country's workers are generally well trained		.691				
The country's workers are generally well educated		.665				
The people of the country emphasize technical/vocational training		.657				
The people of the country are motivated to raise their living standards		.516				
The country's workers are generally well regarded/admired						

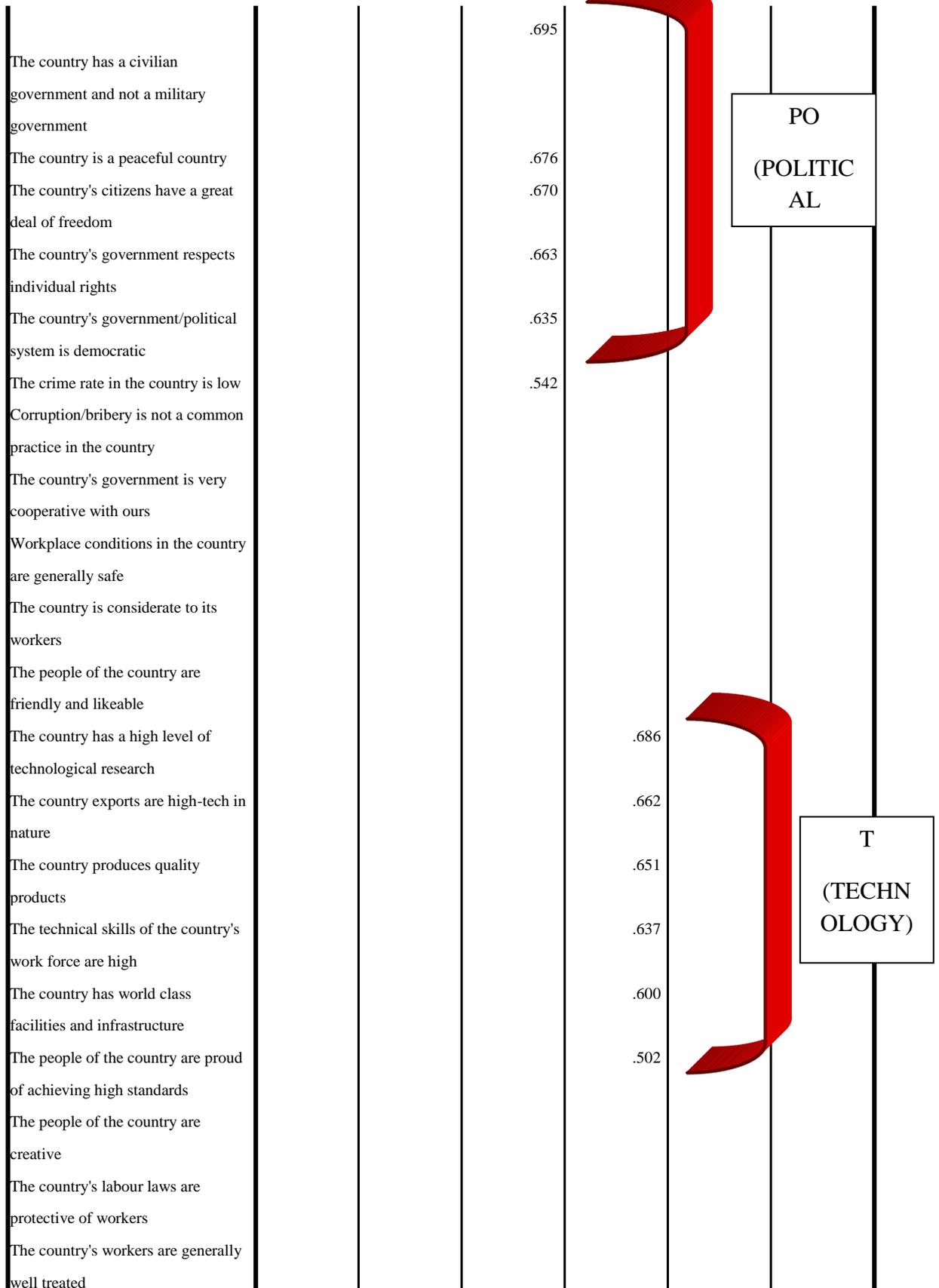
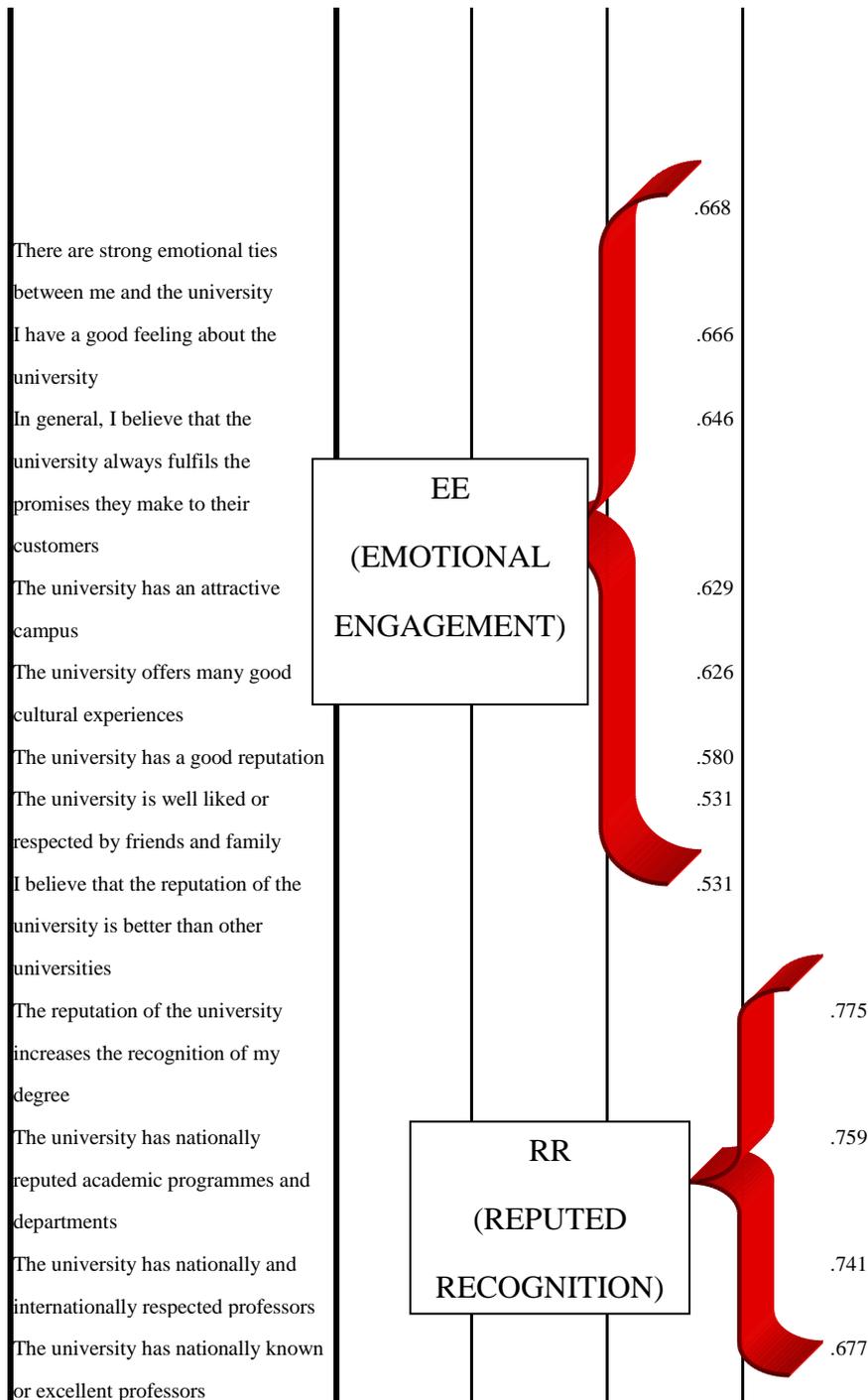


Table 6.11 PCA Result for University Reputation
Rotated Component Matrix^a

	Component			
	1	2	3	4
The university attracts highly motivated, intelligent students	.727			
The university is committed to academic excellence	.708			
The university offers high quality education	.702			
The university has high quality faculty	.682			
The university is tough to get into	.681			
The university looks like a university with strong prospects for future growth	.667			
Most students at the university are intelligent	.657			
The university has good resources for students	.654			
The university has nationally known academic programmes/departments/schools	.633			
The university has excellent leadership	.599			
The university is committed to social service		.755		
The student body is active in social issues and/or politics		.741		
The university is committed to or involved in community services		.718		
The university is visible in the mass media		.717		
The university is a responsible member of the community		.692		
The media reports of the university are generally positive		.641		
The university is written or talked about favourably in the media		.611		

QAP
(QUALITY OF ACADEMIC PERFORMANCE)

QEP
(QUALITY OF EXTERNAL PERFORMANCE)

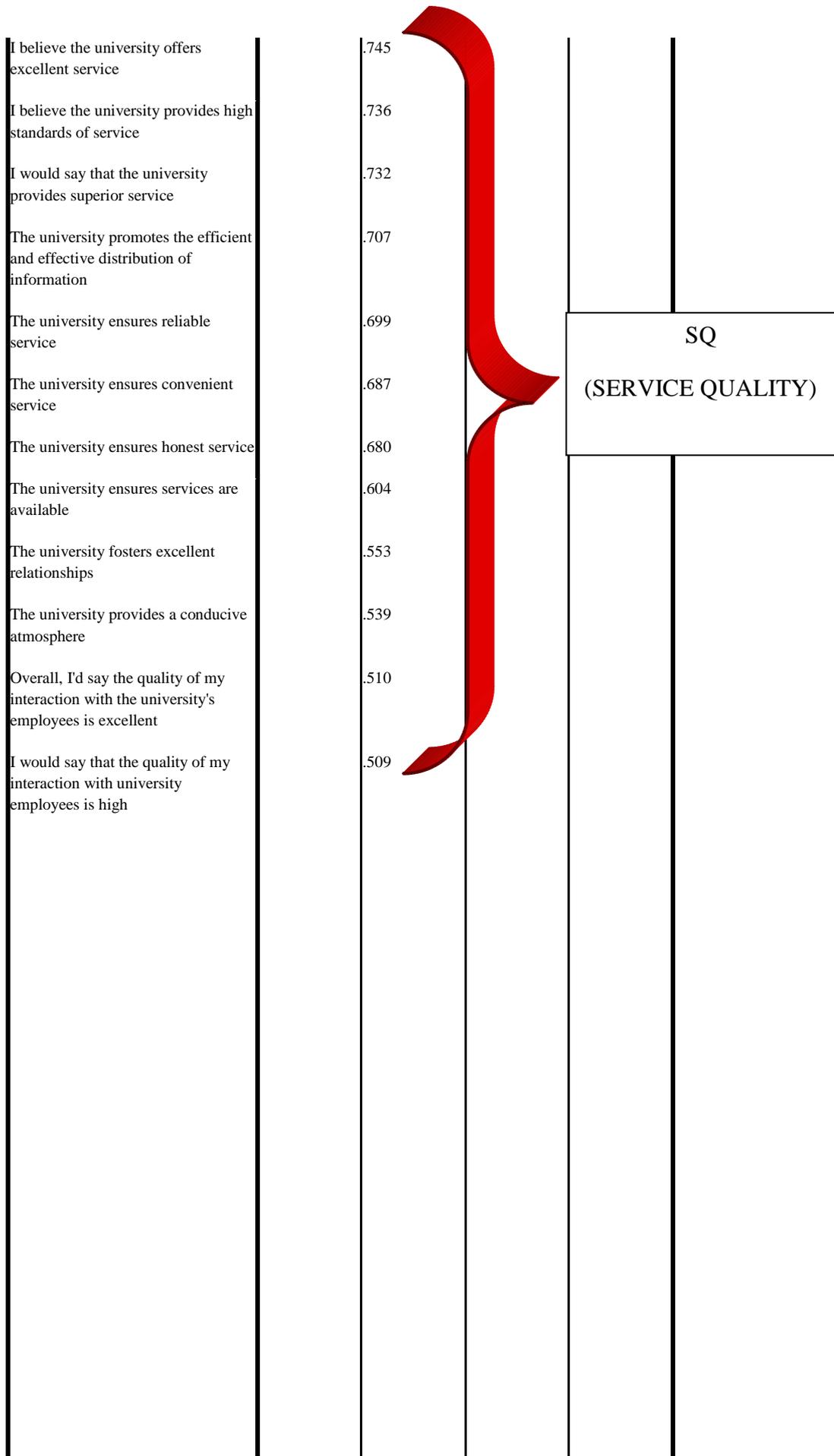


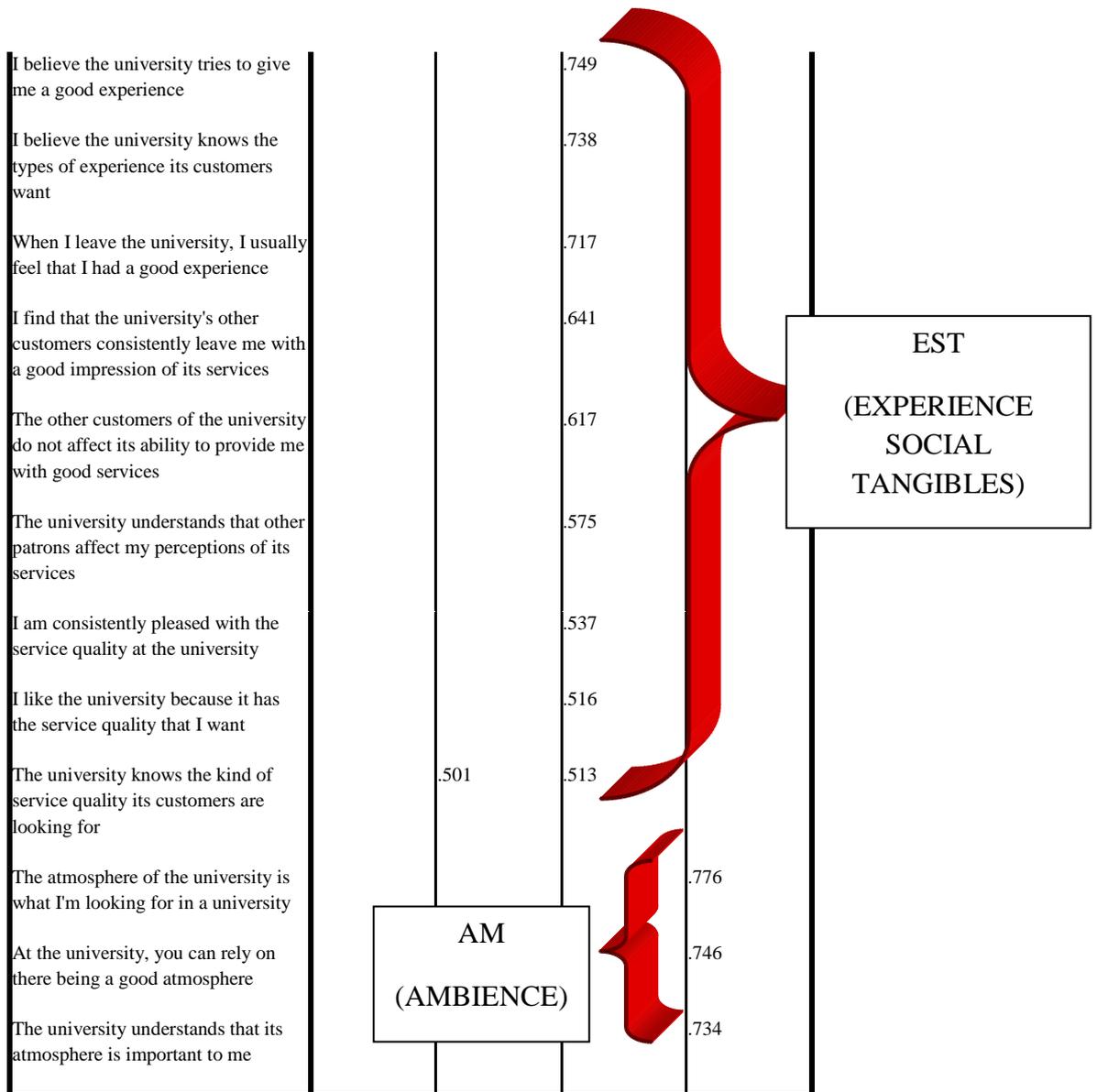
Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 6 iterations.

Table 6.12 PCA Result for Perceived Quality
Rotated Component Matrix^a

	Component			
	1	2	3	4
The employees in the university gave me personal attention	.742			
The behaviour of the university employees indicates to me that they understand my needs	.735			
The university employees respond quickly to my needs	.722			
The employees in the university gave me individual attention	.718			
The employees in the university gave me prompt service	.710			
I can count on the university employees taking action to address my needs	.686			
The employees in the university were willing to help	.673			
The attitude of the university employees shows me that they understand my needs	.662			
The employees in the university were courteous	.660			
The attitude of the university employees demonstrates their willingness to help me	.633			
You can count on the employees at the university being friendly	.633			

ABE
**(ATTITUDES
 BEHAVIOUR
 EXPERIENCE)**





Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Table 6.13 PCA Result for Intention to Study
Rotated Component Matrix^a

	Component			
	1	2	3	
It is very likely that I will use the university brand	.791			<div style="border: 1px solid black; padding: 5px; text-align: center;"> BS (BRAND SERVICES) </div>
I will use the university brand the next time I need a service	.780			
I will definitely try and use the university brand	.774			
If I had to do it over again, I would make the same choice	.738			
The likelihood that I would recommend this facility's/institution's services to a friend is high	.720			
The probability that I will use this facility's/institution's services again is high	.709			
I would like to try the university services	.662			
I intend to have further contacts with the universities again in the future	.605			
I would like apply to study in the university	.577			
I am proud to be a member of the university	.574		.535	
I am going to apply for study in the university		.834		<div style="border: 1px solid black; padding: 5px; text-align: center;"> GT (GOING TO) </div>
I am going to further my studies in the university		.777		
I am actively seeking out information about universities, in order to apply for a place		.775		
I will definitely choose the university as my place for study		.742		
I would patronize the universities		.654		
I am confident about the degrees offered by the universities			.756	<div style="border: 1px solid black; padding: 5px; text-align: center;"> V (VALUES) </div>
I am satisfied with the performance of the universities			.746	
I like the universities			.746	
If asked, I would recommend the universities to others			.710	
The universities have values			.703	

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 6 iterations.

Table 6.14 below shows the KMO, Eigenvalue, Total Variance Extracted (VE) and Cronbach Alpha by all the variables before factor analysis.

Table 6.14 Before Factor Analysis Being Done

Variables	Constructs	KMO	Eigenvalue	VE (Variance Extracted)	Cronbach Alpha
Country Images	10	.968	30.208	65.668%	.955
University Reputation	3	.972	20.757	65.884%	.966
Perceived Quality	9	.977	24.15	69.001%	.977
Intention to Study	1	.972	14.597	72.988%	.967

Then, after factor analysis has been done, the Table 6.15 below shows the KMO, Eigenvalue, Total Variance Extracted (VE) and Cronbach Alpha by all the variables.

Table 6.15 After Factor Analysis Has Been Done

Variables	Constructs	KMO	Eigenvalue	VE (Variance Extracted)	Cronbach Alpha
Country Images	6	.953	30.208	65.668%	.955
University Reputation	4	.972	20.757	65.884%	.966
Perceived Quality	4	.977	24.15	69.001%	.977
Intention to Study	3	.972	14.597	72.988%	.967

6.14 CONVERGENT AND DISCRIMINANT VALIDITY

Convergent validity refers to the extent in which diverse techniques, which are applied to compute the identical construct, generate parallel outcomes (Anderson & Gerbing, 1991). Garver and Mentzer (1999) speculate that convergent validity is examined by deciding whether the items in a scale converge or load collectively on a particular construct in the measurement models. It means that, it is based on the association between responses attained by maximally diverse techniques of determining the similar construct. If there is no convergence, either the theory utilised in the study requires to be investigated or the refinement of measures requires to be executed by abolishing the items.

On the other hand, discriminant validity refers to the degree in which a particular construct is dissimilar from another constructs (Chen, Aryee, & Lee, 2003). It implies that items from one scale must not load or converge too narrowly with items from a dissimilar scale and that different latent variables which associate too highly may really be assessing the similar construct rather than diverse constructs (Garver & Mentzer, 1999). Thus, comparatively low association or no correlation between variables designates the existence of discriminant validity.

CFA, while mentioned previously, offers some facility in investigating the tools in terms of their convergent and discriminant validity. First, CFA computes the overall level of fit in any specific application such as chi-square and goodness-of-fit test. Second, with the application of chi-square difference test, combined with the size of factor loadings for traits and the estimates for trait correlations, CFA offers helpful information on how well convergent and discriminant validity are realized. Third and last, through squared factor loadings and fault variance, unambiguous outcomes are obtainable for partitioning variance into trait, method, and error element (Bagozzi et al., 1991: 429).

As a result, structural equation modelling with analysis of moment structure (AMOS) version 18.0 is applied to inspect convergent validity of the constructs. The outcomes from this model demonstrate that based on modification indices and standardized error, a few items were deleted to get the data to fit the model. The following section elaborates on the outcomes of convergent and discriminant validity in detail.

6.15 MEASUREMENT MODELS

a. Results of Convergent Validity

Table 6.16 captures all the results of CFA on the constructs in this study.

Table 6.16: Results of Confirmatory Factor Analysis for First Order

Variables	χ^2	df	p	χ^2/df	GFI	AGFI	NFI	CFI	TLI	RFI	IFI	RMSEA	AIC	HOELTER
Country Image	524.990	89	.000	5.899	.965	.947	.967	.972	.962	.955	.972	.051	618.990	434
University Reputation	172.378	48	.000	3.591	.985	.976	.987	.991	.987	.982	.991	.037	232.378	792
Perceived Quality	327.429	59	.000	5.550	.973	.958	.979	.982	.977	.972	.982	.050	391.429	493
Intention to Study	204.550	24	.000	8.523	.976	.954	.981	.983	.975	.972	.984	.064	246.550	389

From Table 6.16 the results of the majority χ^2 are significant with p value mainly below 0.01. In addition, all the criteria for the incremental and comparative yield results are above 0.90, demonstrating a good fit model. Majority of the values of GFI, AGFI, NFI, CFI, TLI, RFI, and IFI yield results of more than 0.95. The values of χ^2/df are between 5.899 to 8.523, with RMSEA around 0.037 to 0.064. These indicate that χ^2/df and RMSEA are good pointers of absolute fit of the model. Hence, this recommends that a convergent validity in this example is recognized.

The following Figures 6.4 to 6.15 illustrate the measurement models for the constructs of country image namely Ease Practising Religion (EPR), Work Culture People (WCP), Political Order (PO), Technology (T), Environment (EN) and Economic Conditions (EC).

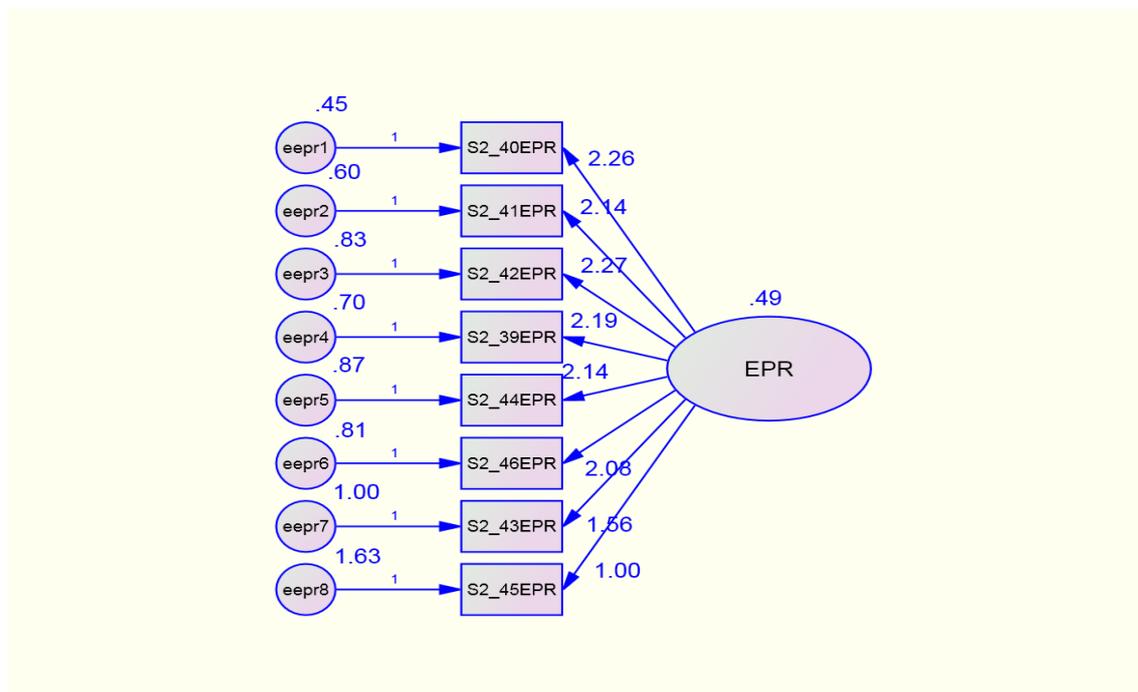


Figure 6.4

Measurement Model of EPR with Unstandardized Estimates

All 8 items included follow exactly the items listed in the factor analysis.

Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

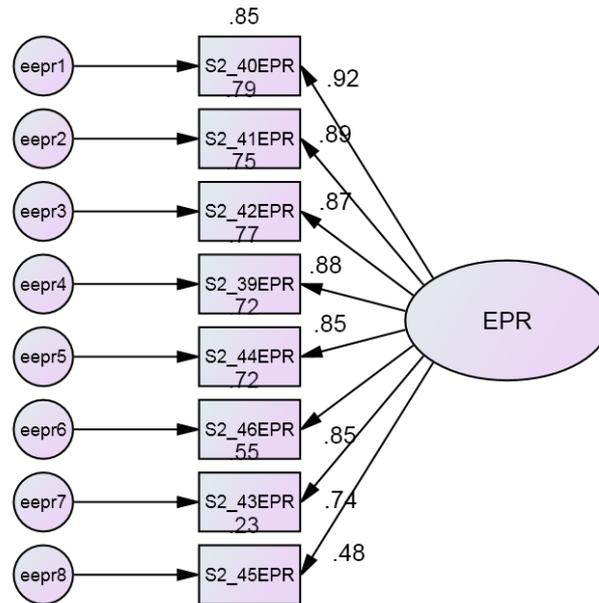


Figure 6.5
Measurement Model of EPR with Standardized Estimates

All 8 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

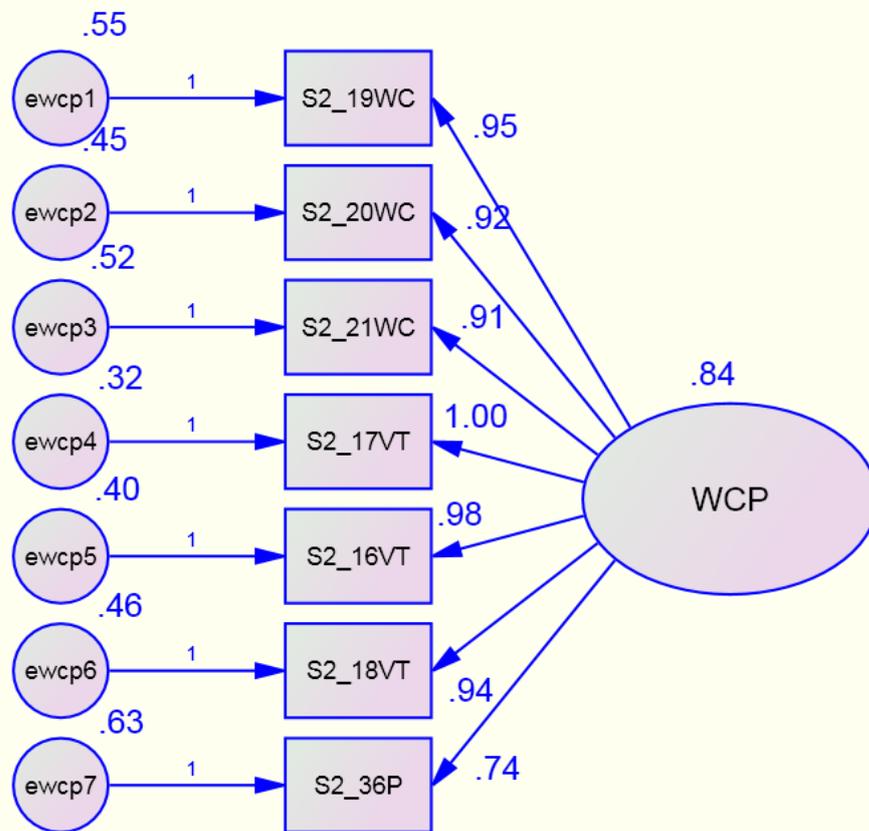


Figure 6.6
Measurement Model of WCP with Unstandardized Estimates

All 7 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

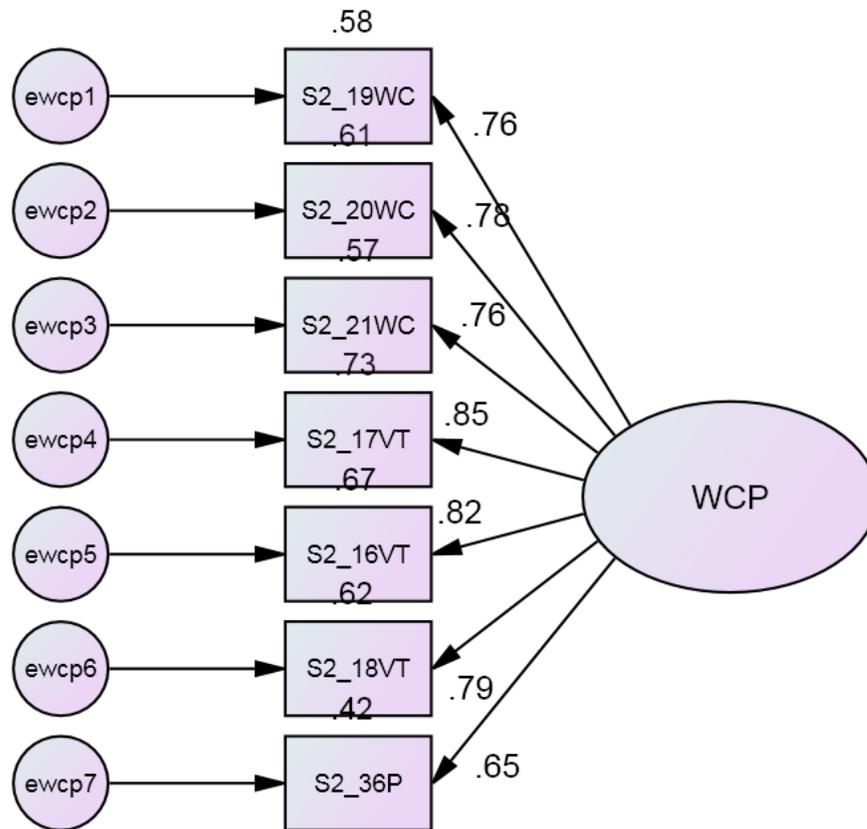


Figure 6.7
Measurement Model of WCP with Standardized Estimates

All 7 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist

statistically and are theoretically sound.

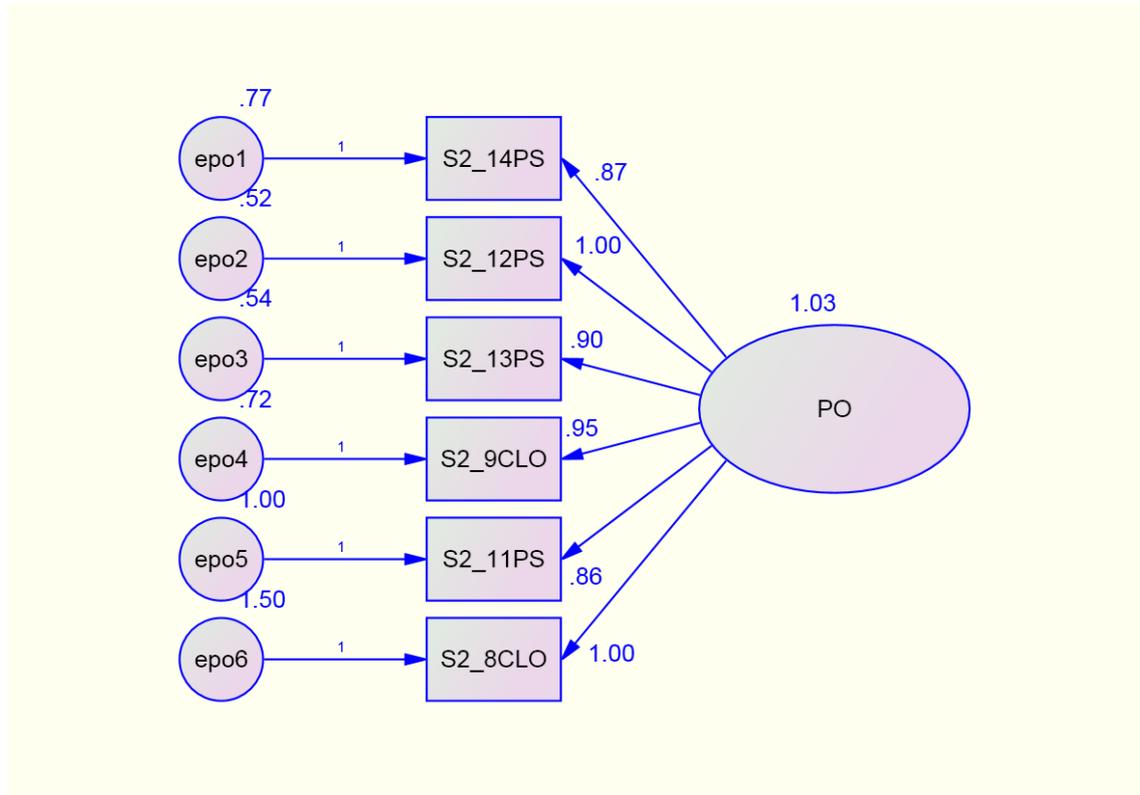


Figure 6.8
Measurement Model of PO with Unstandardized Estimates

All 6 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

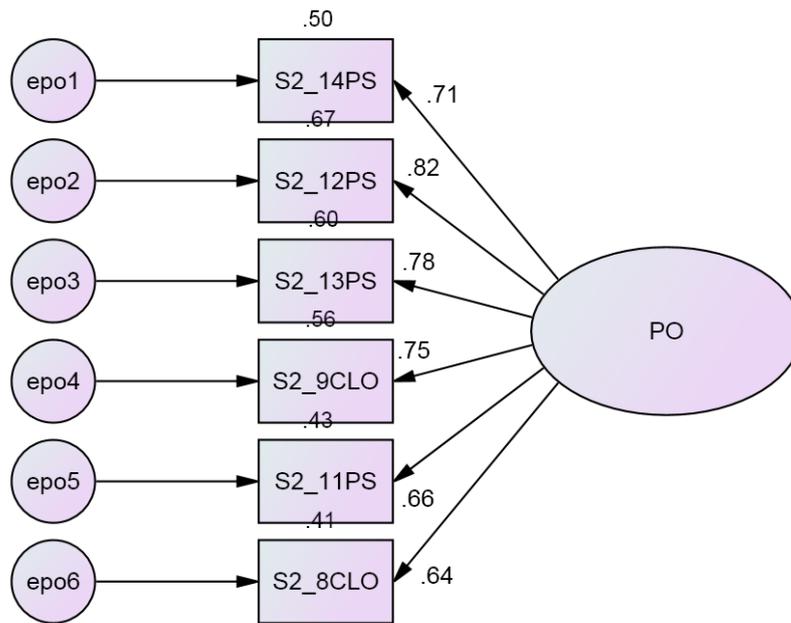


Figure 6.9
Measurement Model of PO with Standardized Estimates

All 6 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

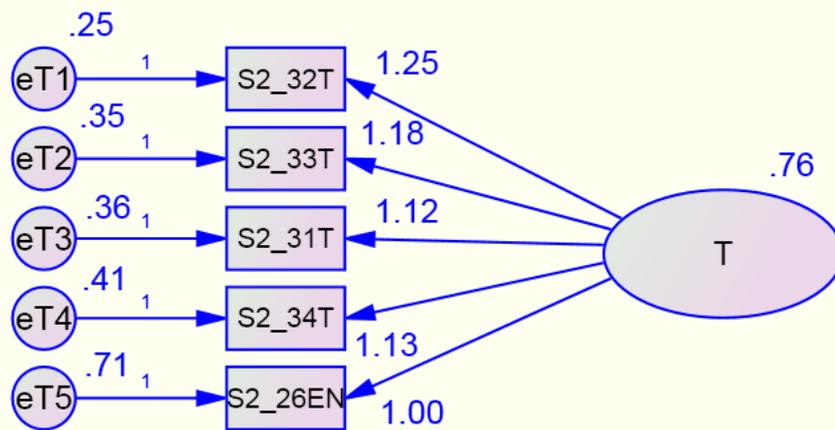


Figure 6.10
Measurement Model of T with Unstandardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically

sound.

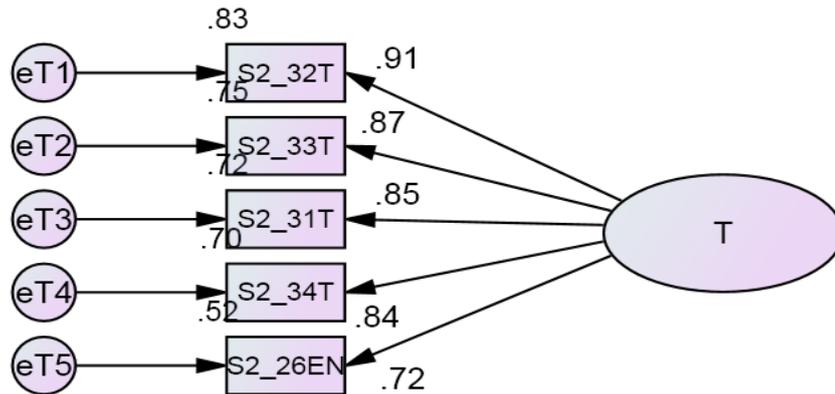


Figure 6.11
Measurement Model of T with Standardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

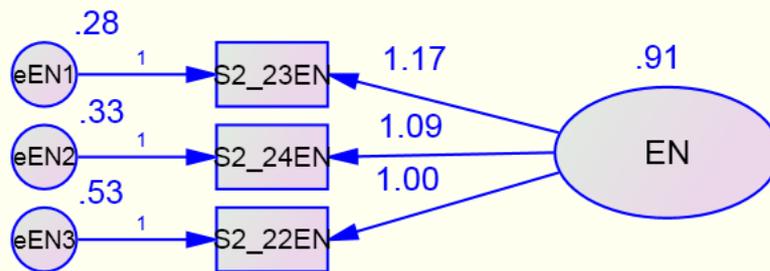


Figure 6.12
Measurement Model of EN with Unstandardized Estimates

All 3 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist

statistically and are theoretically sound.

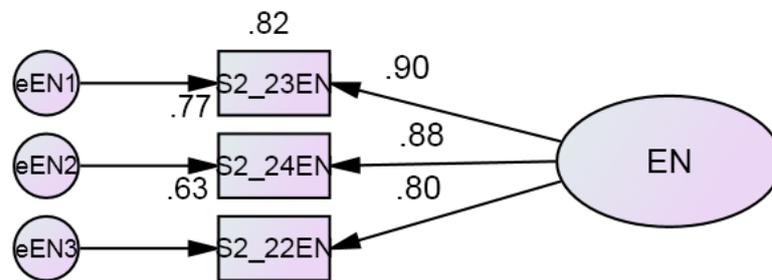


Figure 6.13
Measurement Model of EN with Standardized Estimates

All 3 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

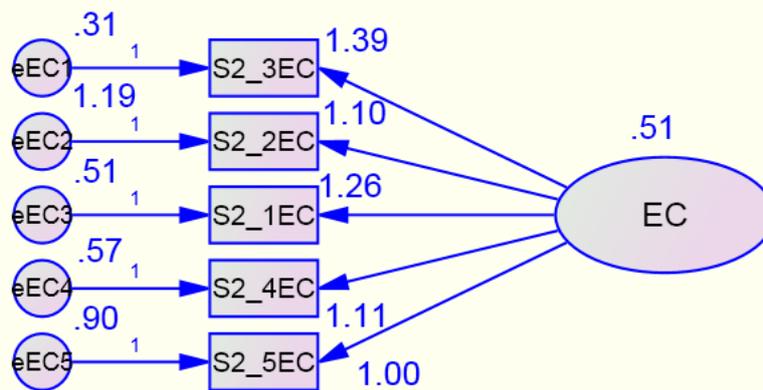


Figure 6.14
Measurement Model of EC with Unstandardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

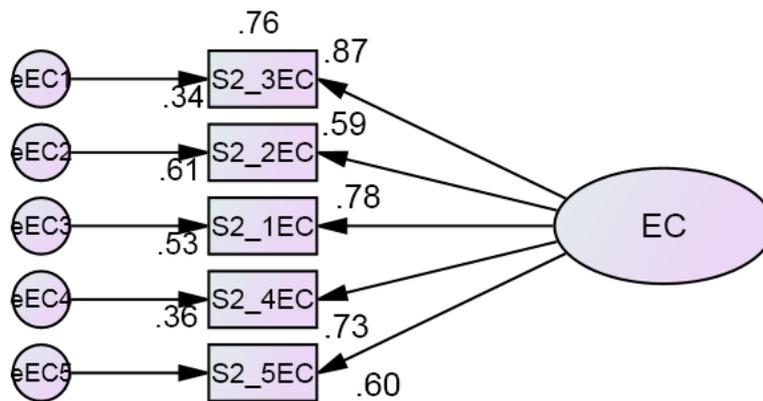


Figure 6.15
Measurement Model of EC with Standardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

Figures 6.16 to 6.23 exhibit the measurement models for the constructs of the university reputation.

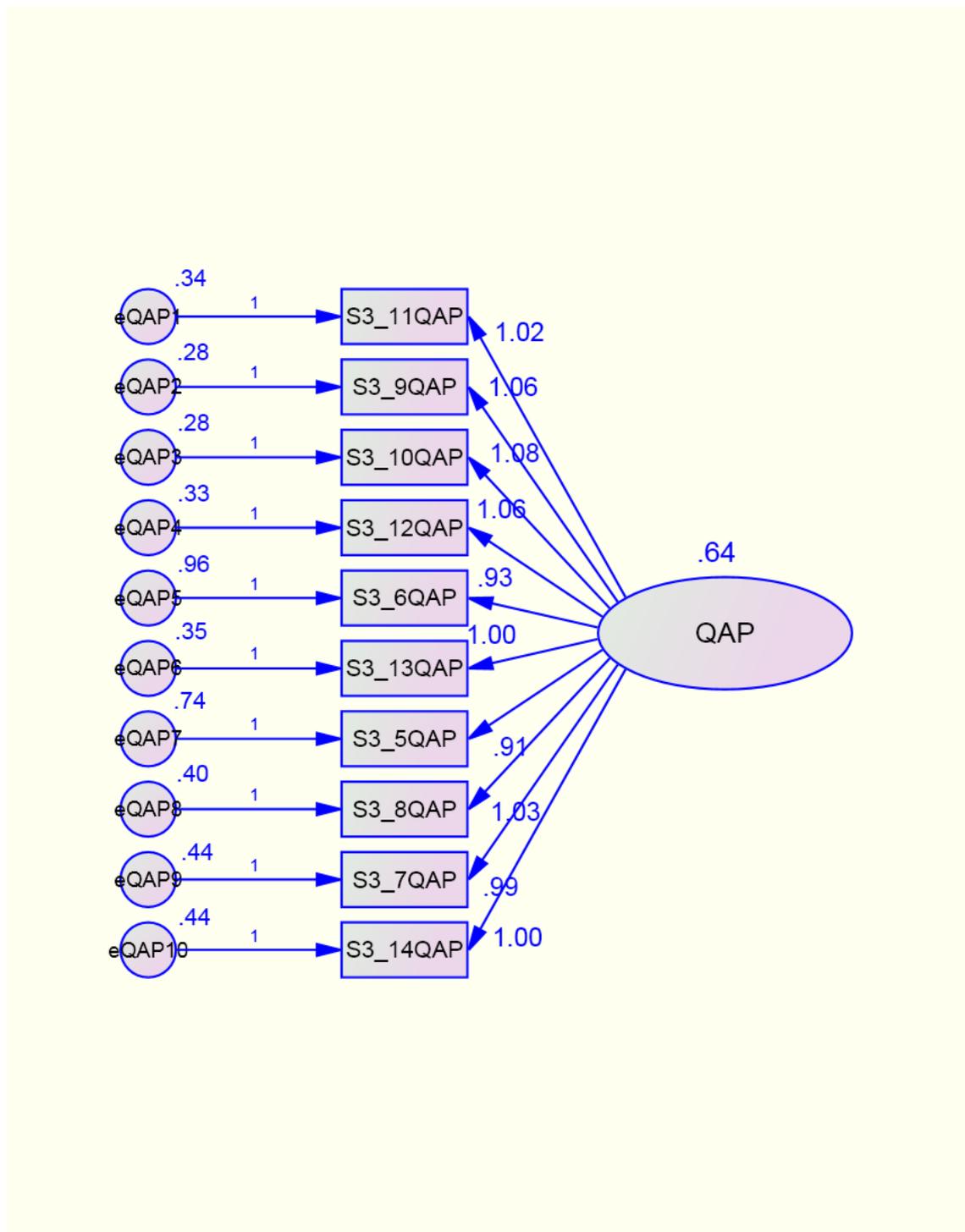


Figure 6.16
Measurement Model of QAP with Unstandardized Estimates

All 10 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

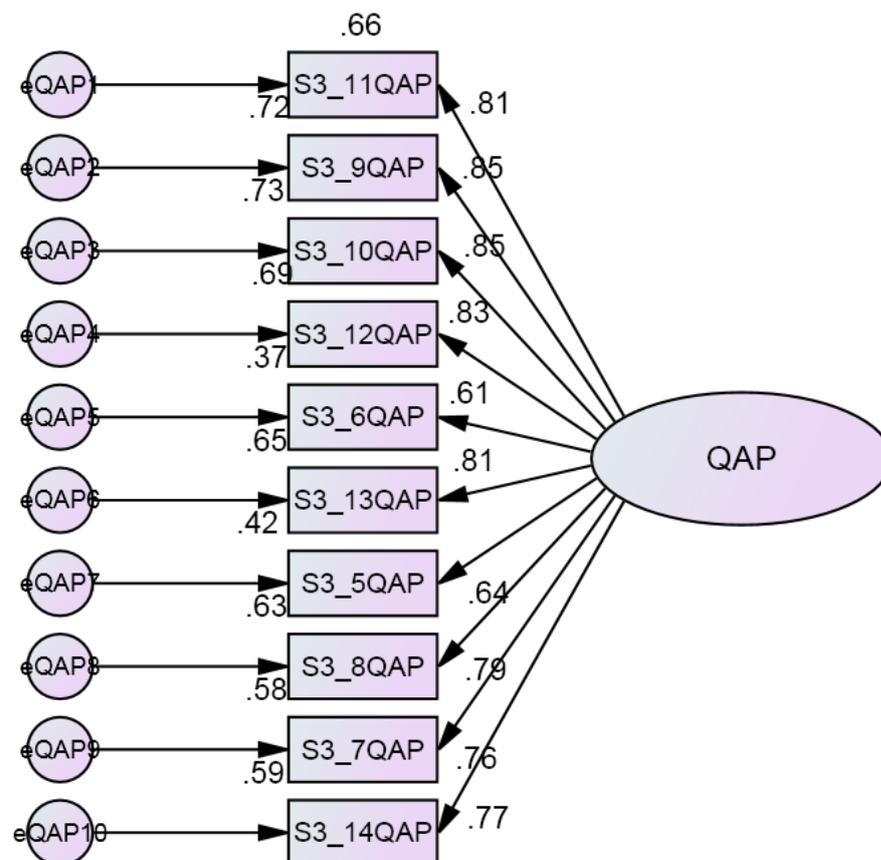


Figure 6.17
Measurement Model of QAP with Standardized Estimates

All 10 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

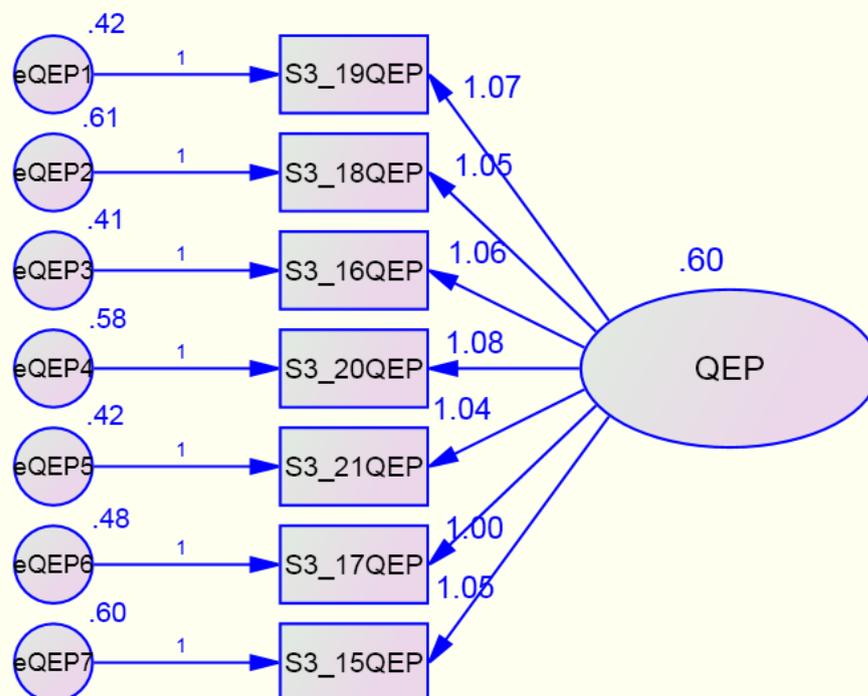


Figure 6.18
Measurement Model of QEP with Unstandardized Estimates

All 7 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

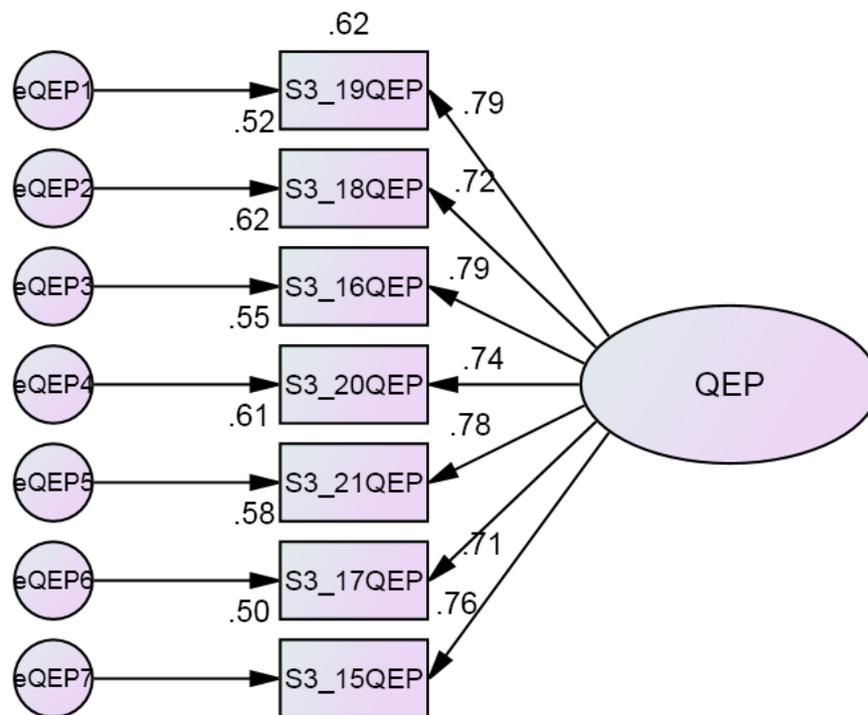


Figure 6.19
Measurement Model of QEP with Standardized Estimates

All 7 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

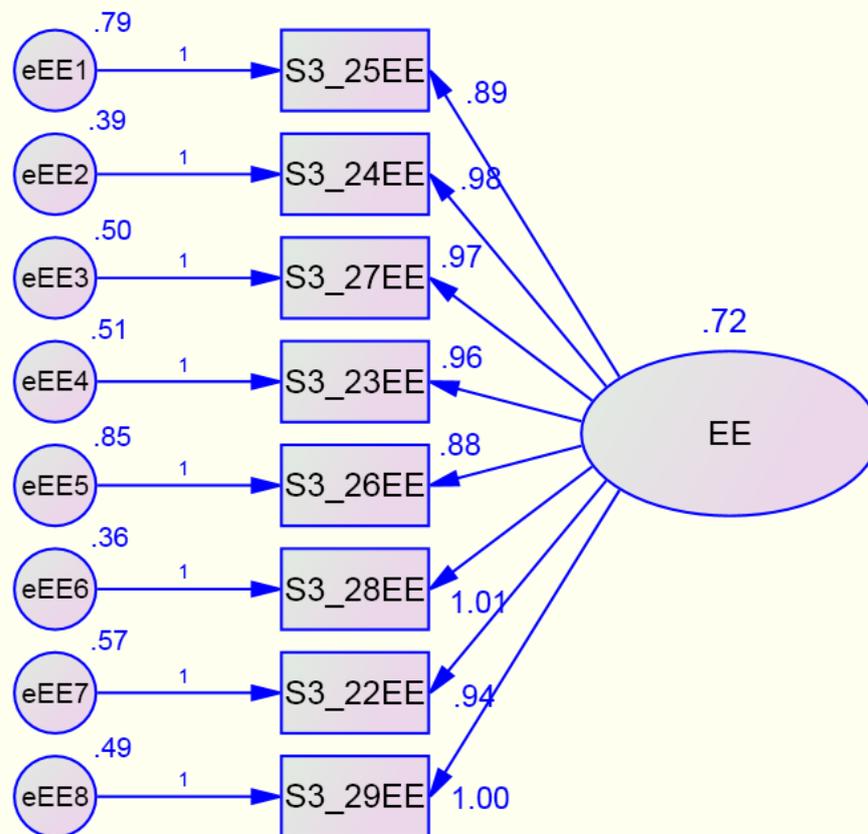


Figure 6.20
Measurement Model of EE with Unstandardized Estimates

All 8 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

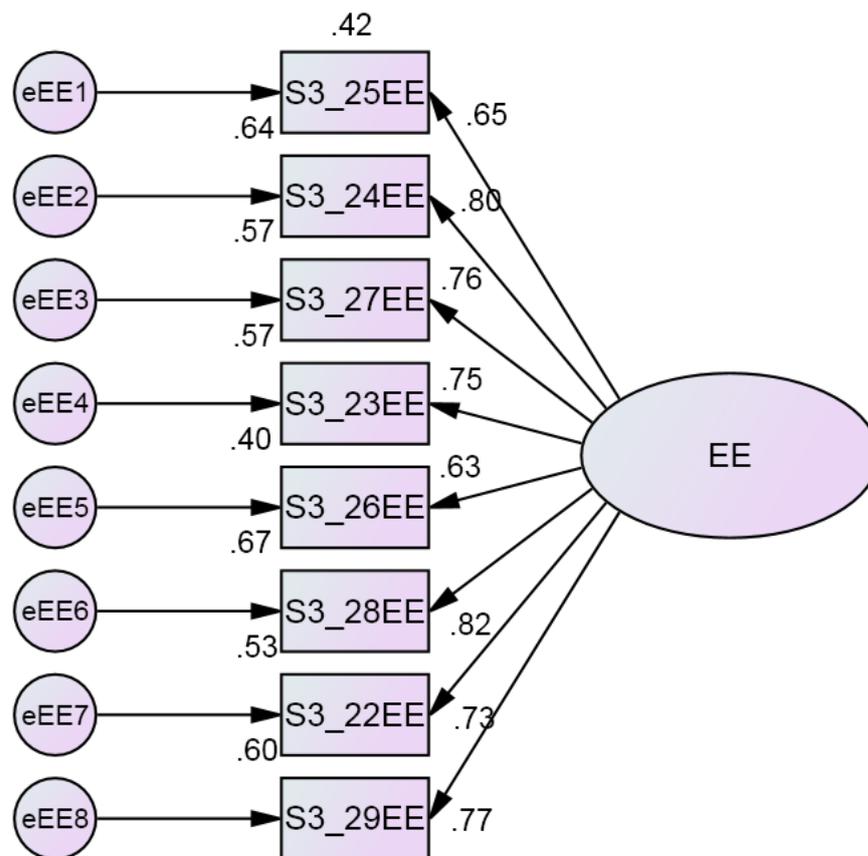


Figure 6.21
Measurement Model of EE with Standardized Estimates

All 8 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

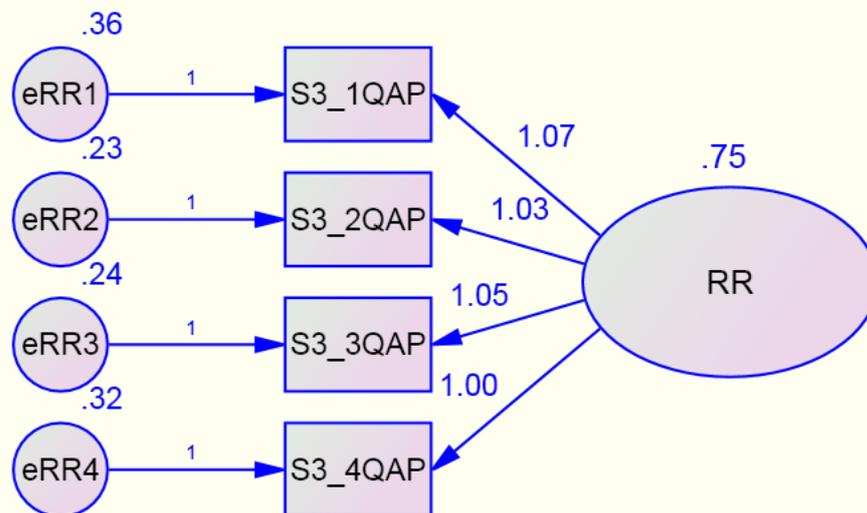


Figure 6.22
Measurement Model of RR with Unstandardized Estimates

All 4 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

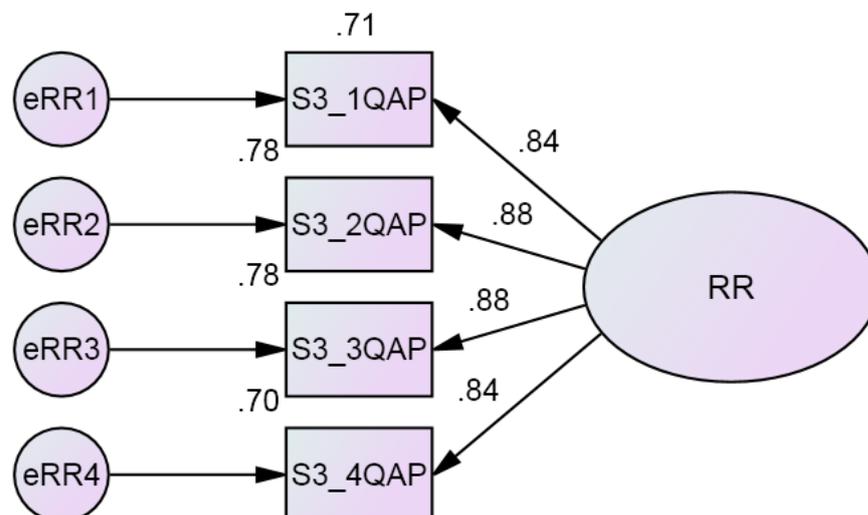


Figure 6.23
Measurement Model of RR with Standardized Estimates

All 4 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

Figures 6.24 to 6.31 exhibit the measurement models for the constructs of the perceived quality.

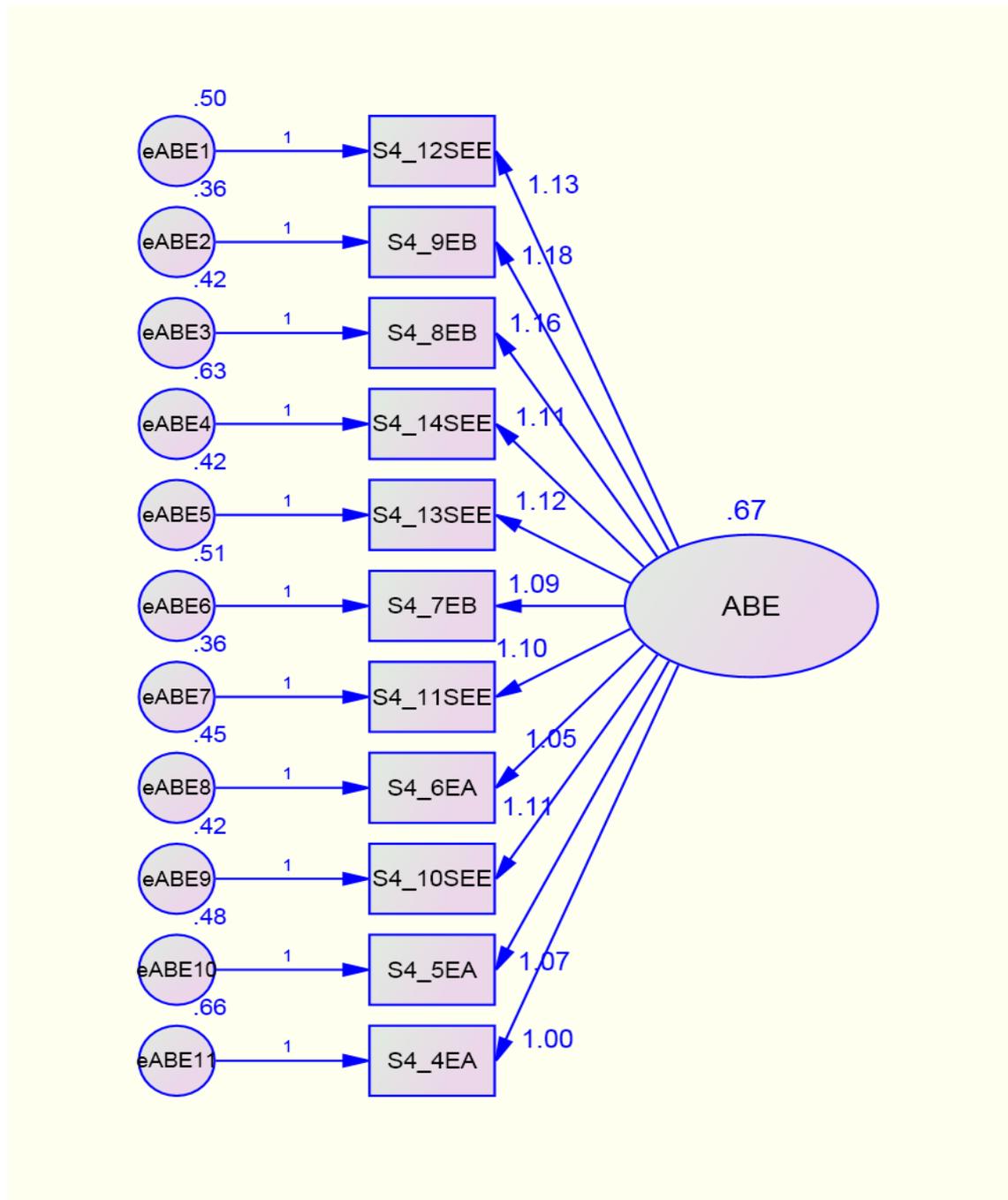


Figure 6.24
Measurement Model of ABE with Unstandardized Estimates

All 11 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

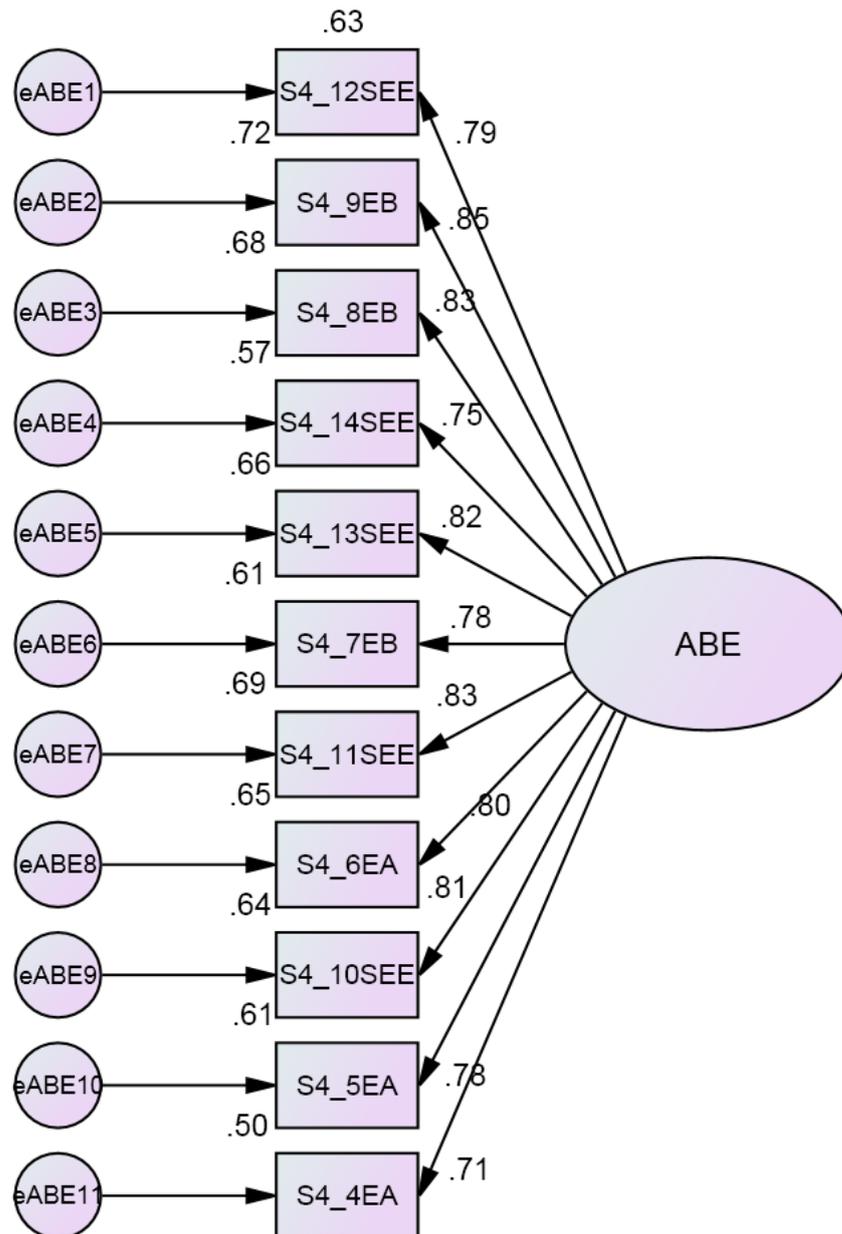


Figure 6.25
Measurement Model of ABE with Standardized Estimates

All 11 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

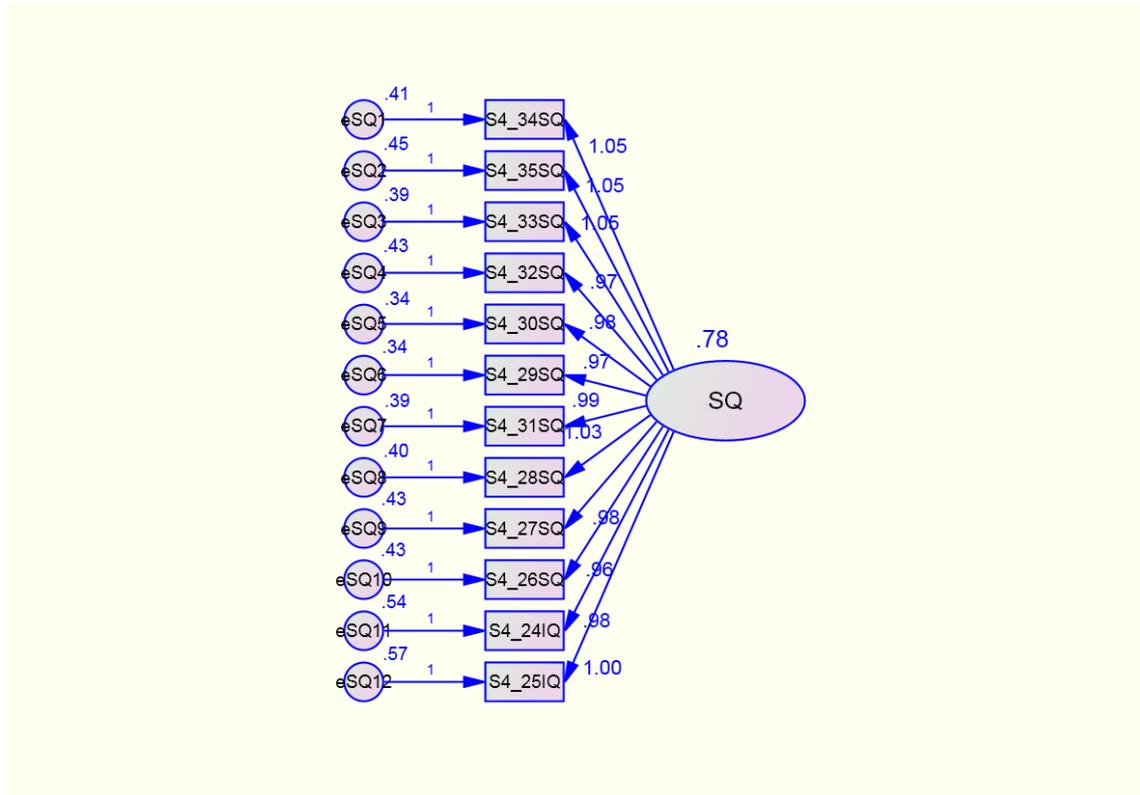


Figure 6.26
Measurement Model of SQ with Unstandardized Estimates

All 12 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

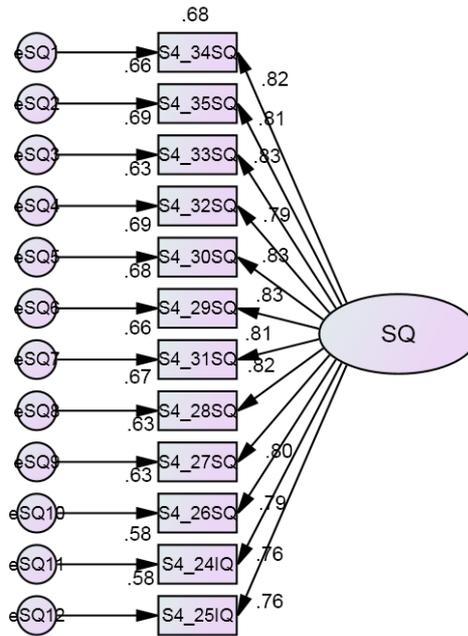


Figure 6.27
Measurement Model of SQ with Standardized Estimates

All 12 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

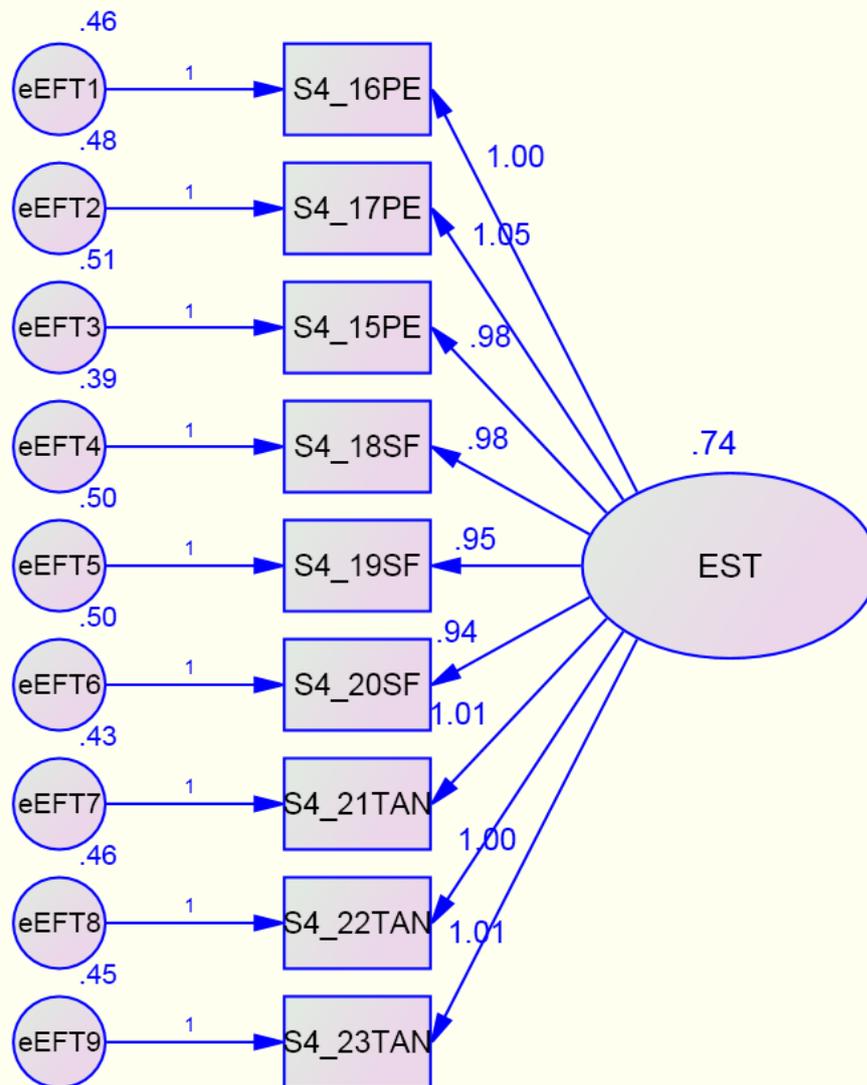


Figure 6.28
Measurement Model of EST with Unstandardized Estimates

All 9 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

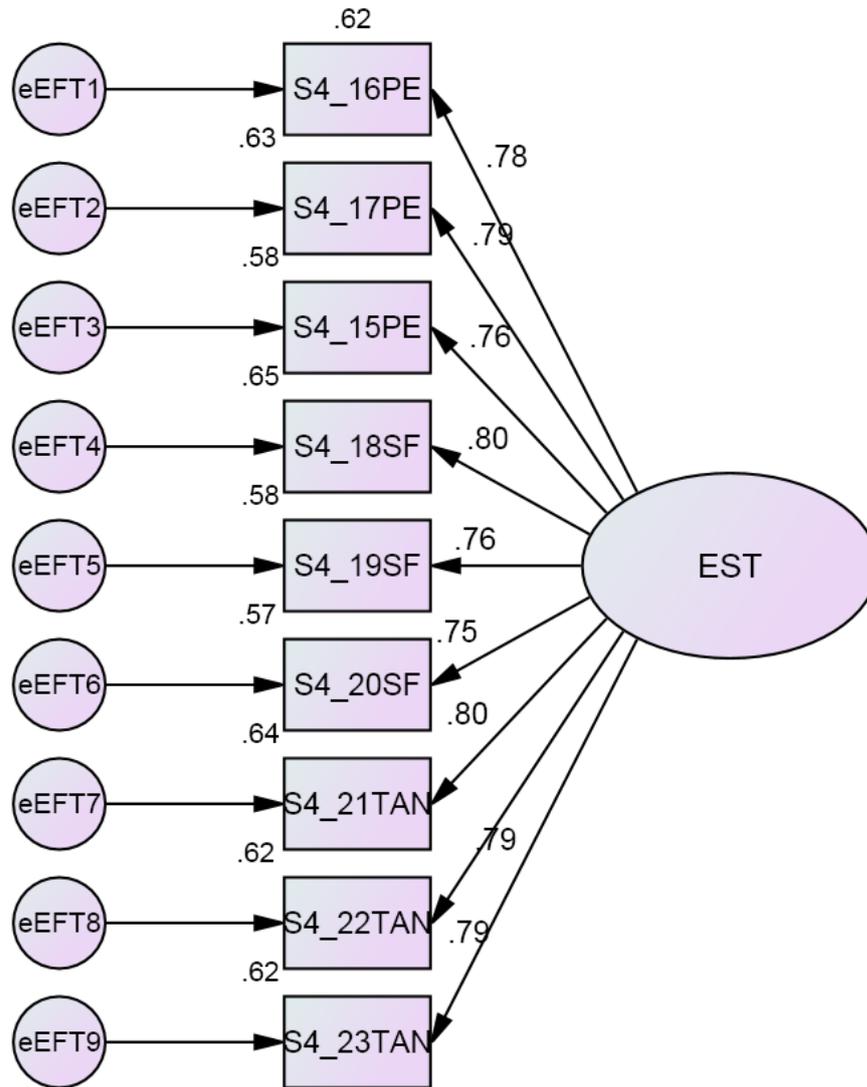


Figure 6.29
Measurement Model of EST with Standardized Estimates

All 9 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

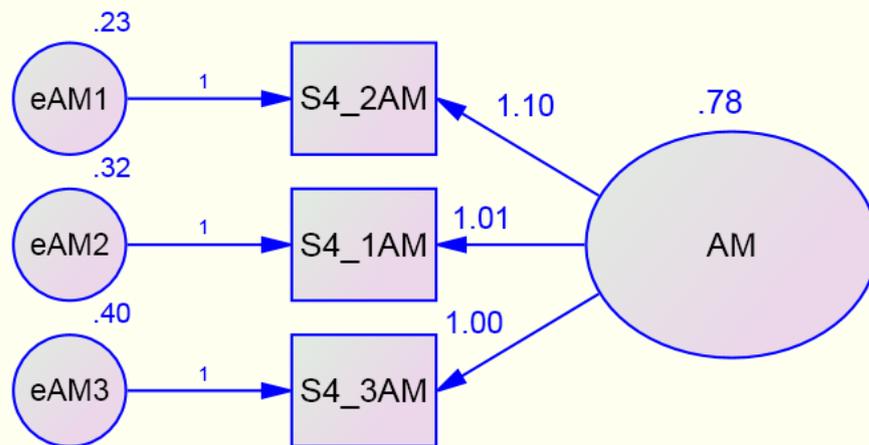


Figure 6.30
Measurement Model of AM with Unstandardized Estimates

All 3 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

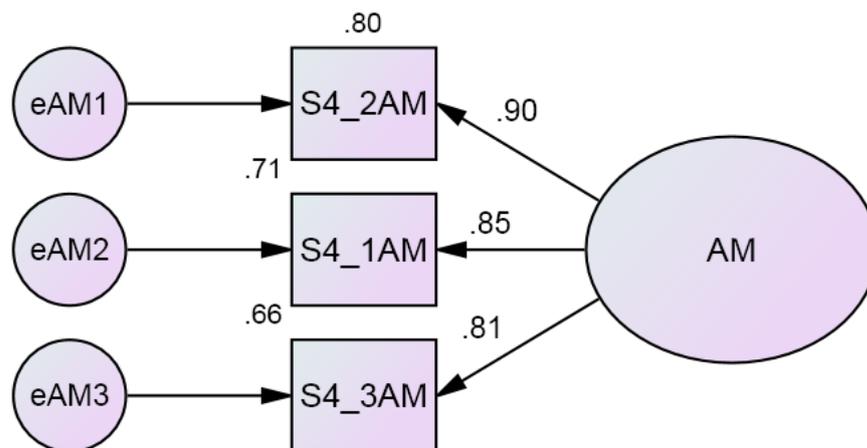


Figure 6.31
Measurement Model of AM with Standardized Estimates

All 3 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

Figures 6.32 to 6.37 exhibit the measurement models for the constructs of the intention to study.

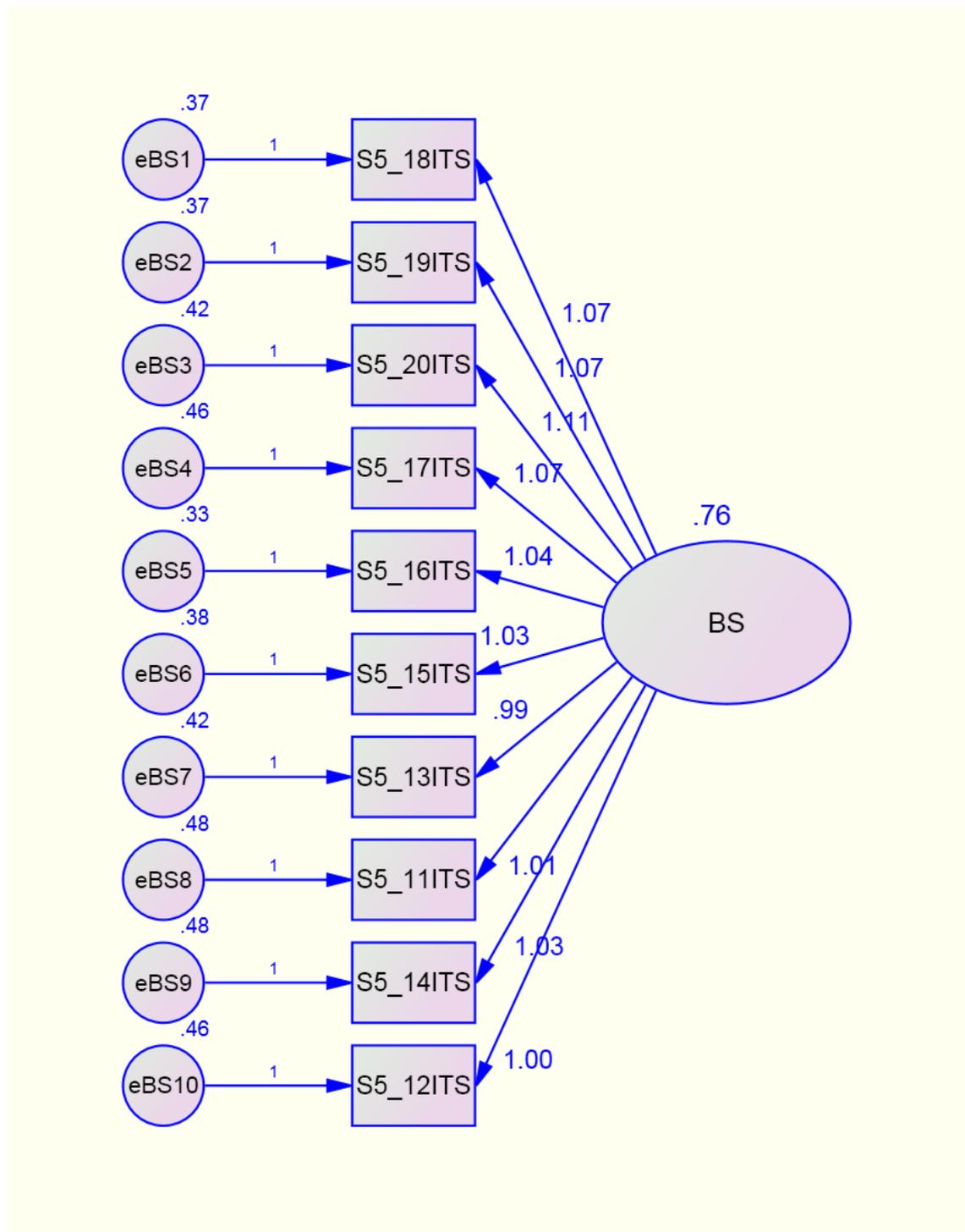


Figure 6.32
Measurement Model of BS with Unstandardized Estimates

All 10 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

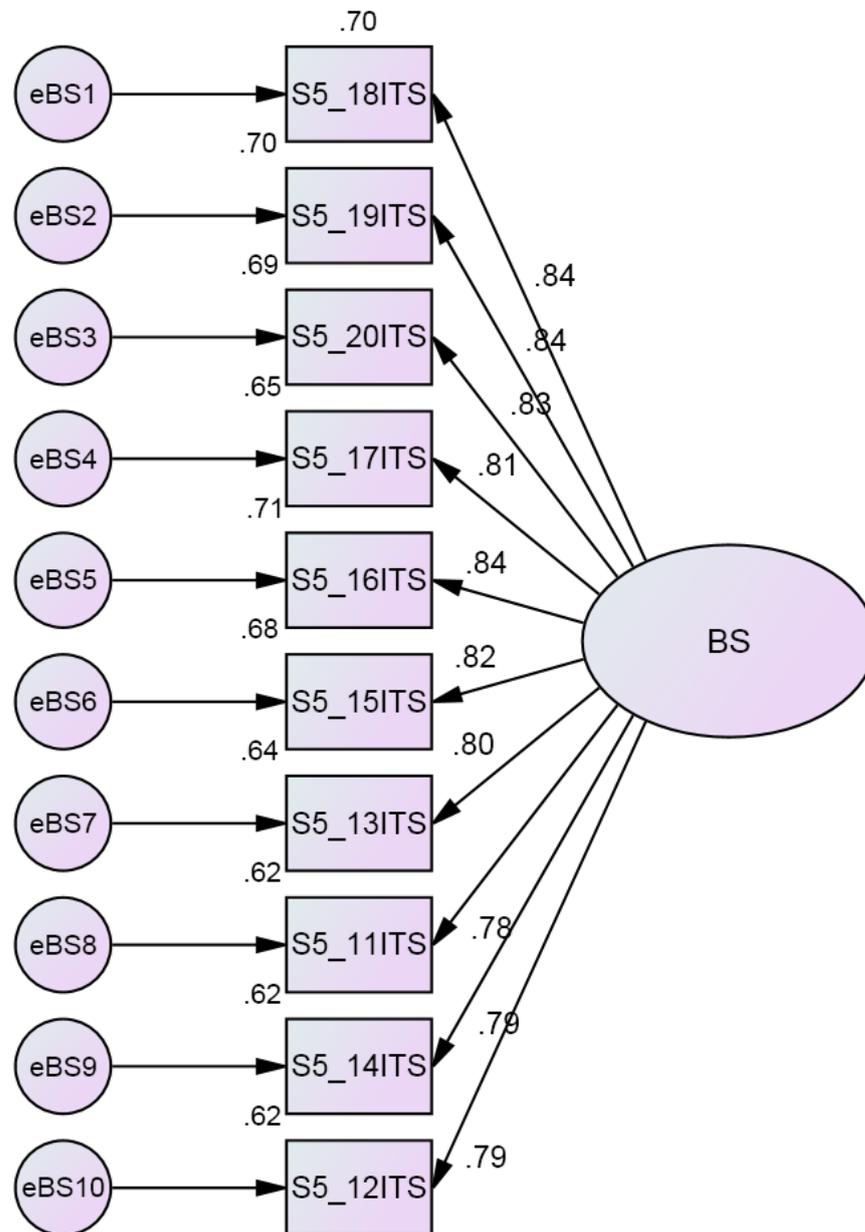


Figure 6.33
Measurement Model of BS with Standardized Estimates

All 10 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

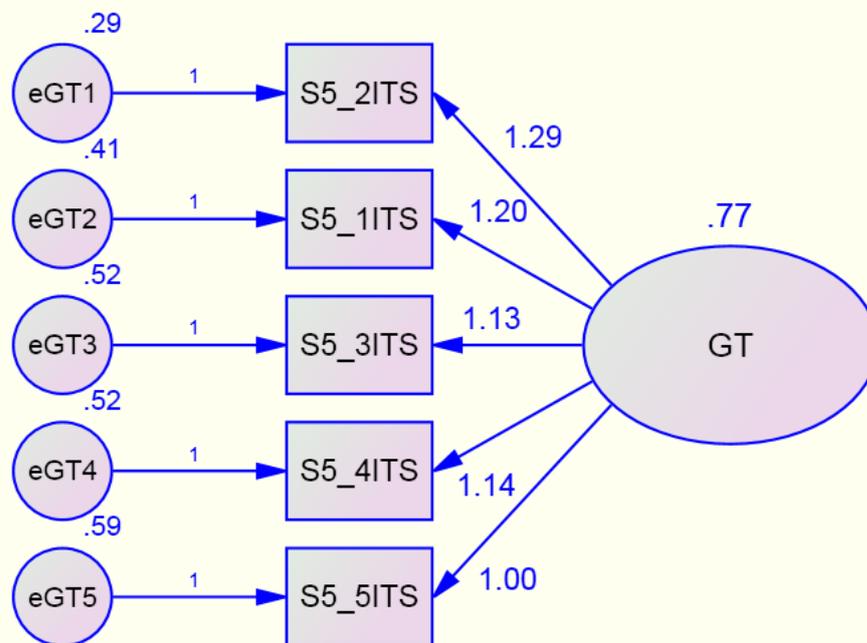


Figure 6.34
Measurement Model of GT with Unstandardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

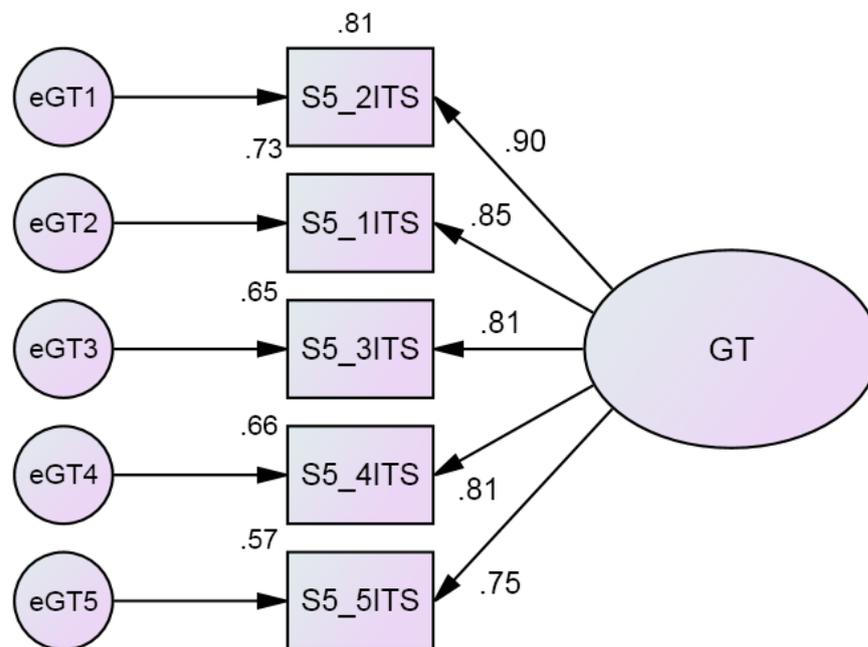


Figure 6.35
Measurement Model of GT with Standardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

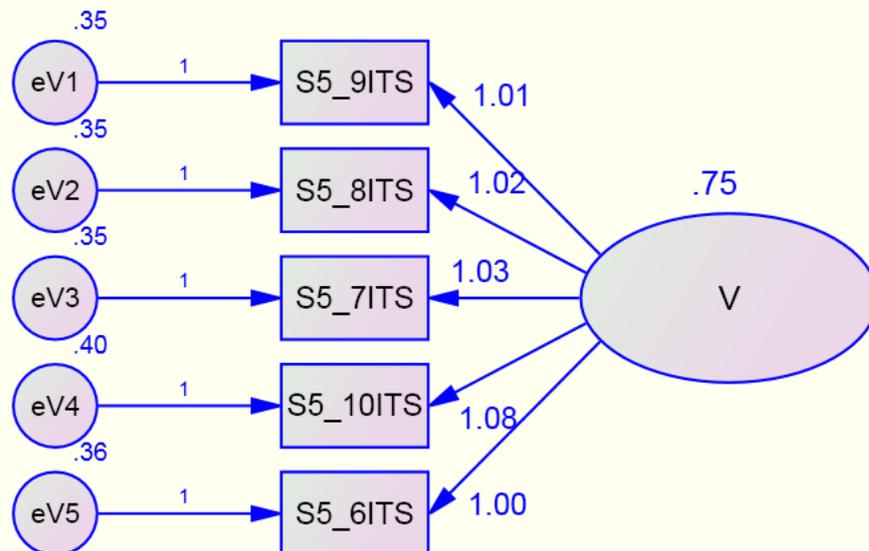


Figure 6.36
Measurement Model of V with Unstandardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

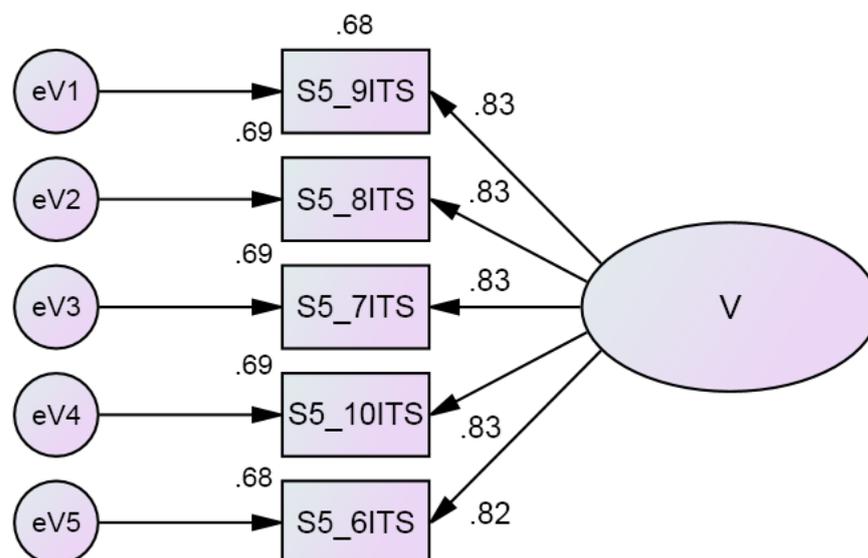


Figure 6.37
Measurement Model of V with Standardized Estimates

All 5 items included follow exactly the items listed in the factor analysis. Measurement model for each variable has been calculated and the variables confirmed to exist statistically and are theoretically sound.

The outcomes from these models demonstrate that based on the factor analysis, all the items were put into the new construct suggested in the factor. The new name of the construct will be given.

Though there were quite a number of items that were eliminated, there are rationalizations for eliminating the items. This is due to the fact that eliminating items from a prior validated scale ought to be executed logically and with caution (Nijssen & Douglas, 2004). The scale of marketing capability construct was considered exploratory in nature. Thus, in this situation, eliminating items were judged justifiable on the grounds of seeking superior parsimony and fitness (Klien, Ettenson & Krishnan, 2006). This is in line with the view of Nyambegera, Daniels and Sparrow (2001) who stated that the majority of the research are predominantly exploratory research which require them to delete particular items initially incorporated in the scale to progress their fitness, validity and reliability.

From Table 6.18, the results of the majority χ^2 are significant with p value less than 0.001. Furthermore, all the criteria for the incremental and comparative yield results above 9.40, demonstrating a good fit model. Majority of the values of GFI, AGFI, NFI, CFI, TLI, RFI and IFI yield results of more than 0.95. The values of χ^2/df are between 3.591 and 8.523, with RMSEA between 0.037 and 0.064. These points out that χ^2/df and RMSEA are good pointers of absolute fit of the model. Hence, this recommends that a convergent validity in this example is recognized.

Apart from measuring the overall fit of the measurement model, the critical ratio (t-test) for the factor loading is frequently utilised to measure convergent validity. This is for the reason that when the factor loadings demonstrate the statistically significant, then the convergent validity exists (Dunn, Seaker, & Waller, 1994). The magnitude and path of the assessed parameters between latent variables and their indicators are as well inspected for convergent validity (Steenkamp & Van Trijp, 1991).

Table 6.17 exhibits the outcomes of the magnitude, direction, and statistical implication of the estimated parameters between latent variables and their indicators.

Table 6.17
The Magnitude, Direction, and Statistical Significance of the Estimated Parameters between Latent Variables and Their Indicators

Latent	Indicator	Standardized Reg. Weight	Standard Error (S.E)	Critical Ratio	P
COUNTRY IMAGE					
EPR→	S2_45EPR	.481			
EPR→	S2_43EPR	.739	.076	20.653	***
EPR→	S2_46EPR	.851	.095	21.876	***
EPR→	S2_44EPR	.849	.098	21.860	***
EPR→	S2_39EPR	.878	.099	22.126	***
EPR→	S2_42EPR	.868	.103	22.039	***
EPR→	S2_41EPR	.888	.096	22.215	***
EPR→	S2_40EPR	.921	.101	22.491	***
WCP→	S2_17VT	.853			
WCP→	S2_21WC	.757	.024	38.229	***
WCP→	S2_20WC	.784	.023	40.291	***
WCP→	S2_19WC	.763	.025	38.667	***
WCP→	S2_16VT	.819	.023	43.107	***
WCP→	S2_18VT	.785	.023	40.401	***
WCP→	S2_36P	.649	.024	30.807	***

Latent	Indicator	Standardized Reg. Weight	Standard Error (S.E)	Critical Ratio	P
PO→	S2_8CLO	.638			
PO→	S2_11PS	.659	.036	23.901	***
PO→	S2_9CLO	.750	.036	26.431	***
PO→	S2_13PS	.776	.033	27.091	***
PO→	S2_12PS	.816	.036	28.017	***
PO→	S2_14PS	.710	.034	25.349	***
T→	S2_26EN	.718			
T→	S2_34T	.839	.032	35.254	***
T→	S2_31T	.851	.031	35.773	***
T→	S2_33T	.865	.032	36.361	***
T→	S2_32T	.909	.033	38.137	***
EN→	S2_22EN	.796			
EN→	S2_24EN	.877	.026	41.515	***
EN→	S2_23EN	.904	.028	42.140	***
EC→	S2_5EC	.602			
EC→	S2_4EC	.725	.046	24.253	***
EC→	S2_1EC	.783	.049	25.483	***
EC→	S2_2EC	.585	.053	20.759	***
EC→	S2_3EC	.874	.052	26.808	***
UNIVERSITY REPUTATION					
QAP→	S3_14QAP	.768			
QAP→	S3_7QAP	.765	.028	35.082	***
QAP→	S3_8QAP	.793	.028	36.661	***
QAP→	S3_5QAP	.645	.032	28.755	***
QAP→	S3_13QAP	.805	.027	37.346	***
QAP→	S3_6QAP	.606	.035	26.791	***
QAP→	S3_12QAP	.828	.027	38.669	***
QAP→	S3_10QAP	.853	.027	40.081	***
QAP→	S3_9QAP	.849	.027	39.850	***
QAP→	S3_11QAP	.815	.027	37.874	***

Latent	Indicator	Standardized Reg. Weight	Standard Error (S.E)	Critical Ratio	P
QEP→	S3_15QEP	.708			
QEP→	S3_17QEP	.761	.034	30.701	***
QEP→	S3_21QEP	.780	.033	31.428	***
QEP→	S3_20QEP	.739	.036	29.840	***
QEP→	S3_16QEP	.790	.033	31.833	***
QEP→	S3_18QEP	.719	.036	29.089	***
QEP→	S3_19QEP	.787	.034	31.714	***
EE→	S3_29EE	.773			
EE→	S3_22EE	.726	.029	32.342	***
EE→	S3_28EE	.817	.027	37.194	***
EE→	S3_26EE	.630	.032	27.466	***
EE→	S3_23EE	.753	.028	33.773	***
EE→	S3_27EE	.757	.028	33.949	***
EE→	S3_24EE	.801	.027	36.300	***
EE→	S3_25EE	.648	.031	28.378	***
RR→	S3_4QAP	.837			
RR→	S3_3QAP	.883	.022	47.257	***
RR→	S3_2QAP	.882	.022	47.136	***
RR→	S3_1QAP	.840	.024	43.763	***
PERCEIVED QUALITY					
ABE→	S4_4EA	.710			
ABE→	S4_5EA	.784	.032	32.975	***
ABE→	S4_10SEE	.800	.031	33.647	***
ABE→	S4_6EA	.808	.033	33.974	***
ABE→	S4_11SEE	.833	.031	35.046	***
ABE→	S4_7EB	.779	.033	32.758	***
ABE→	S4_13SEE	.815	.033	34.296	***
ABE→	S4_14SEE	.754	.035	31.706	***
ABE→	S4_8EB	.826	.033	34.748	***
ABE→	S4_9EB	.851	.033	35.793	***
ABE→	S4_12SEE	.794	.034	33.403	***
SQ→	S4_25IQ	.760			
SQ→	S4_24IQ	.761	.028	34.739	***
SQ→	S4_26SQ	.793	.026	36.460	***
SQ→	S4_27SQ	.797	.027	36.681	***
SQ→	S4_28SQ	.821	.027	37.997	***
SQ→	S4_31SQ	.815	.026	37.662	***
SQ→	S4_29SQ	.827	.025	38.352	***
SQ→	S4_30SQ	.828	.026	38.432	***
SQ→	S4_32SQ	.794	.027	36.531	***
SQ→	S4_33SQ	.830	.027	38.518	***
SQ→	S4_35SQ	.811	.028	37.447	***
SQ→	S4_34SQ	.822	.028	38.061	***
EST→	S4_23TAN	.789			
EST→	S4_22TAN	.789	.027	37.390	***
EST→	S4_21TAN	.797	.027	37.916	***
EST→	S4_20SF	.752	.027	35.191	***
EST→	S4_19SF	.758	.027	35.552	***
EST→	S4_18SF	.805	.026	38.381	***
EST→	S4_15PE	.763	.027	35.829	***
EST→	S4_17PE	.794	.028	37.711	***
EST→	S4_16PE	.785	.027	37.126	***
AM→	S4_3AM	.814			
AM→	S4_1AM	.845	.025	40.382	***
AM→	S4_2AM	.895	.026	41.775	***
INTENTION TO STUDY					
BS→	S5_12ITS	.789			
BS→	S5_14ITS	.790	.027	38.024	***
BS→	S5_11ITS	.785	.027	37.674	***
BS→	S5_13ITS	.798	.026	38.529	***
BS→	S5_15ITS	.824	.026	40.224	***
BS→	S5_16ITS	.845	.025	41.579	***
BS→	S5_17ITS	.807	.027	39.128	***
BS→	S5_20ITS	.831	.027	40.675	***
BS→	S5_19ITS	.836	.026	41.028	***
BS→	S5_18ITS	.837	.026	41.073	***
GT→	S5_5ITS	.753			
GT→	S5_4ITS	.812	.032	36.062	***
GT→	S5_3ITS	.809	.031	35.903	***
GT→	S5_1ITS	.854	.031	38.196	***
GT→	S5_2ITS	.902	.032	40.486	***

Latent	Indicator	Standardized Reg. Weight	Standard Error (S.E)	Critical Ratio	P
V→	S5_6ITS	.823			
V→	S5_10ITS	.829	.026	41.571	***
V→	S5_7ITS	.832	.025	41.789	***
V→	S5_8ITS	.831	.025	41.695	***
V→	S5_9ITS	.826	.024	41.333	***

Table 6.17 demonstrates that the magnitude for all variables and their indicators were over the rational benchmark of 0.40 (Hatcher, 1994). The direction for all the estimated parameters were also in the path similar to what prior scholars sought it to be, in which all the indicators illustrated a positive path. Furthermore, the critical ratio (t-test) for all the estimated parameters surpassed the benchmark of ± 1.96 , which were also established to be statistically significant, and the standard error (S.E.) were not extremely big or little (Bryne, 2001). Consequently, the convergent validity exists for the study variables of the measurement models.

b. Results of Discriminant Validity

Discriminant validity refers to the degree in which a particular construct is diverse from other constructs. Thus, these constructs are required to be investigated for discriminant validity so that it can confirm that the scales constructed to calculate diverse constructs are certainly calculating diverse constructs (Garver & Mentzer, 1999).

To carry out discriminant validity is to contrast the average variance removed for any two constructs or more with the squared of the correlations estimate. In other words, the average variance removed has to be larger than the variance of the correlation (Hair et al., 2006). This is for the reason that a latent construct ought to clarify its item measures better than it clarifies other constructs. Figures 6.38-6.53 reveal the measurement models of the constructs examined for discriminant validity.

i). Country Image

In this study, country image consists of the dimension of Ease of Practising Religion (EPR), Work Culture People (WCP), Political Order (PO), Technology (T), Environment (EN) and Economic Condition (EC).

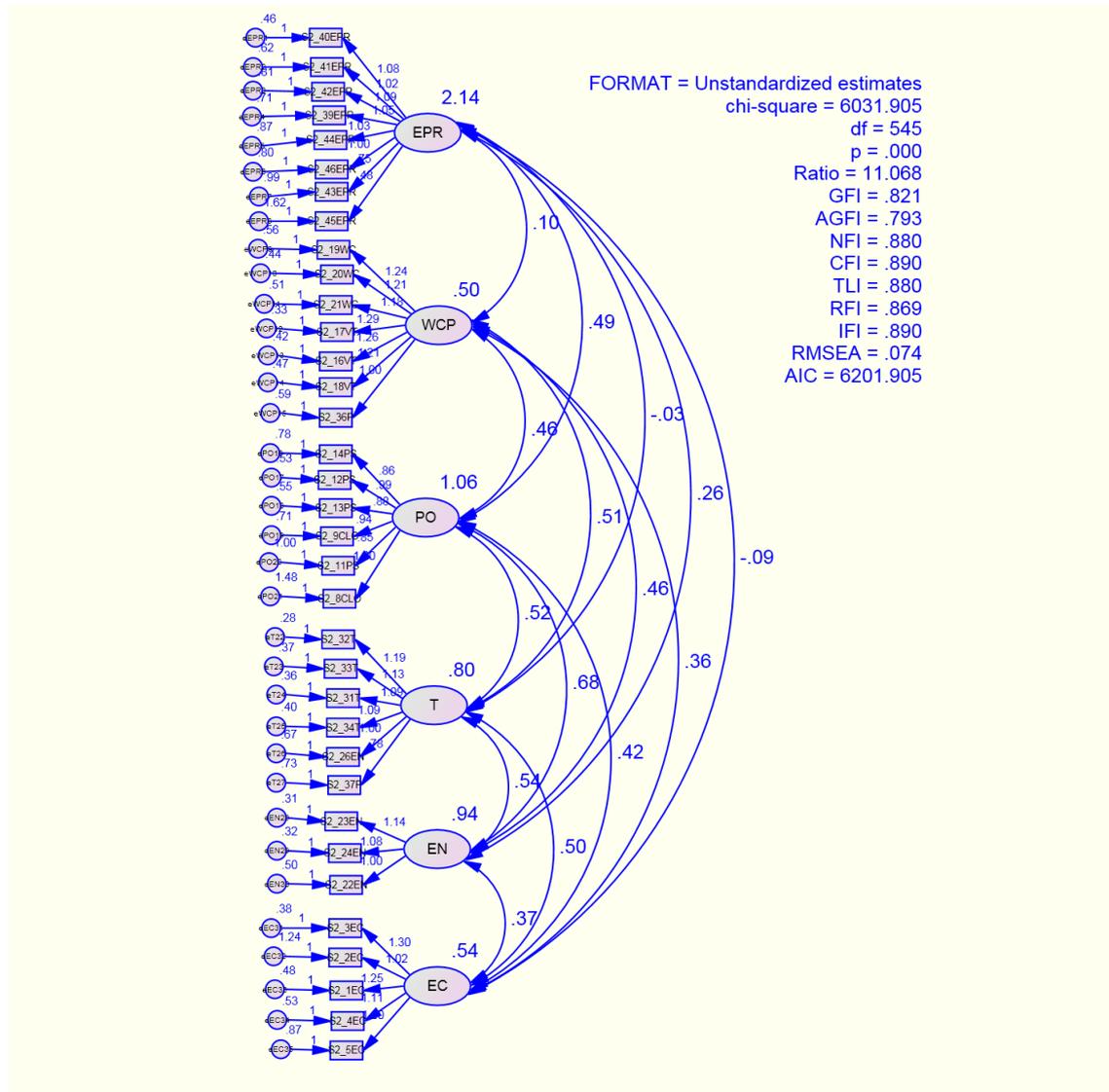


Figure 6.38
Principal Factor Analysis Using Unstandardized Estimates for Country Image

The result of the Principal Factor Analysis (PFA) for country image is quite good but it can be improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were deleted to get the data to fit the model. Of the 35 items that were identified in PFA, 16 items remain as the result

of CFA follow-up in country image constructs. In order for a model to show an acceptable fit, not only must its chosen fit indexes be within the acceptable level, but it must also have no substantial misfit as explained earlier. Should there be any misfit, modification indexes (MI) and large standardised residuals (>2.58) are useful indications (Cheng, 2001). If the standardised residual indicate values > 2.58 and is > 5 percent in the overall data, this indicates that not only are there cross loadings or misspecification among the variables in the hypothesised model (Byrne, 2001) but also unacceptable variables (Hair et al., 1998). These variables thus need to be dropped from further analysis. In other words, the model could not be analysed or evaluated until the fit indices achieve the acceptable level (e.g. GFI, TLI, CFI are $> .9$) and misspecification or cross loadings between variables are $< .258$ and are $< 5\%$ in the overall model. Besides that, for a model to be fit, the parameter estimates must also be significant (with at least $p < .05$) (Byrne, 2001) and achieve an acceptable level of convergent validity for each item (i.e. each item loading must be at least $> .5$ (Kline, 1998). Items that are cross-loaded in more than one dimension were relaxed one at a time as proposed by Long (1983).

As mentioned earlier, due to the deletion of some items, reliability analysis needs to be run. In terms of reliabilities scale, the common test employed in the past was the Cronbach Alpha (CA) with alpha coefficients 0.7 and above as an acceptable level according to Nunally's criteria. However, when confirmatory factor analysis or structural equation modelling is used, Garver and Mentzer (1999) recommend that the researcher reports both CA coefficients and composite reliabilities (CR). This index is considered similar to CA, where it reflects the internal consistency of the indicators measuring a given latent variable (Hatcher, 1994). The acceptable level for construct reliabilities in SEM is similar to CA, 0.7 (0.6 at least) (Hatcher, 1994). The results so

far exhibit high internal consistency levels with only slight differences when comparing CA and CR as depicted in Table 5.44 and Table 5.45 in previous chapter.

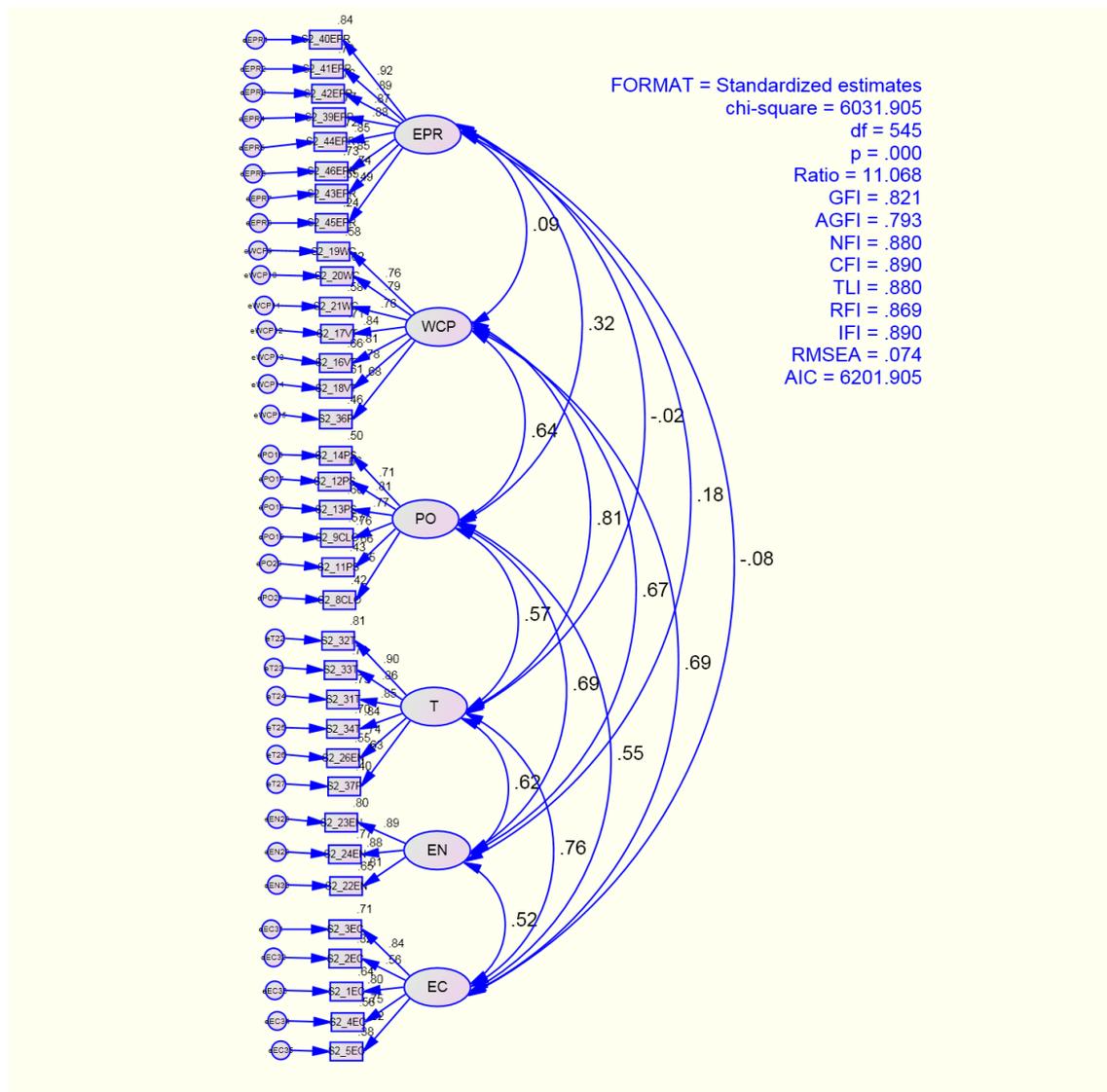


Figure 6.39
Principal Factor Analysis Using Standardized Estimates for Country Image

The result of the Principal Factor Analysis for country image is quite good but it can be improved. After we carried out dropping certain items that are not adequate fit for confirmatory factor analysis, then the measurement model change to the following:

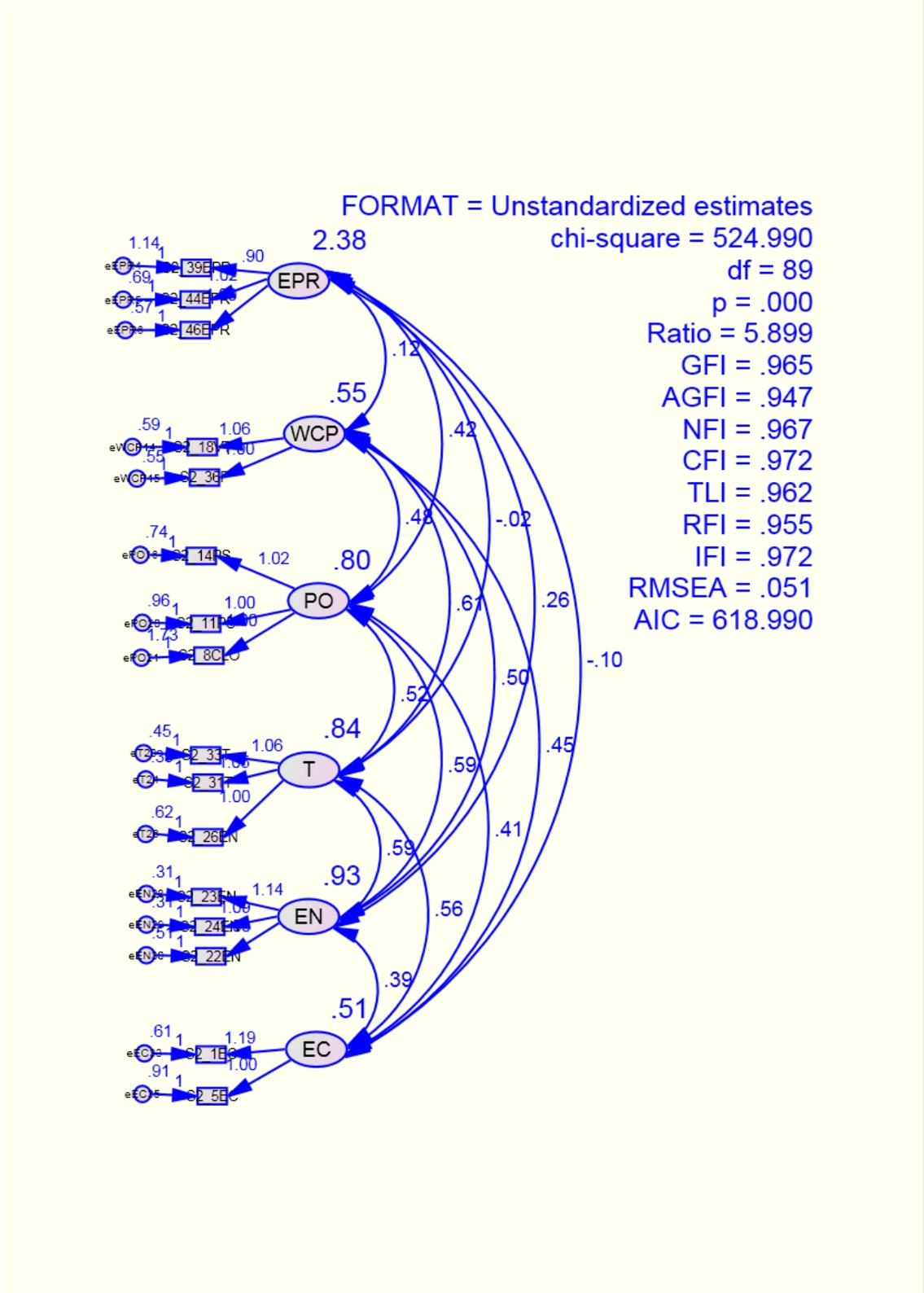


Figure 6.40
Confirmatory Factor Analysis Using Unstandardized Estimates for Country Image After Eliminating Some Items

The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were required to be deleted to get the data to fit the

model. The six factors representing country image constructs were labelled as (1) Ease Practising Religion (EPR), which reflects how easy and convenient to practise religion in a country; (2) Work Culture People (WCP), which reflects the workers characteristics of a country; (3) Political Order (PO), which reflects the aspects of political system of a country; (4) Technology (T), which reflects the level of technology in a country; (5) Environment (EN), which reflects the environment in a country; and (6) Economic Conditions (EC), which reflects the economic conditions of a country.

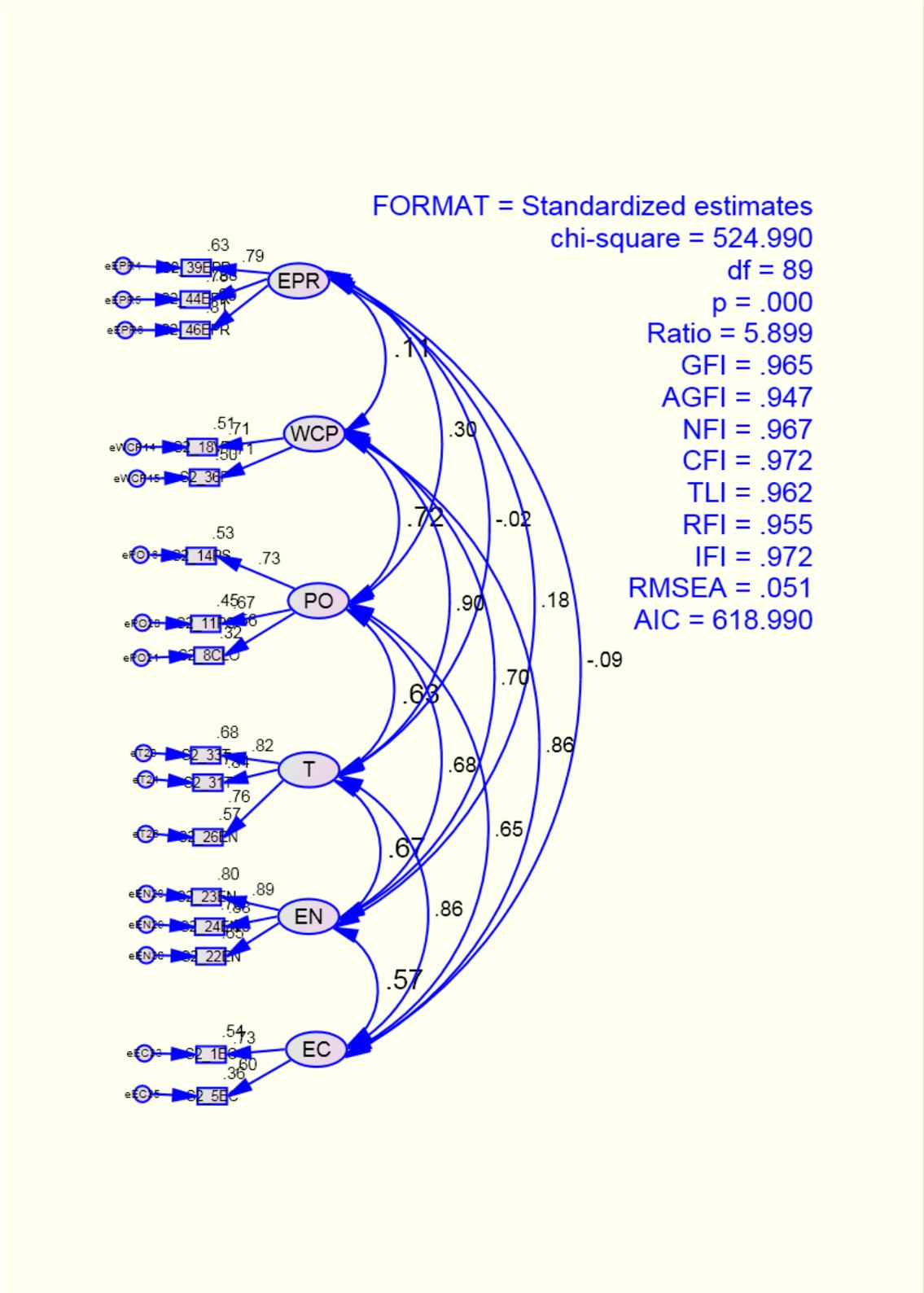


Figure 6.41
Confirmatory Factor Analysis Using Standardized Estimates for Country Image
After Eliminating Some Items

The average variance extracted for Ease of Practising Religion (EPR), Work Culture People (WCP), Political Order (PO), Technology (T), Environment (EN) and Economic

Condition (EC) were 2.38, 0.55, 0.80, 0.84, 0.93, and 0.51. Each of the construct displays a bigger variance than their correlation coefficients (0.11, 0.72, 0.63, 0.67, 0.57, and -.09). Almost all of the constructs display a bigger average variance than their correlation coefficients except for the correlation coefficient between WCP and PO. This suggests that WCP and PO are the unidimensional constructs and one latent variable is the appropriate model.

The correlation among six constructs among themselves were 0.42 (covariance between EPR and PO), -.02 (covariance between EPR and T), 0.26 (covariance between EPR and EN), -.10 (covariance between EPR and EC). This also included 0.61 (covariance between WCP and T), 0.50 (covariance between WCP and EN), and 0.45 (covariance between WCP and EC). Hence 0.59 (covariance between PO and EN), 0.41(covariance between PO and EC) and lastly 0.56 (covariance between T and EC). This specifies that the constructs support the distinctiveness of each of the constructs as uniquely present in the dimensions of country image. Figure 6.41 displays the measurement model of the construct examined for discriminant validity.

ii). University Reputation

In this study university reputation consists of the dimension of Quality of Academic Performance (QAP), Quality of External Performance (QEP), Emotional Engagement (EE), and Reputed Recognition (RR).

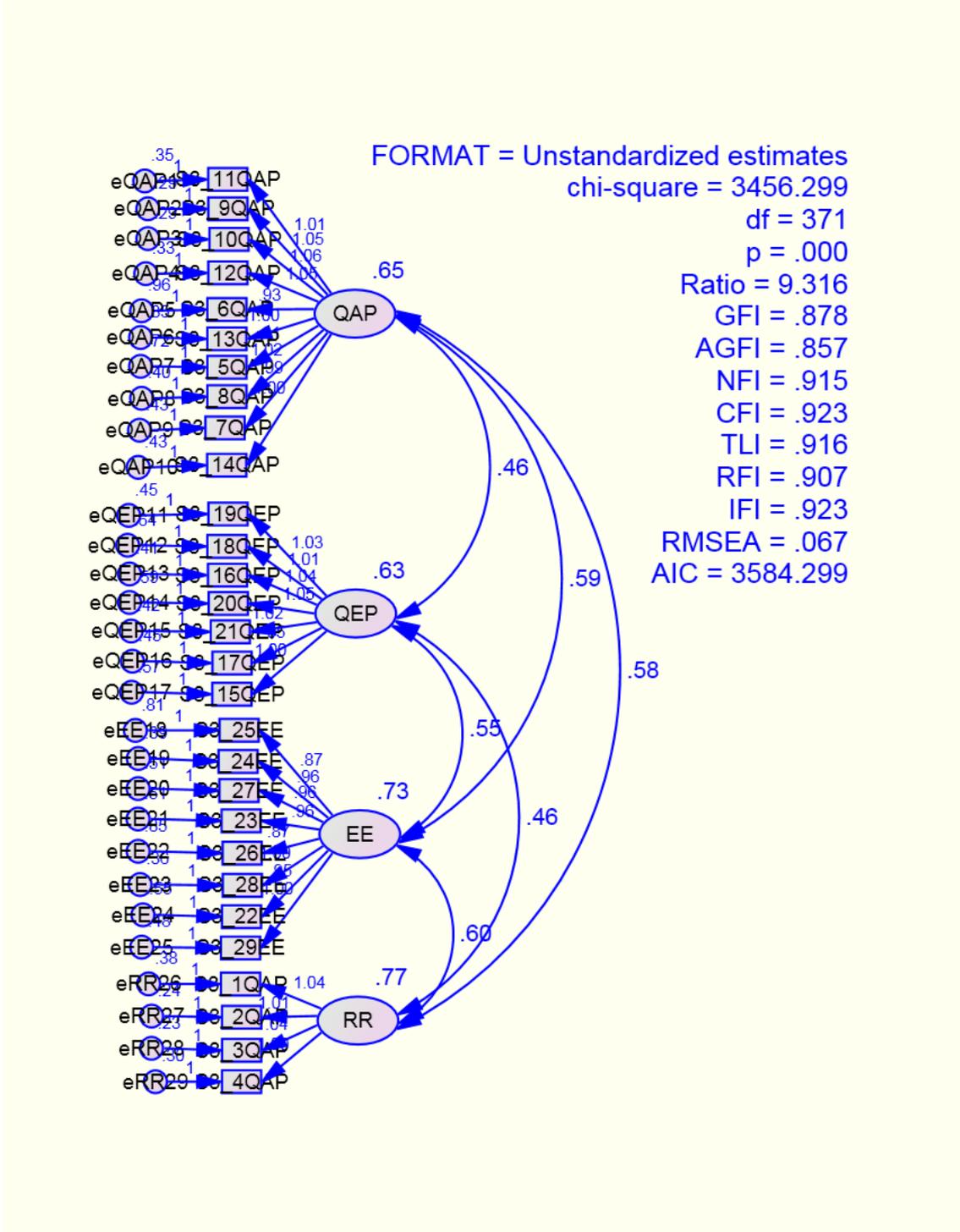


Figure 6.42
Principal Factor Analysis Using Unstandardized Estimates for University Reputation

The result of the Principal Factor Analysis for university reputation is quite good but it can be improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were required to be deleted to

get the data to fit the model. Of the 29 items that were identified in PFA, only 12 items remain as the result of CFA follow-up in university reputation constructs.

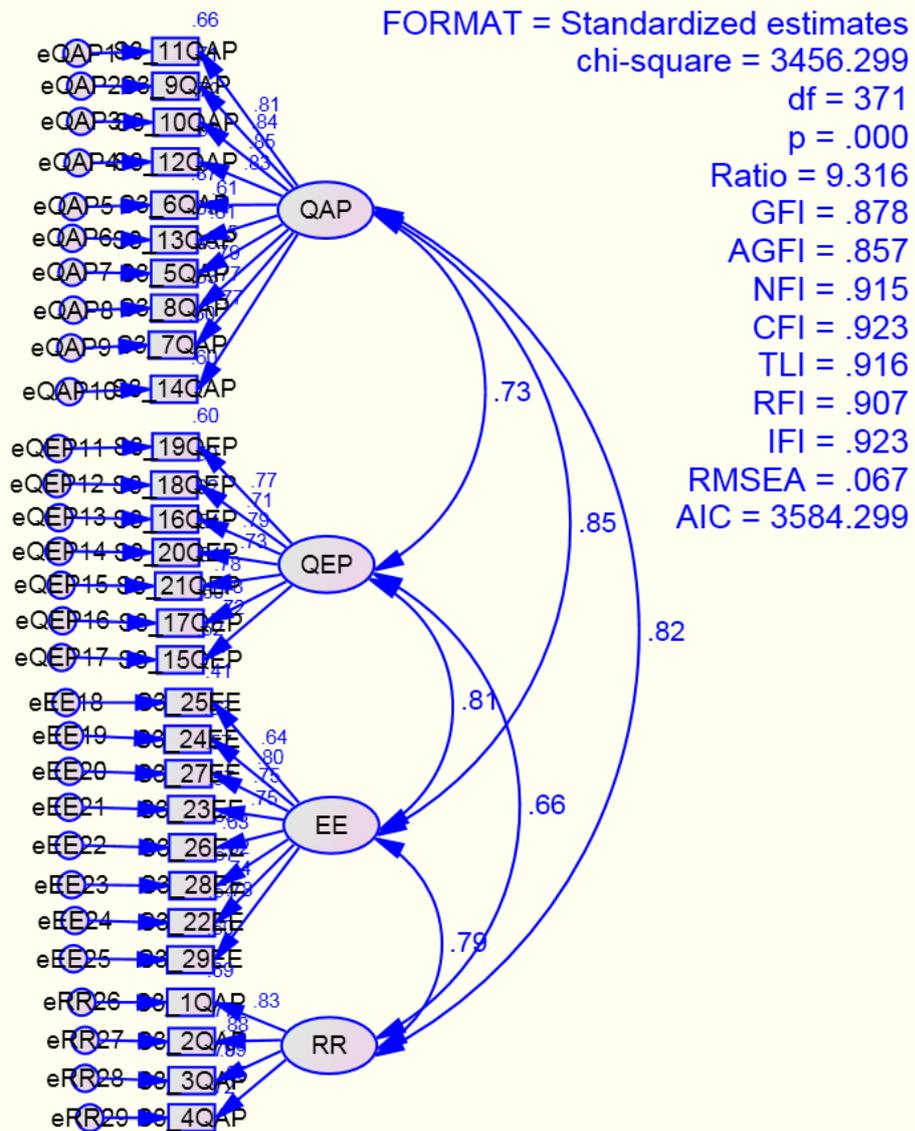


Figure 6.43
Principal Factor Analysis Using Standardized Estimates for University Reputation

The result of the Principal Factor Analysis for university reputation is quite good but it can be improved. After we carried out dropping certain items that were not adequate fit for confirmatory factor analysis, then the measurement model changed to the following:

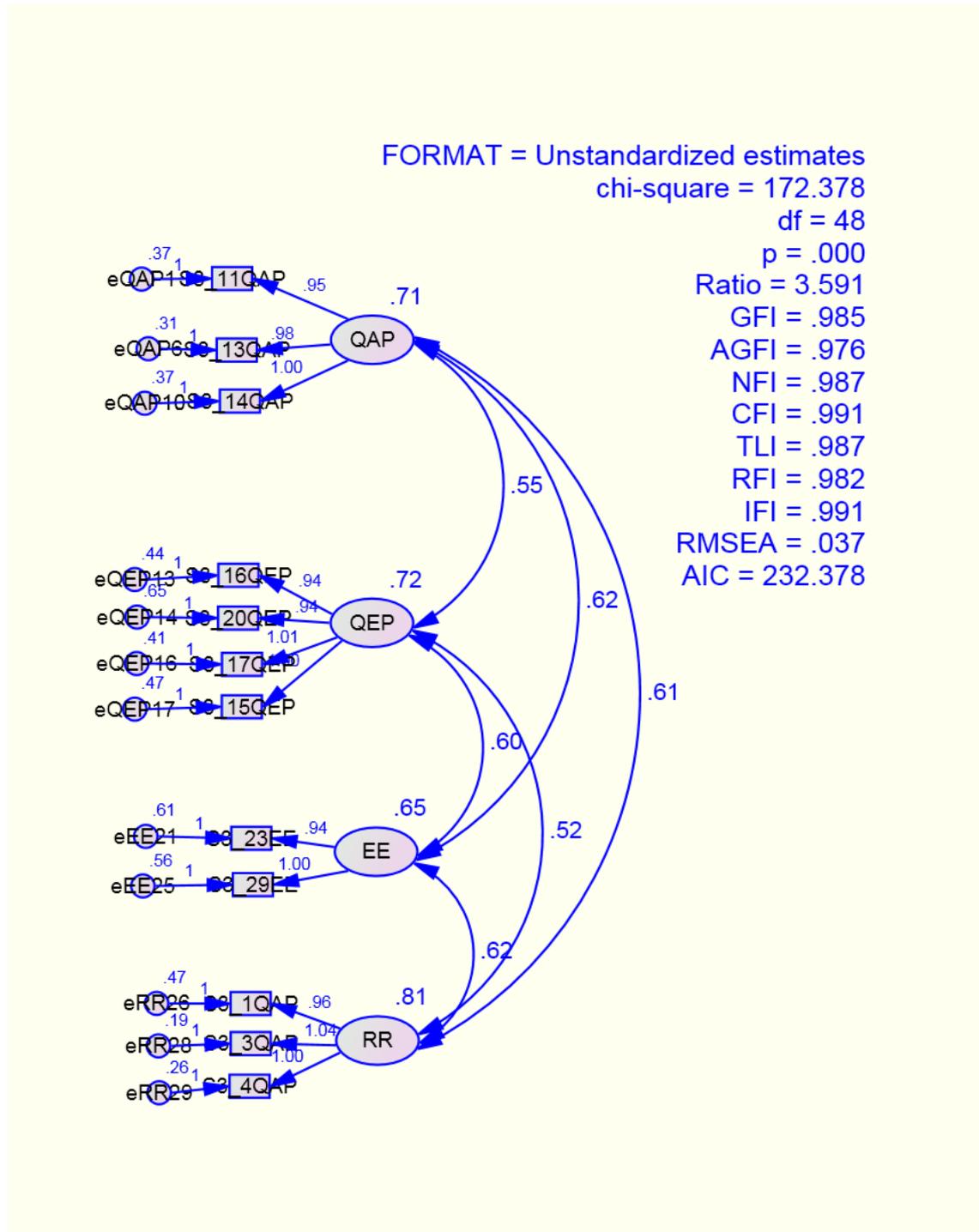


Figure 6.44
Confirmatory Factor Analysis Using Unstandardized Estimates for University Reputation After Eliminating Some Items

Then we can see a better model fit with the data. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were required to be deleted to get the data to fit the model. The four factors representing university reputation were labelled as (1) Quality of Academic Performance (QAP), which reflects the quality of academic performance offered by one university; (2) Quality of External Performance (QEP), which reflects the quality of other factors than academic to the university; (3) Emotional Engagement (EE), which reflects the emotional engagement of the students who are studying in the university; and (4) Reputed Recognition (RR), which reflects the recognition of the university.

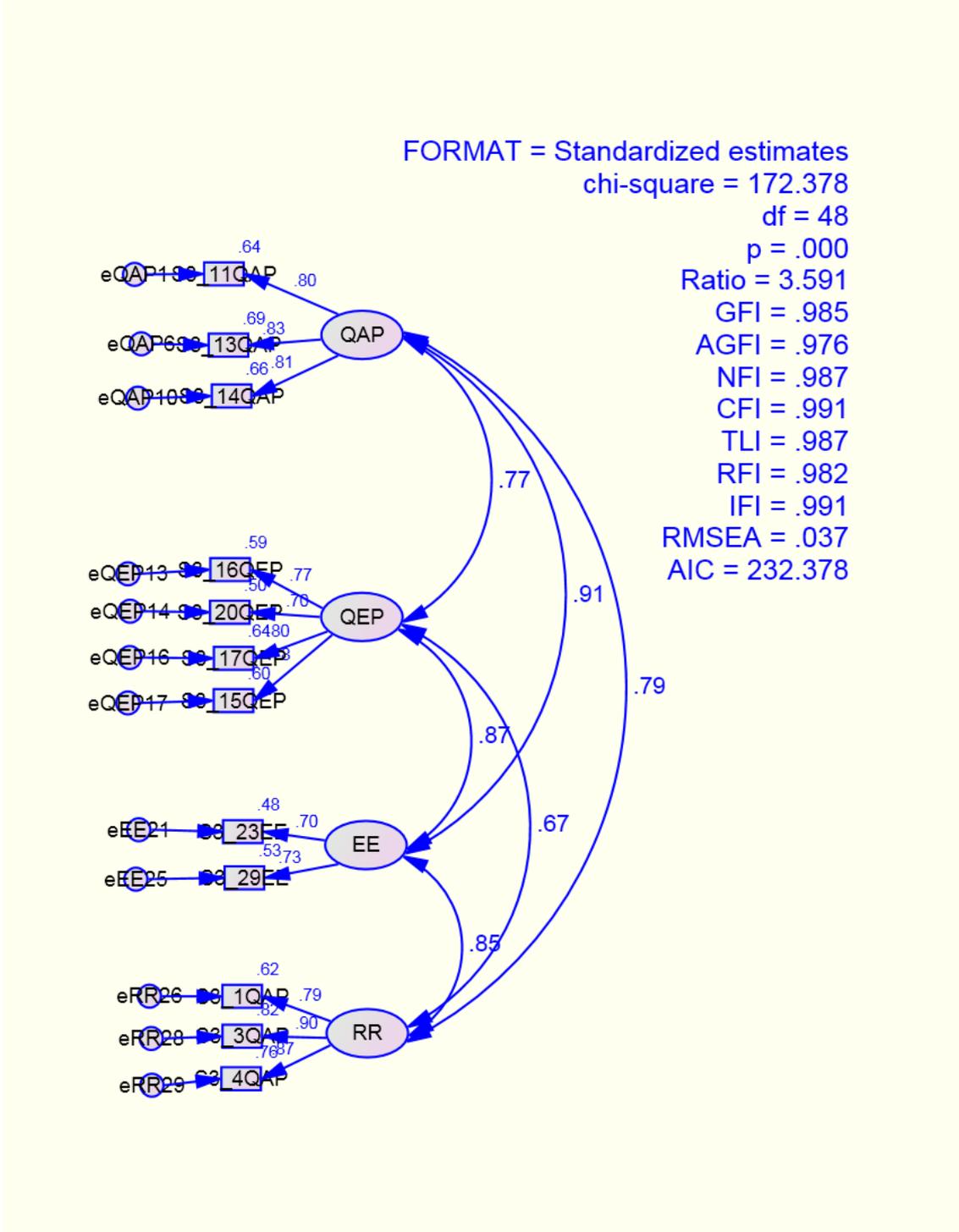


Figure 6.45
Confirmatory Factor Analysis Using Standardized Estimates for University Reputation After Eliminating Some Items

Then we can see a better model fit with the data. The outcomes from these models demonstrate that based on modification indices and standardized error, 12 items were required to be deleted to get the data to fit the model.

The average variance extracted for Quality of Academic Performance (QAP), Quality of External Performance (QEP), Emotional Engagement (EE), and Reputed Recognition (RR) were 0.71, 0.72, 0.65, and 0.81 respectively. Each of the constructs reveals slightly lower average variance than their correlation coefficients (0.77, 0.87, 0.85) except for the correlation coefficient between QAP and RR (0.79) which is slightly superior than the average variance extracted. This suggests that the first three relationships may be appropriate to be unidimensional constructs and one latent variable is the appropriate model.

The correlation among four constructs were 0.62 (covariance between QAP and EE), 0.61 (covariance between QAP and RR), and 0.62 (covariance between QEP and RR). This signifies that the constructs support the distinctiveness of each of the constructs as uniquely present in the dimensions of university reputation. Figure 6.44 reveals the measurement model of the construct investigated for discriminant validity.

iii). Perceived Quality

In this study entrepreneurial orientation consists of the dimension of Attitudes Behaviour Experience (ABE), Service Quality (SQ), Experience Social Tangibles (EST), and Ambience (AM).

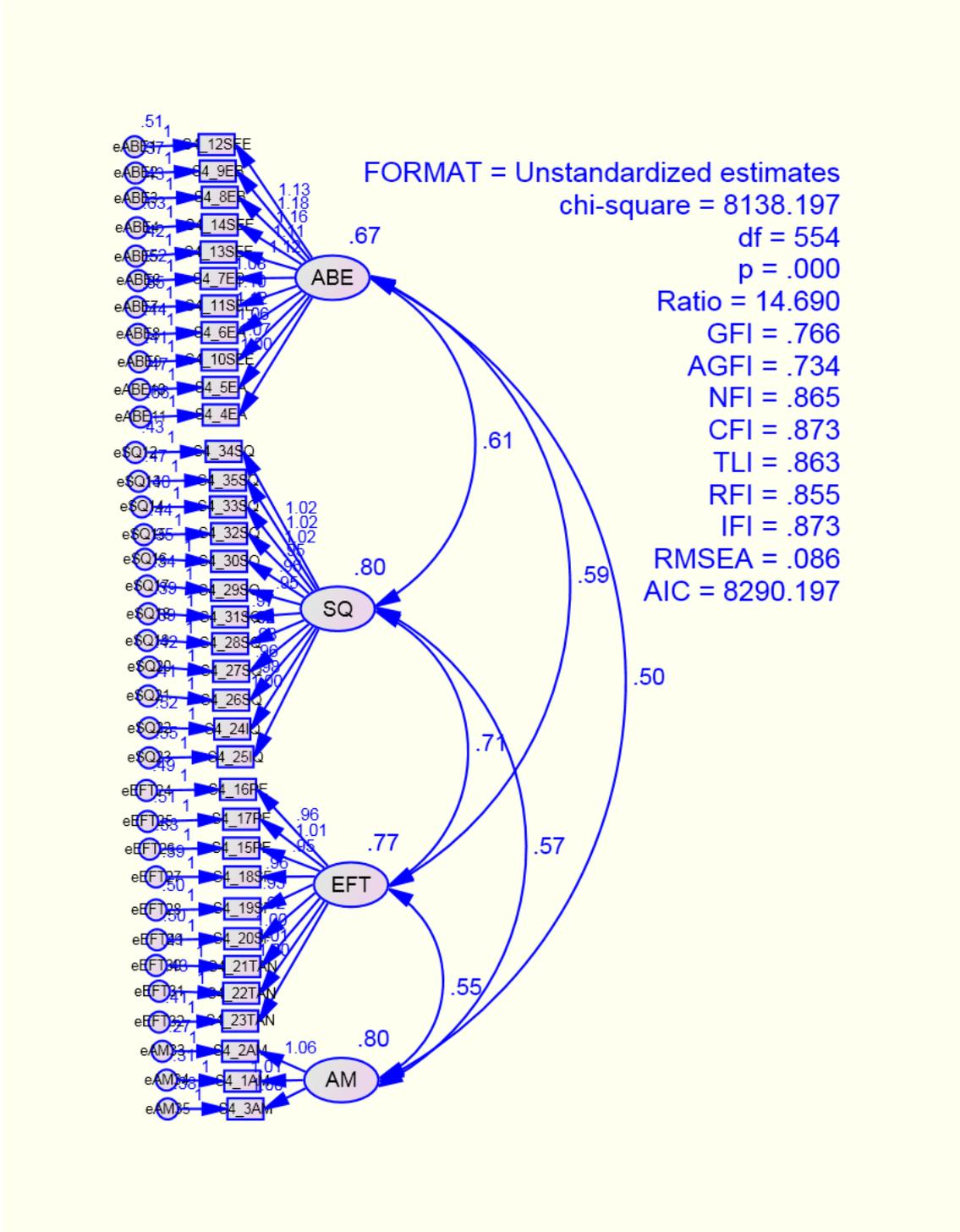


Figure 6.46
Principal Factor Analysis Using Unstandardized Estimates for Perceived Quality

The result is not so good but it can be improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items need to be deleted to get the data to fit the model. Of the 35 items that were identified

in PFA, only 13 items remain as the result of CFA follow-up in perceived quality constructs.

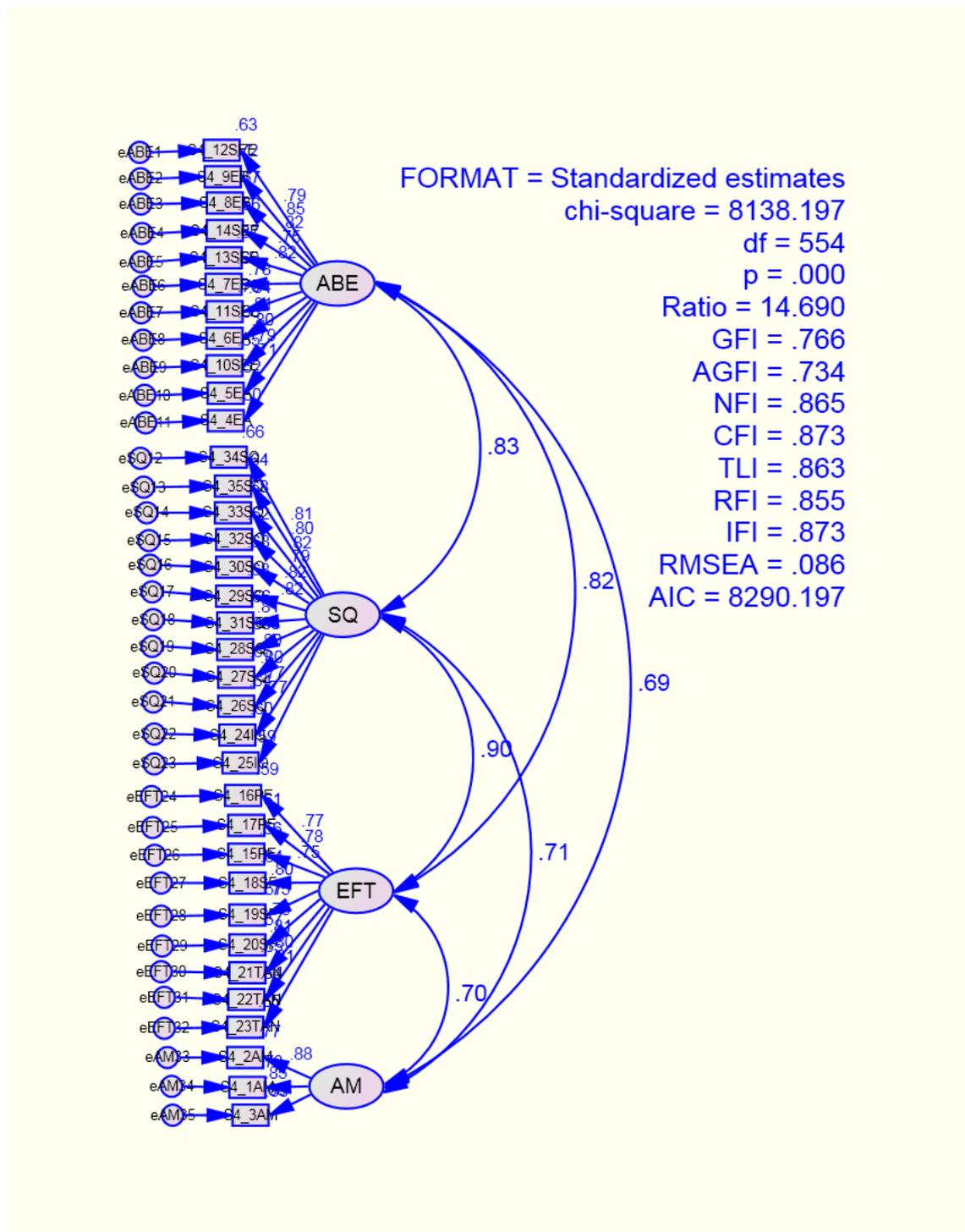


Figure 6.47 Principal Factor Analysis Using Standardized Estimates for Perceived Quality

The result is not so good but it can be improved. The four factors representing perceived quality were labelled as (1) Attitudes Behaviour Experience (ABE), which

reflects the behaviour of the employees in the country as well as in the university; (2) Service Quality (SQ), which reflects the quality of service offered by the employees in the country as well as in the university; (3) Experience Social Tangibles (EST), which reflects the experience of the customers when they deal with employees in the country as well as in the university; and (4) Ambience (AM), which reflects the atmosphere of the university or the atmosphere of the country.

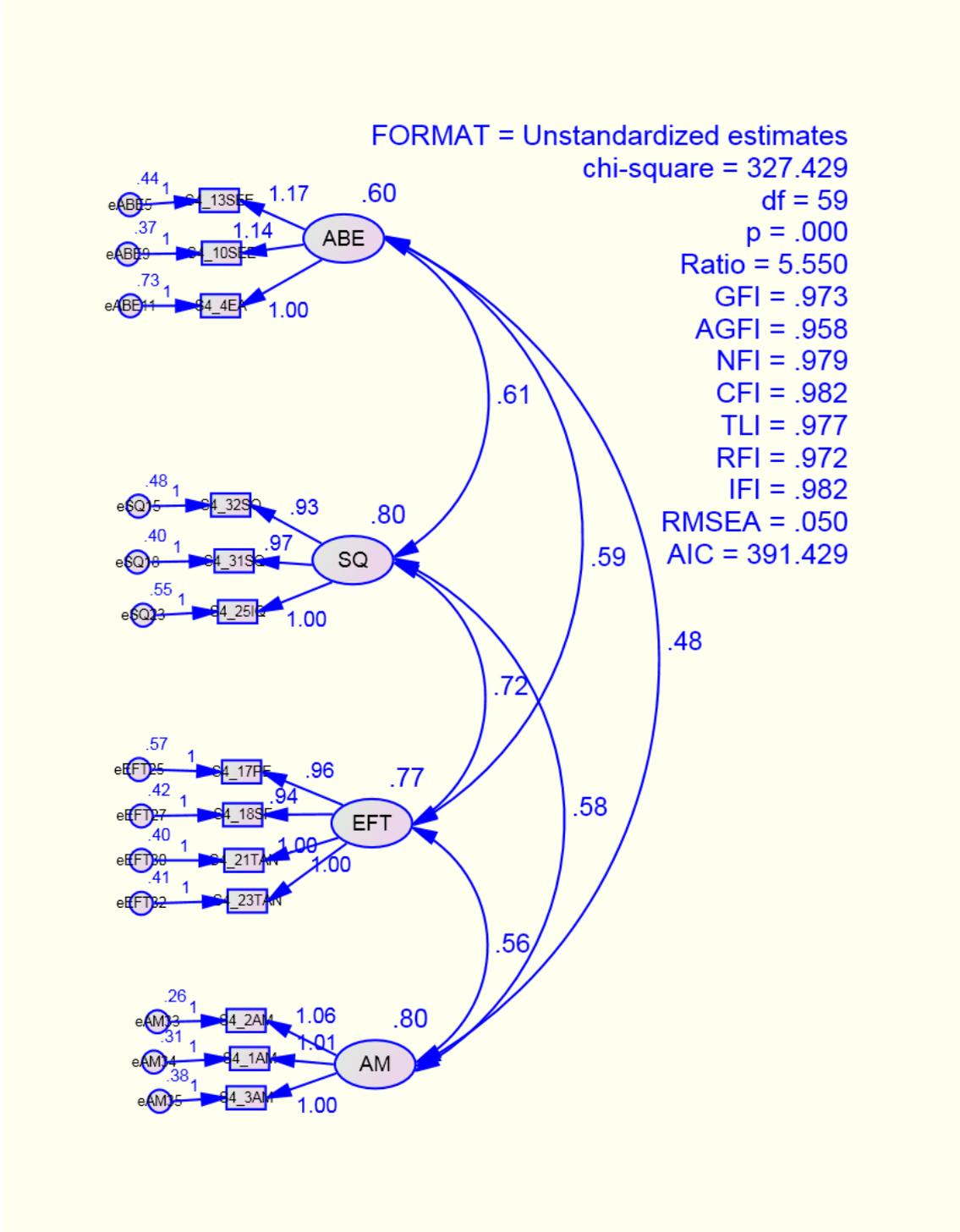


Figure 6.48
Confirmatory Factor Analysis Using Unstandardized Estimates for Perceived Quality After Eliminating Some Items

The results now are much better and it has tremendously improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were required to be deleted to get the data to fit the model.

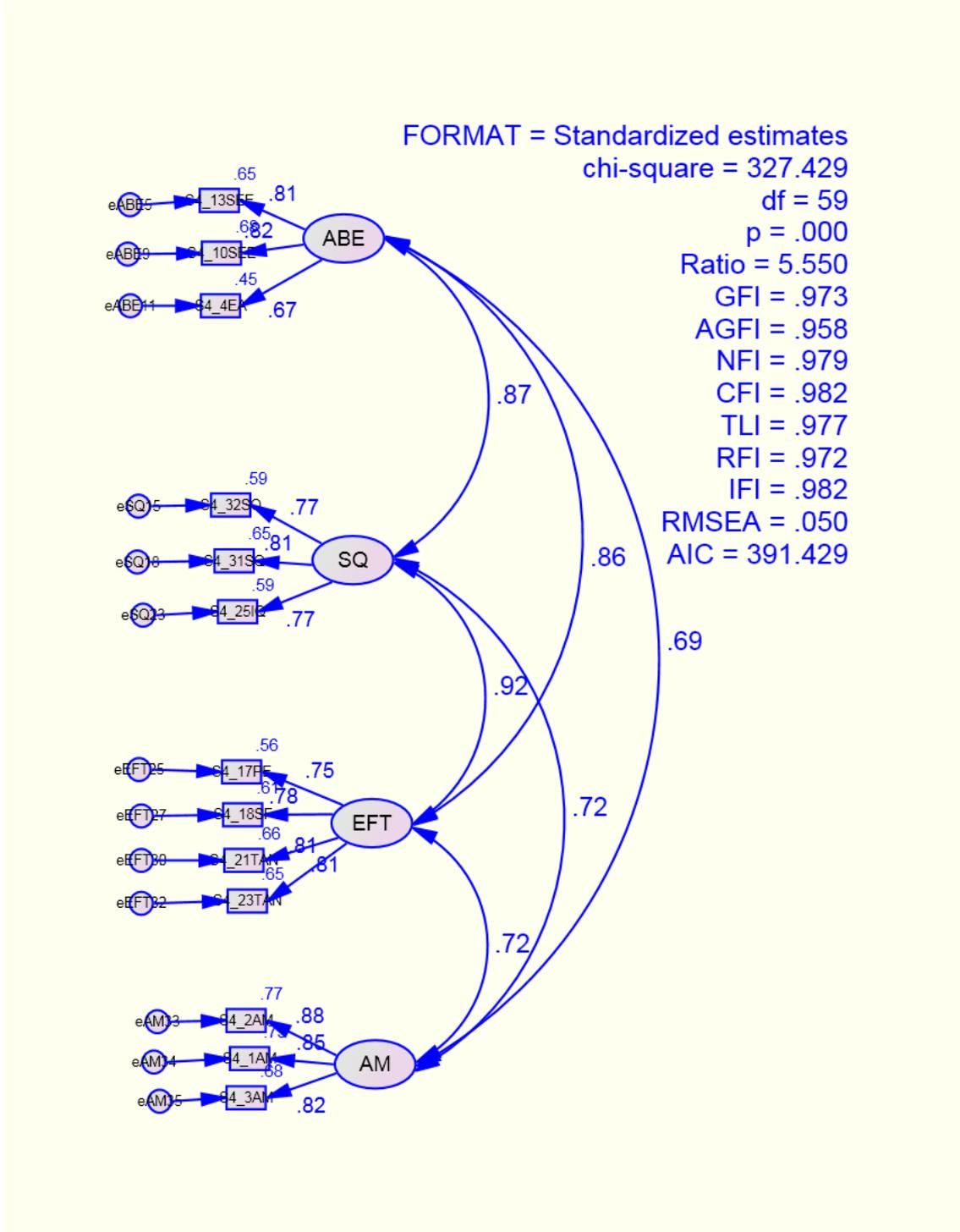


Figure 6.49
Confirmatory Factor Analysis Using Standardized Estimates for Perceived Quality After Eliminating Some Items

The results now are much better and it has tremendously improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were required to be deleted to get the data to fit the model. Of the 35 items

that were identified in PFA, 13 items remain as the result of CFA follow-up in perceived quality constructs.

The average variance extracted of Attitudes Behaviour Experience (ABE), Service Quality (SQ), Experience Social Tangibles (EST), and Ambience (AM) was 0.60, 0.80, 0.77 and 0.80 respectively. The correlation coefficients among the four constructs were 0.87, 0.92, 0.72, and 0.69 respectively. Two of the constructs, EST and AM, display a bigger average variance than their correlation coefficients, whereas another two constructs, ABE and SQ, reveal a little bit lower.

This specifies that half of the constructs support the distinctiveness of each of the constructs as uniquely present in the dimensions of market orientation. However, the other half suggests that their relationship might be appropriate to be unidimensional constructs and one latent variable is the appropriate model.

The correlations among the four constructs were 0.59 (covariance between ABE and EFT), 0.48 (covariance between ABE and AM) and 0.58 (covariance between SQ and AM). This indicates that the constructs support the distinctiveness of each of the constructs as uniquely present in the dimensions of perceived quality. Figure 6.48 demonstrates the measurement model of the construct tested for discriminant validity.

iv). Intention to Study

In this study, intention to study includes Brand Services (BS), Going To (GT/GTO), and Values (V).

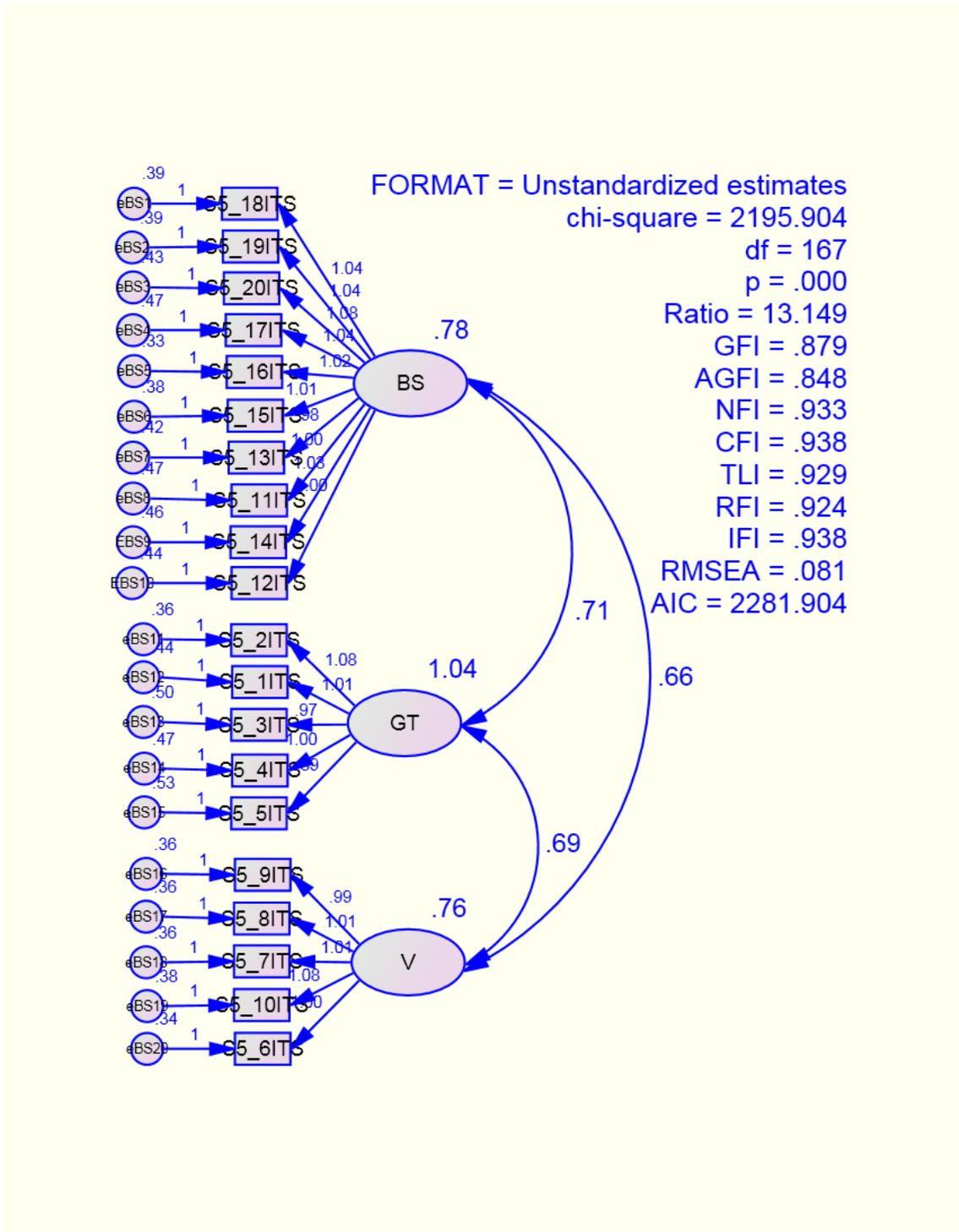


Figure 6.50
Principal Factor Analysis Using Unstandardized Estimates for Intention to Study

The result is good but it can be much improved. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items were to be deleted to get the data to fit the model.

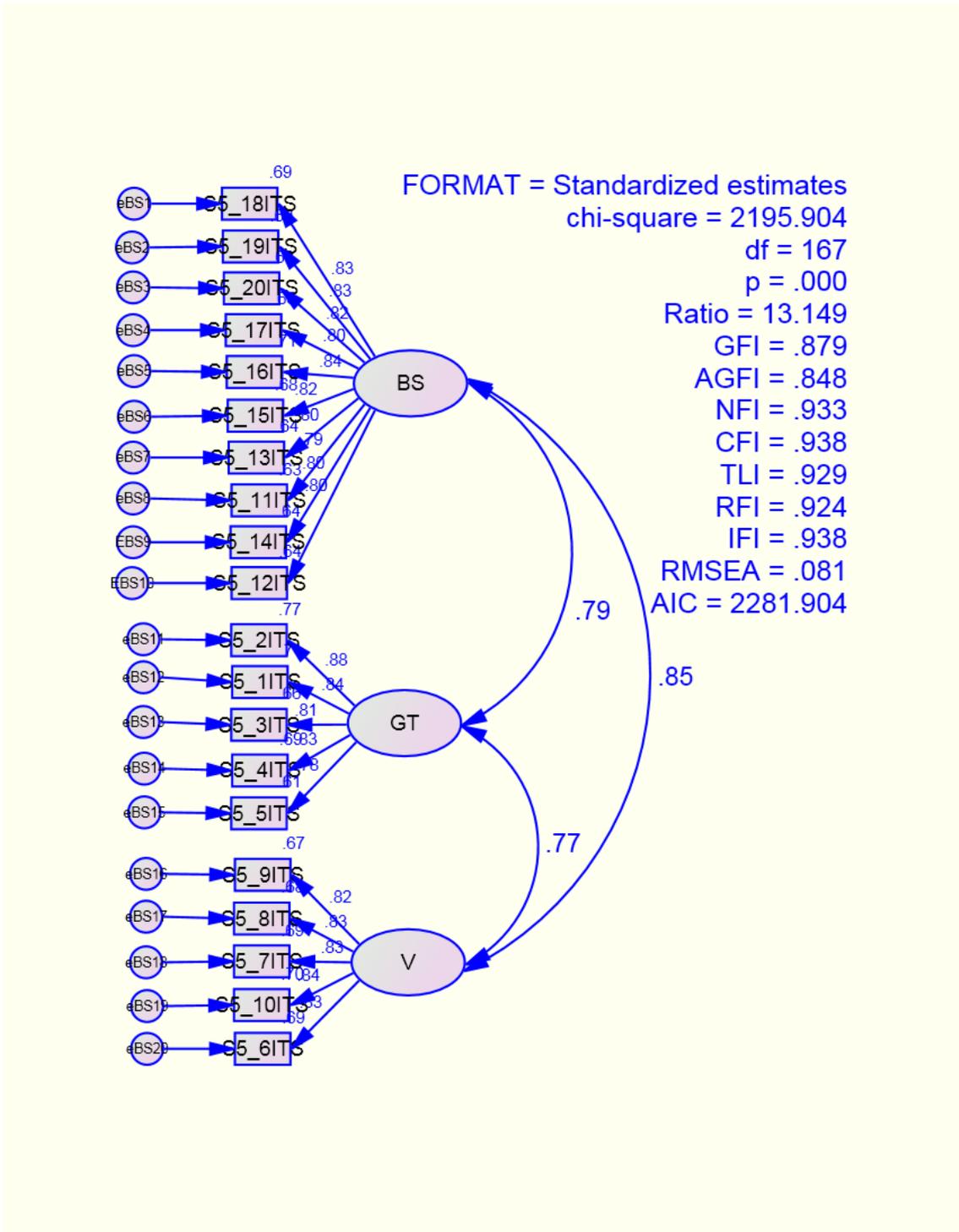


Figure 6.51
Principal Factor Analysis Using Standardized Estimates for Intention to Study

The result is good but it can be much improved.

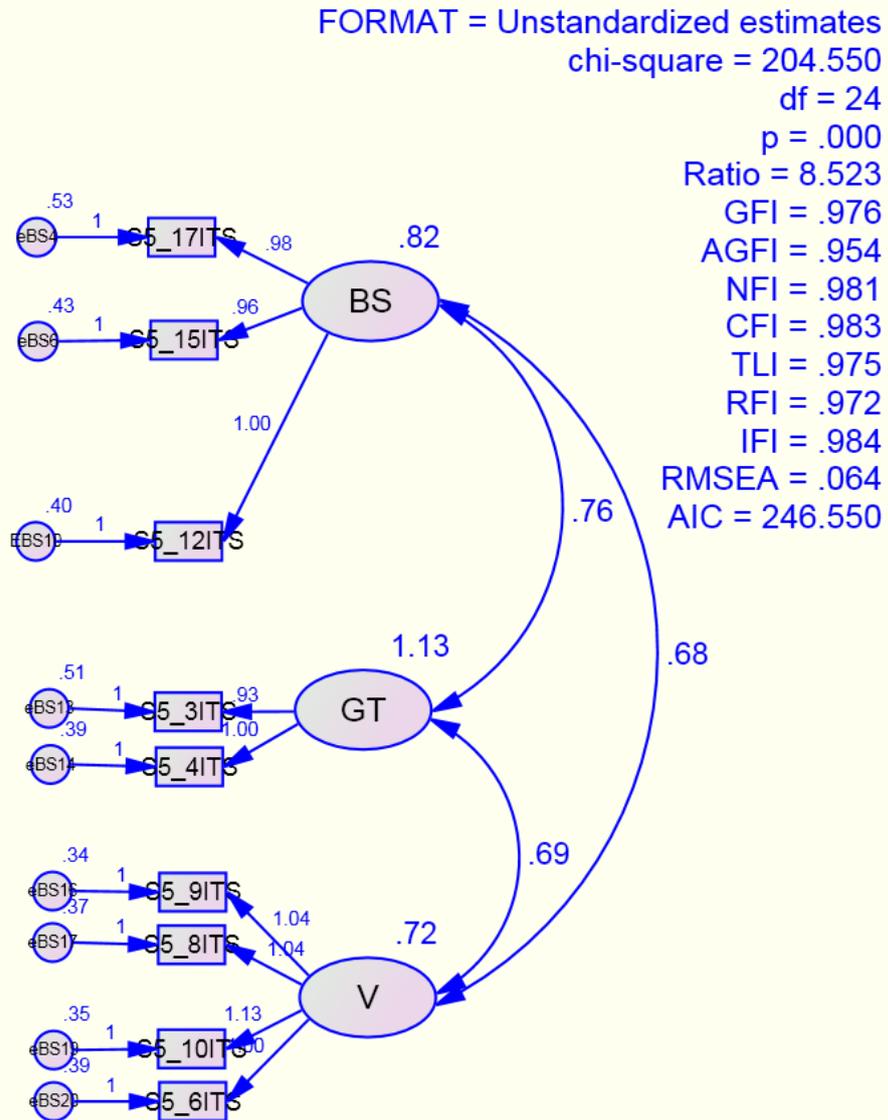


Figure 6.52
Confirmatory Factor Analysis Using Unstandardized Estimates for Intention to Study After Eliminating Some Items

Now the result is very much better. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items need to be deleted to get the data to fit the model. The three factors representing intention to study were labelled as (1) Brand Services (BS), which reflects how good the brand can attract

customers; (2) Going To (GT), which reflects how seriously someone is willing to go to the university; and (3) Values (V), which reflects the values of the university.

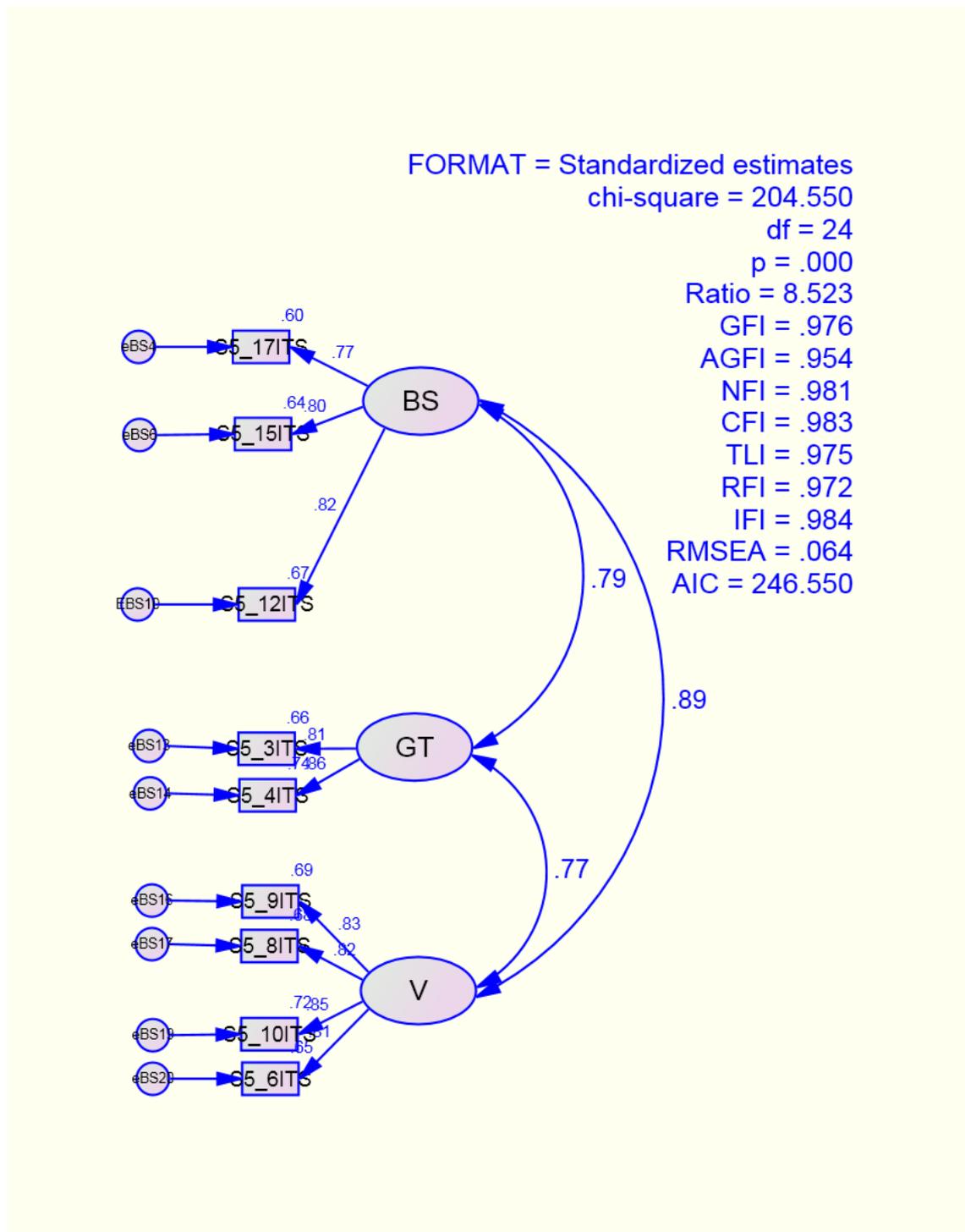


Figure 6.53
Confirmatory Factor Analysis Using Standardized Estimates for Intention to Study After Eliminating Some Items

Now, the result is very much better. The outcomes from these models demonstrate that based on modification indices and standardized error, a few items need to be deleted to

get the data to fit the model. Of the 20 items that were identified in PFA, 9 items remain as the result of CFA follow-up in intention to study constructs. The average variance extracted for Brand Services (BS), Going To (GT), and Values (V) was 0.82, 1.13 and 0.72 respectively.

The correlation coefficients among the three constructs were 0.79, 0.77 and 0.89. The two earlier constructs were larger than the average variance extracted for the said constructs. This designates that the majority of the constructs support the distinctiveness of each of the constructs as uniquely present in the dimensions of intention to study. Another construct is smaller than the average variance extracted for the said constructs. This advocates that value is a unidimensional construct and one latent variable is the appropriate model.

The correlations among three constructs were 0.76 (covariance between BS and GT/GTO), 0.68 (covariance between BS and V), and 0.69 (covariance between GT/GTO and V). The outcomes signify that the most of the average variance extracted for each construct was larger than the covariance between each of the constructs. This advocates that each of the constructs uniquely represent the dimensions of intention to study.

6.16 THE SECOND ORDER CONSTRUCT

The second order was performed not only because the all the scales adopted in this study had been specified in a priori theoretical structure but also because it will aid understanding of the dimensions of all the constructs and variables involved. Results from the first order were then sent to the second order for further analysis. However, before a decision is made to select the second/higher-order model, there is a need to compare the second-order model to the first order model. This comparison is important as it provides an additional test for common method bias (Davy et al., 1997). The first

alternative model is the first-order model (as depicted in Figure 6.40) for country image. The second alternative model is the second order model (as depicted in Figure 6.54) for country image were then compared. The same way of comparing will be performed on other constructs or variables like university reputation, perceived quality, and intention to study.

Table 6.18
Results of Confirmatory Factor Analysis for First Order

Variables	χ^2	df	p	χ^2/df	GFI	AGFI	NFI	CFI	TLI	RFI	IFI	RMSEA	AIC	HOELTER
Country Image	524.990	89	.000	5.899	.965	.947	.967	.972	.962	.955	.972	.051	618.990	434
University Reputation	172.378	48	.000	3.591	.985	.976	.987	.991	.987	.982	.991	.037	232.378	792
Perceived Quality	327.429	59	.000	5.550	.973	.958	.979	.982	.977	.972	.982	.050	391.429	493
Intention to Study	204.550	24	.000	8.523	.976	.954	.981	.983	.975	.972	.984	.064	246.550	389

Table 6.19
Results of Confirmatory Factor Analysis for Second Order

Variables	χ^2	df	p	χ^2/df	GFI	AGFI	NFI	CFI	TLI	RFI	IFI	RMSEA	AIC	HOELTER
Country Image	860.470	98	.000	8.780	.943	.921	.945	.951	.940	.933	.951	.065	936.470	288
University Reputation	199.090	50	.000	3.982	.983	.973	.985	.989	.985	.980	.989	.040	255.090	709
Perceived Quality	328.121	61	.000	5.379	.973	.959	.979	.983	.978	.973	.983	.049	388.121	506
Intention to Study	204.550	24	.000	8.523	.976	.954	.981	.983	.975	.972	.984	.064	246.550	389

As shown in Tables 6.18 and 6.19, when comparing the first-order model and second-order model, both perform well. The result is not exactly the same but the second-order model produced near identical results to the first-order model. In fact, the first-order model is much better than the second-order model. However, when both models indicate their fit indices are acceptable, as in this case, there are two ways in which a decision concerning which model to choose for further analysis could be made.

First, it could be based on the a priori status of the constructs or variables structure. As it is recommended by a priori theoretical structure, whereby the constructs or variables involved consist of multidimensional construct, this suggests that the second order model may be preferred. On the other hand, if the constructs or variables involved consist of unidimensional construct, this suggests that the first order model might be more appropriate.

Second, as explained earlier, second order increases the validity of the construct (Garver & Mentzer, 1999; Hair et al., 1998). If the a priori structure demonstrates multidimensionality, then all dimensions should “measure the same thing and should co-vary at a higher level if they are good measures of the underlying variable” (Bagozzi, 1994, p. 331). In other words, if the model could be empirically tested in a second order form, this would allow a stronger statement: “while there may be some overlap between the dimensions of all constructs or variables, the dimensions are to some extent distinct from each other (Hair et al., 1998; Schmidt, 2005). As indicated in Figures 6.54 until 6.61, the structural relationships (or factor loadings) co-vary from one dimension to another when they were tested in a higher/second order form. Therefore, on the basis of a priori status of the scale and construct validity (that the measures indeed co-vary as depicted in Figures 6.51 until 6.58), a decision to select the

second order was made for further analysis in the full structural model for the purpose of hypotheses testing.

Figure 6.54 to 6.60 show all constructs and variables for higher/second order.

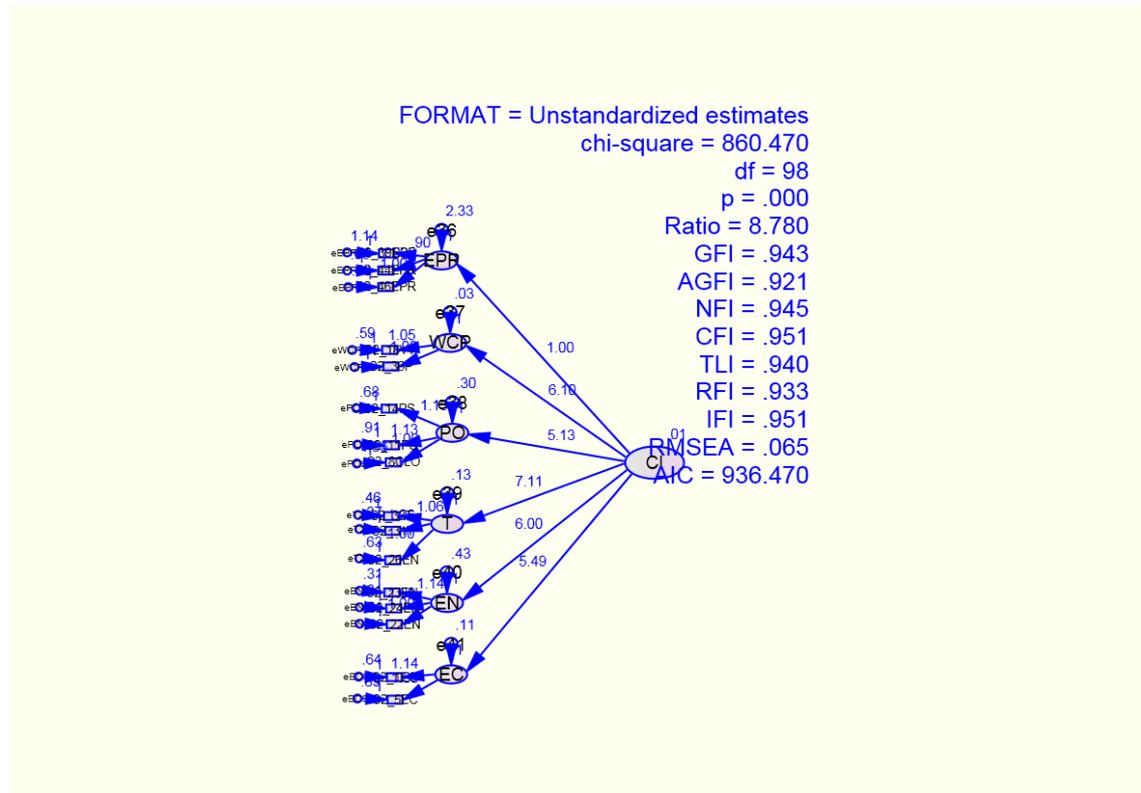


Figure 6.54
 The Second Order of Country Image Using Unstandardized Estimates

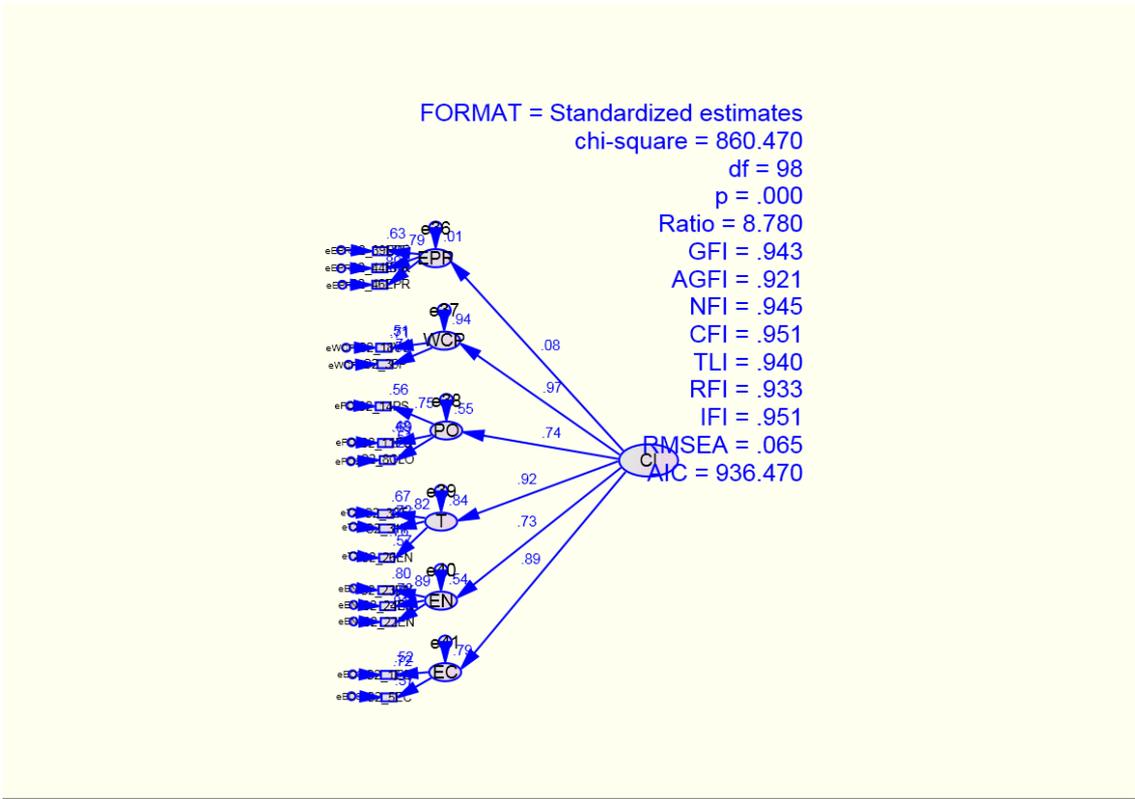


Figure 6.55
The Second Order of Country Image Using Standardized Estimates

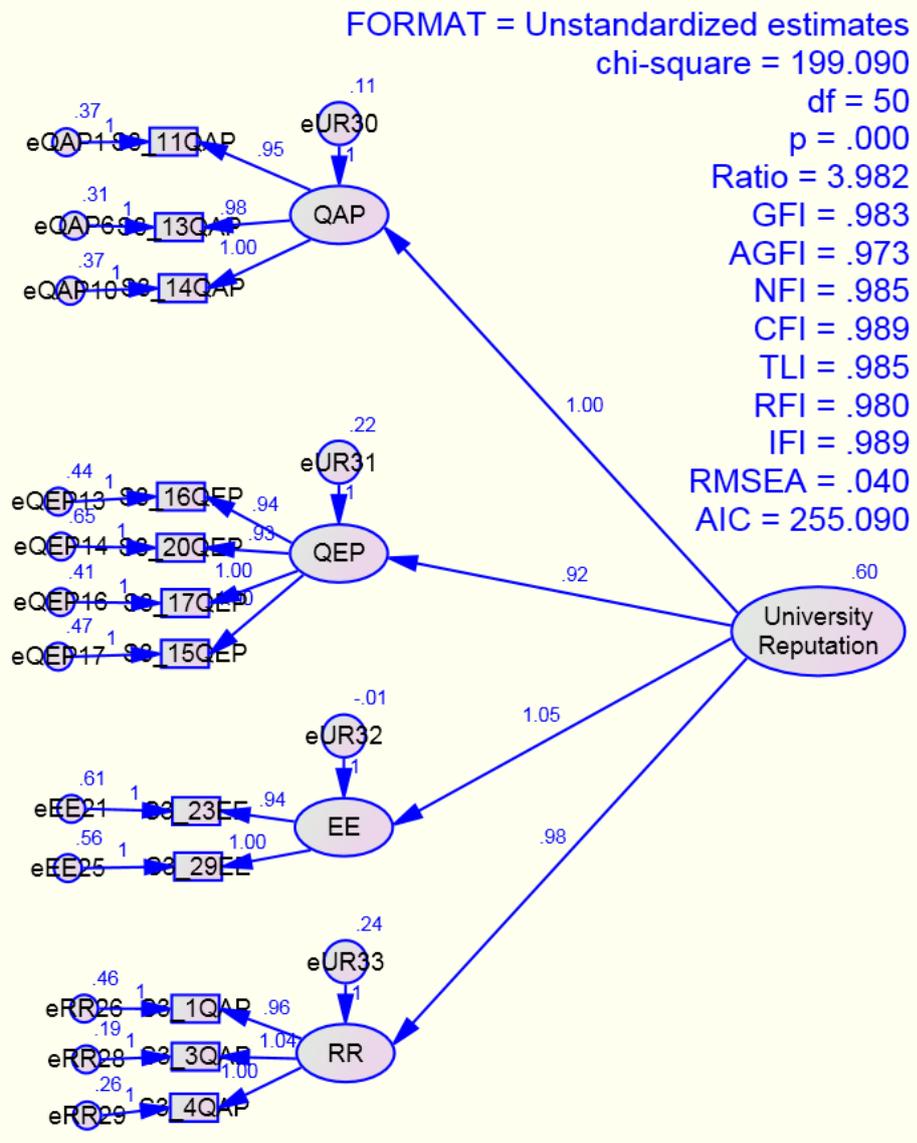


Figure 6.56
The Second Order of University Reputation Using Unstandardized Estimates

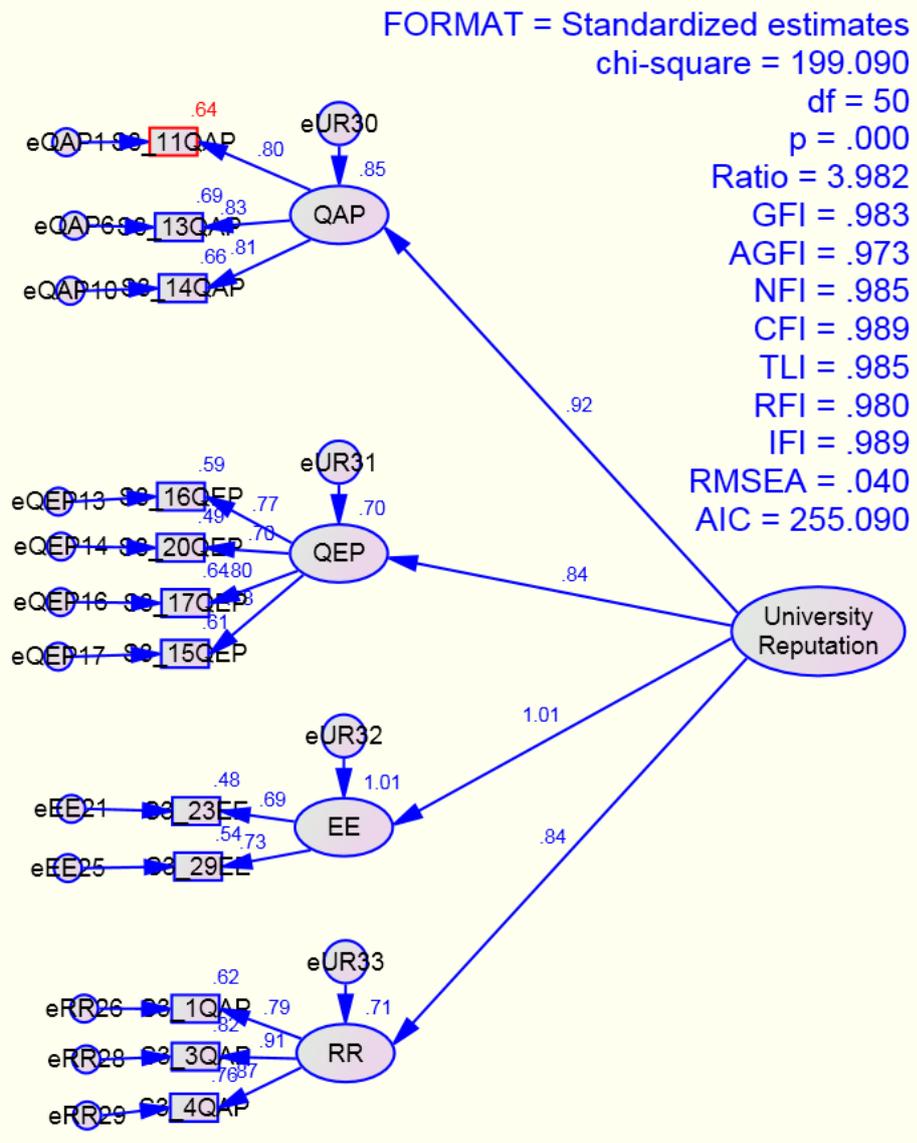


Figure 6.57
The Second Order of University Reputation Using Standardized Estimates

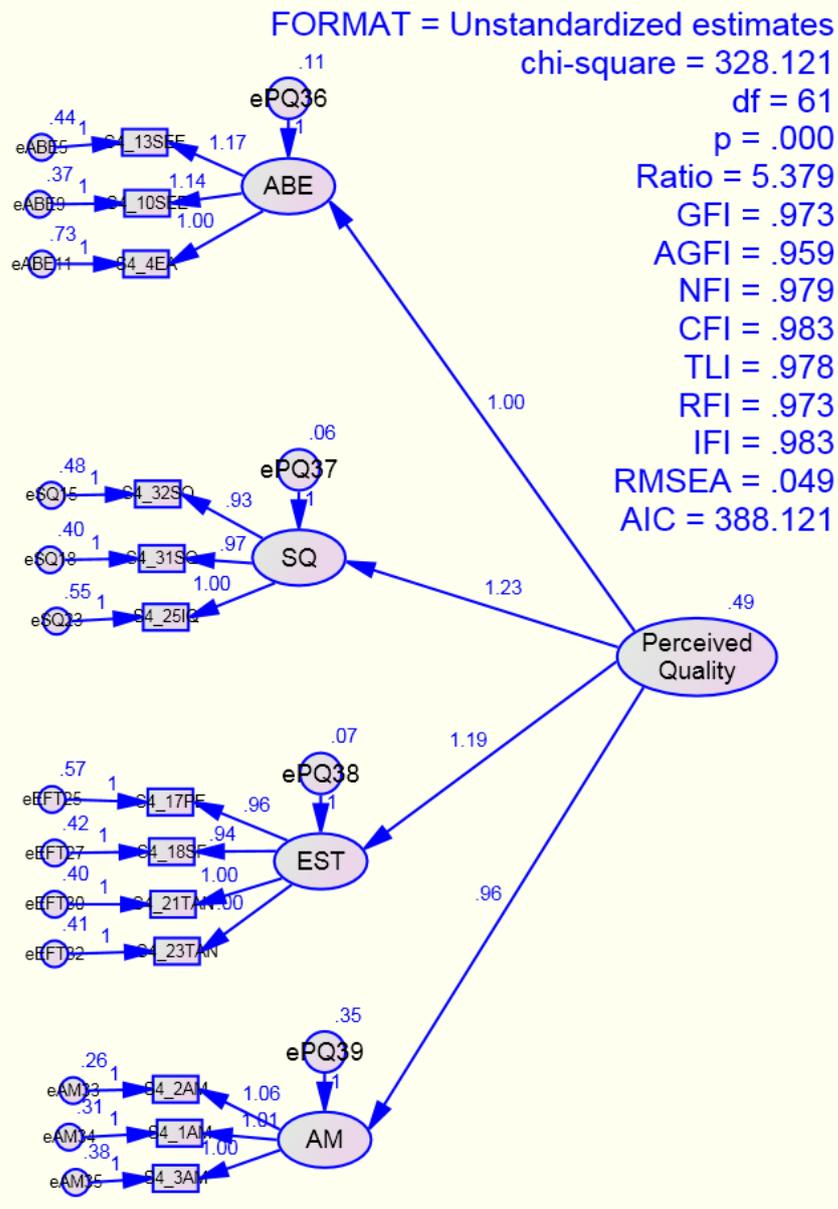


Figure 6.58
 The Second Order of Perceived Quality Using Unstandardized Estimates

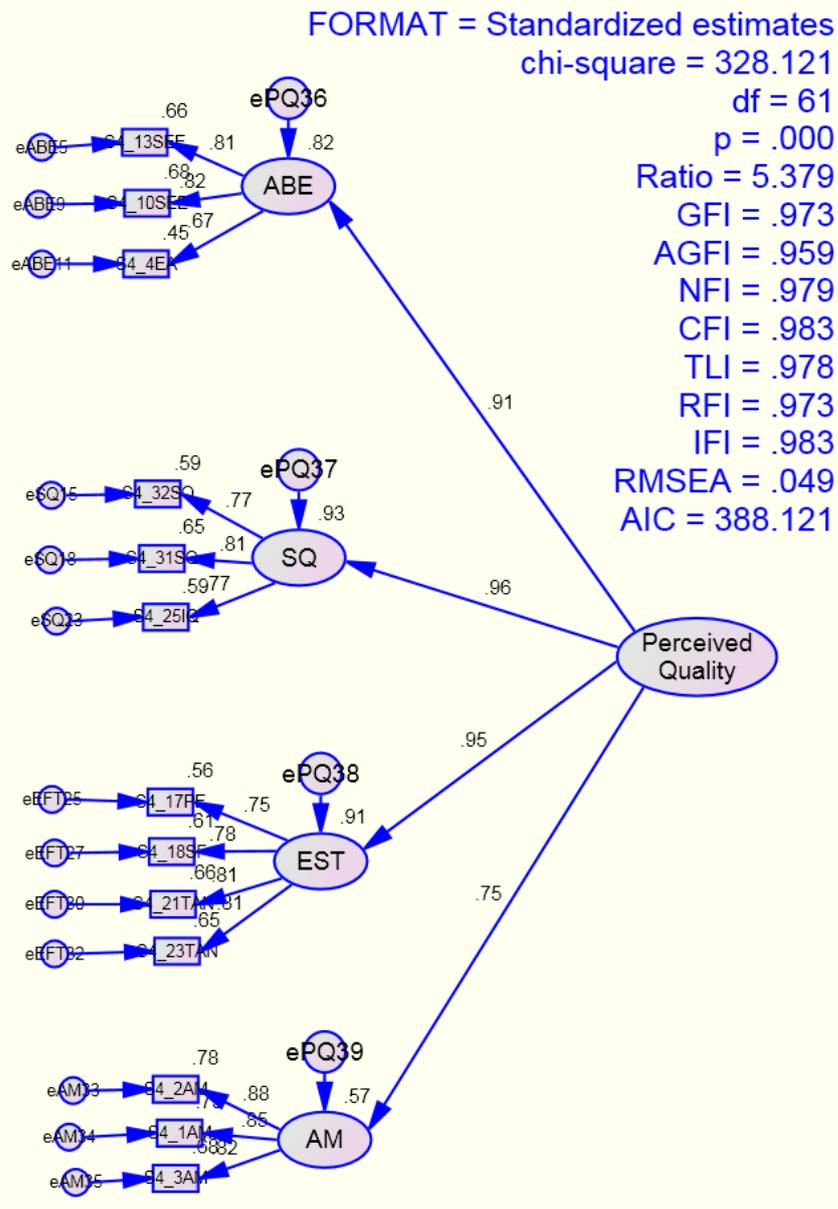


Figure 6.59
 The Second Order of Perceived Quality Using Standardized Estimates

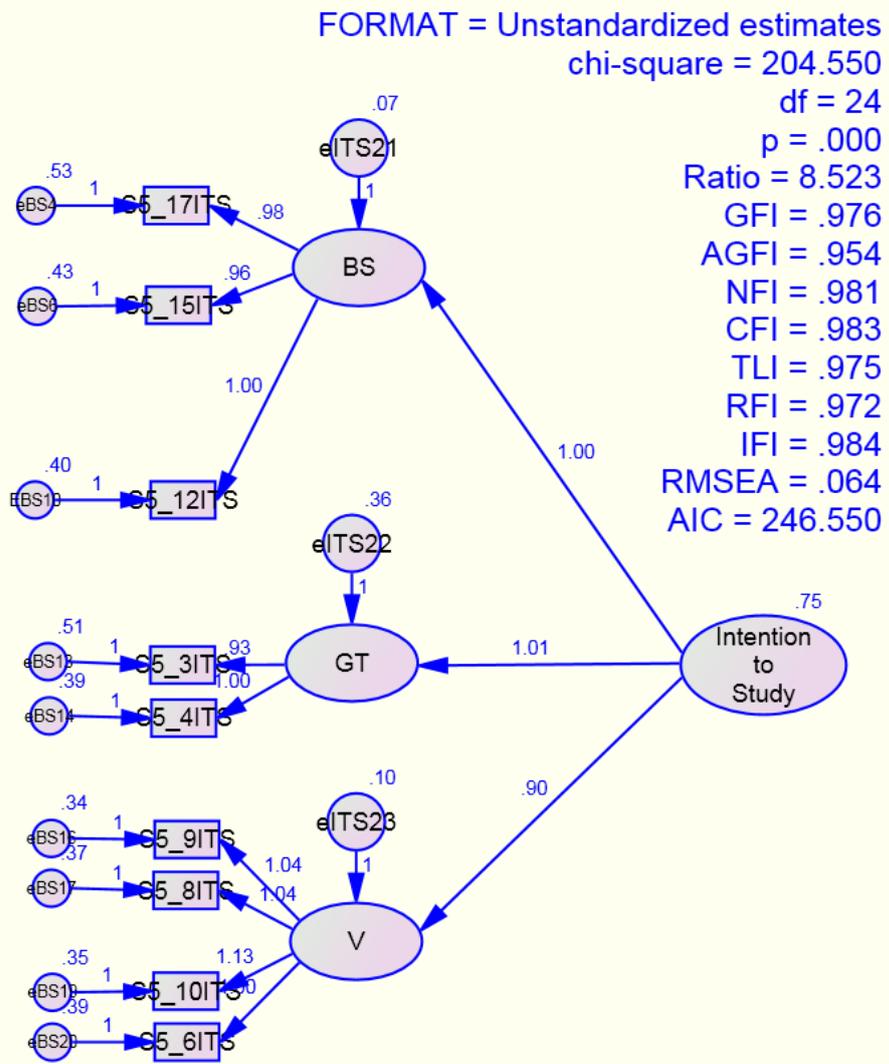


Figure 6.60
 The Second Order of Intention to Study Using Unstandardized Estimates

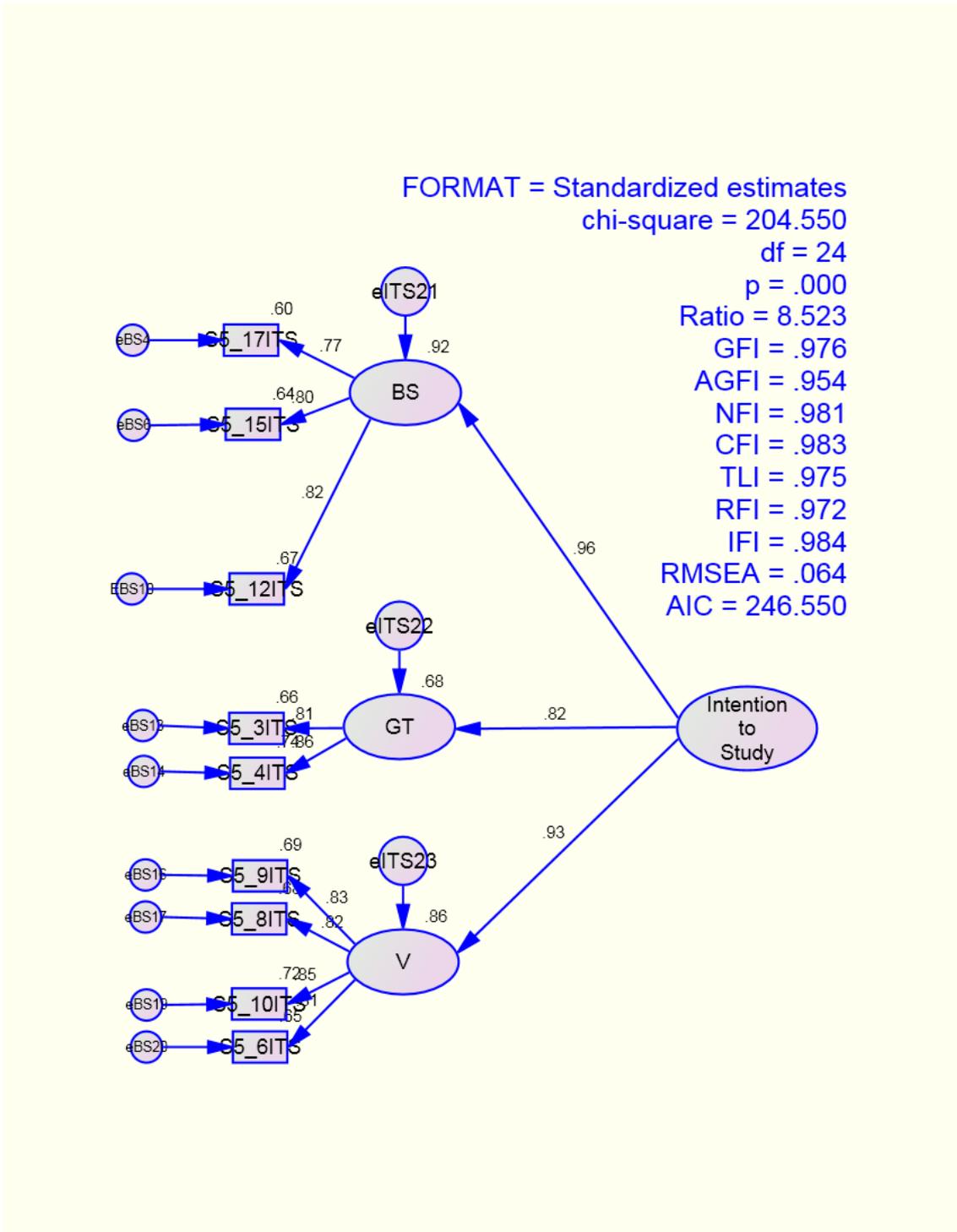


Figure 6.61
The Second Order of Intention to Study Using Standardized Estimates

6.17 STRUCTURAL MODEL

This section examines the following research questions:

H1. Country Image will have a significant and positive effect on Perceived Quality.

H2. Country Image will have a significant and positive effect on Intention to Study.

H3. University Reputation will have a significant and positive effect on Perceived Quality.

H4. University Reputation will have a significant and positive effect on Intention to Study.

H5. Perceived Quality will have a significant and positive effect on Intention to Study.

H6. There is an association between Country Image (CI) and University Reputation (UR).

Once the measurement model is validated, it can then enter the next stage or stage two or the step-two approach of the structural model. In summary, the validated measurement models refer to acceptable fit indexes, feasible and statistically significant parameters and lack of any substantial model misfit. The concern at step-two approach is to test the study's theoretical models.

While discriminant validity, convergent validity, unidimensionality, and reliability were all dealt with earlier in the measurement model phases, the full model deals with the predictive or nomological validity and hypotheses testing. Predictive validity can be achieved by correlating constructs to the other constructs that they should predict (Garver & Mentzer, 1999). In other words, the correlation between the construct and the one that it should predict should be substantial in magnitude (i.e. known as structural coefficients or standardized regression weights in AMOS), and must be statistically significant (Garver & Mentzer, 1999). For example, if H1 suggests the greater or the stronger the country image, the higher the impact on perceived quality, then it should have a significant structural coefficient or regression and indicate the correct sign as hypothesized; otherwise it would not have the ability or power to predict. With this type of analysis, the study is able to find out whether is there any relationship between country image and perceived quality and other constructs and

variables. The next section discusses the results of these hypotheses (H1 to H6) by evaluating the hypotheses in the Step-Two SEM.

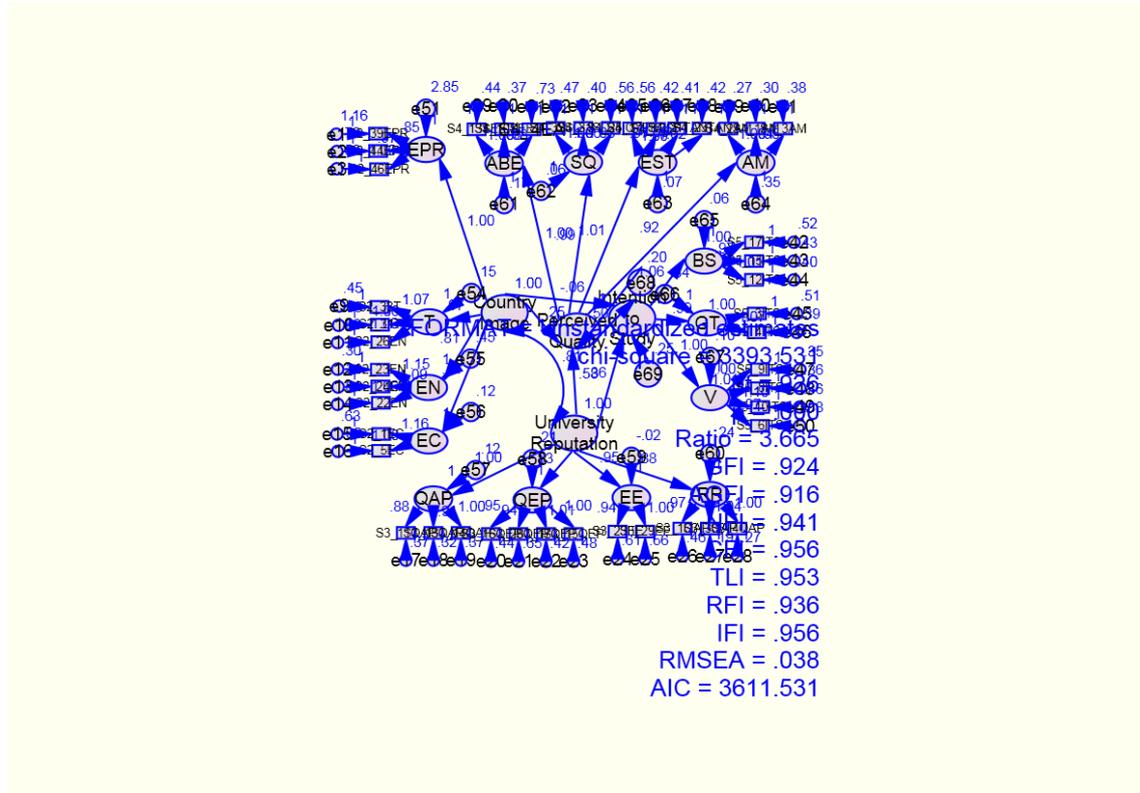


Figure 6.62
Structural Model Using Unstandardized Estimates of the Whole Framework

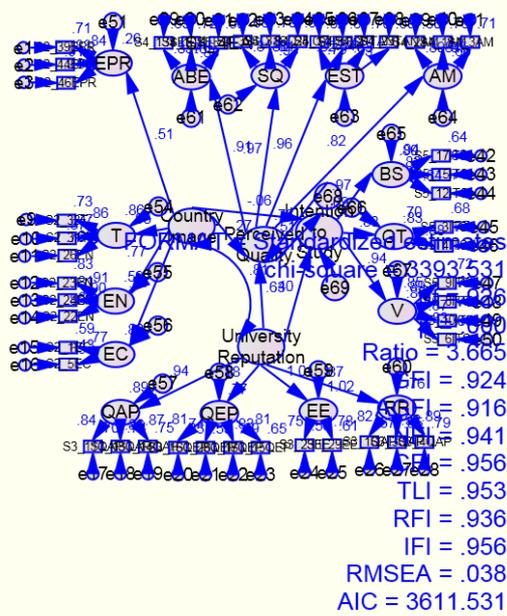


Figure 6.63
Structural Model Using Standardized Estimates of the Whole Framework

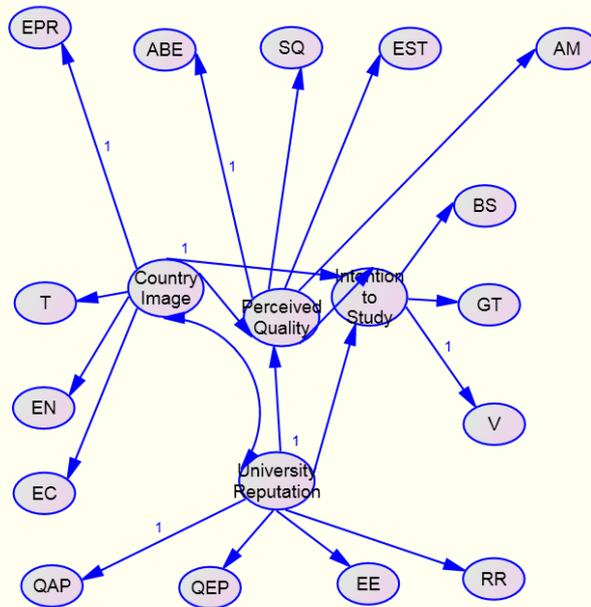


Figure 6.64
Structural Model of the Whole Framework Without Showing the Items

Table 6.20
Results of the Structural Model for All Variables

Variables	χ^2	df	p	χ^2/df	GFI	AGFI	NFI	CFI	TLI	RFI	IFI	RMSEA	AIC	HOELTER
Whole Model	3393.531	926	.000	3.665	.924	.916	.941	.956	.953	.936	.956	.038	3611.531	562

The output in Table 6.20 indicates that the hypothesised models of the SE are quite excellent fit to the sample data with $\chi^2(1852) = 3393.53$ at $p < .001$; $\chi^2 /df = 3.665$; GFI = .924, NFI = .941, CFI = .956, TLI = .953, RFI = .936, IFI = .956, RMSEA = .038, AIC = 3611.531 and HOELTER = 562, except for χ^2 which is significant instead of being insignificant at $p < .001$, which is common when a sample size larger than 200 is involved (Anderson & Gerbing, 1988; Garver & Mentzer 1999). As explained earlier, the goodness-of-fit statistics (i.e the χ^2) should exhibit $p > .05$ and this would indicate a good model. However, the present study's model indicates a significant model with $p < .05$; in fact $p < .01$. According to Anderson and Gerbing (1988); Garver and Mentzer (1999) and Long (1983), when the sample size increase ($N > 200$), significance will normally be found for most models.

Figures 6.59 and 6.61 indicate that, except for the paths from Country Image to Intention to Study, the structural regression coefficients or standardized regression weight for all other paths in the models are significant at $p < .01$. Here, path for Country Image to Perceived Quality (.25***), path for University Reputation to Perceived Quality (.58***), path for University Reputation to Intention to Study (.36***), and Perceived Quality to Intention to Study (.50***). Perceived Quality explains 75.5% of the variance (or squared multiple correlation), with University Reputation to Perceived Quality (.58***) having the most effect. Squared multiple correlation (SMC) = 75.5% refers to the estimated variance explained by the predictor variable. Specifically, it is estimated that the predictor of Perceived Quality explains

75.5% of its variance, which means the error variance of Perceived Quality is approximately 24.5% of the variance of Perceived Quality.

On the other hand, Intention to Study explains 68.7% of the variance (or squared multiple correlation), with Perceived Quality to Intention to Study (.50***) having the most effect. Squared multiple correlation (SMC) = 68.7% refers to the estimated variance explained by the predictor variable. Specifically, it is estimated that the predictor of Perceived Quality explains 68.7% of its variance, which means the error variance of Perceived Quality is approximately 31.3% of the variance of Perceived Quality.

In other words, from this result, the significant paths from the predictors' variables such as Country Image, University Reputation, Perceived Quality to Intention to Study suggests that there are relationships among them. The above paragraphs so far described the results of research questions 1 to 6 or hypotheses 1 to 6. In order to investigate the final research question of the current study: "Country Image will have a significant and positive effect on Perceived Quality and continue until the end". The study will examine not only the direct effect between Country Image to Perceived Quality, Country Image to Intention to Study, University Reputation to Perceived Quality, University Reputation to Intention to Study, and Perceived Quality to Intention to Study but also the indirect effect of these relationships. For the current study, as the previous literature noted in chapter 4, it was found that there could be a direct relationship between Country Image and Perceived Quality, and also indirect relationship between Country Image and Intention to Study (via Perceived Quality). In the SEM full model, these relationships could be examined through direct and indirect effects.

Furthermore, in SEM, it is important to examine the decomposition of structural effects in the model. The estimation of direct and indirect effects can be looked at as “a way to decompose observed correlations into their constituent parts, both spurious and non-spurious. A path model is said to fit the data if these decompositions can reproduce the observed correlations (Kline, 1998, p. 53). Total effects are the sum of all direct effects and indirect effect of one variable on another, while indirect effects involve “one or more intervening variables that transmit some of the causal effect of prior variables onto subsequent variables’ (Kline, 1998, p. 52). The magnitude of the indirect effect is given by the product of the standardized coefficients of the paths linking the two variables (Bentler, 1995).

6.18 ANALYSIS OF THE STRUCTURAL MODEL AND TESTING

HYPOTHESES

The structural model is analyzed based on the modified measurement models using the maximum likelihood estimation (MLE) method. The theoretical framework illustrated in Figure 6.64 hypothesizes six relationships among the variables CI, UR, PQ, and ITS. The initial model as shown in Figure 6.64 (or Model 4 in Figure 6.67) is tested using AMOS 19 where the results show one insignificant path coefficient (CI → ITS). Acting on the assumption that there are inadequate judgment specifications for the original model due to the presence of total mediating, modification should be performed if we want it to do so.

Some authors do this by comparing the model to alternative models as outlined in Anderson and Gerbing (1988) and applied by many authors e.g. Li et al. (2005) and Lin et al. (2005). The procedure involves comparing the proposed model to alternative models, conducting sequential Chi-square difference tests (SCDTs) by calculating the differences between Chi-square statistic values for the proposed model and each

alternate model. The degree of freedom for the Chi-square difference equals the difference in the degrees of freedom of the pair of models being compared.

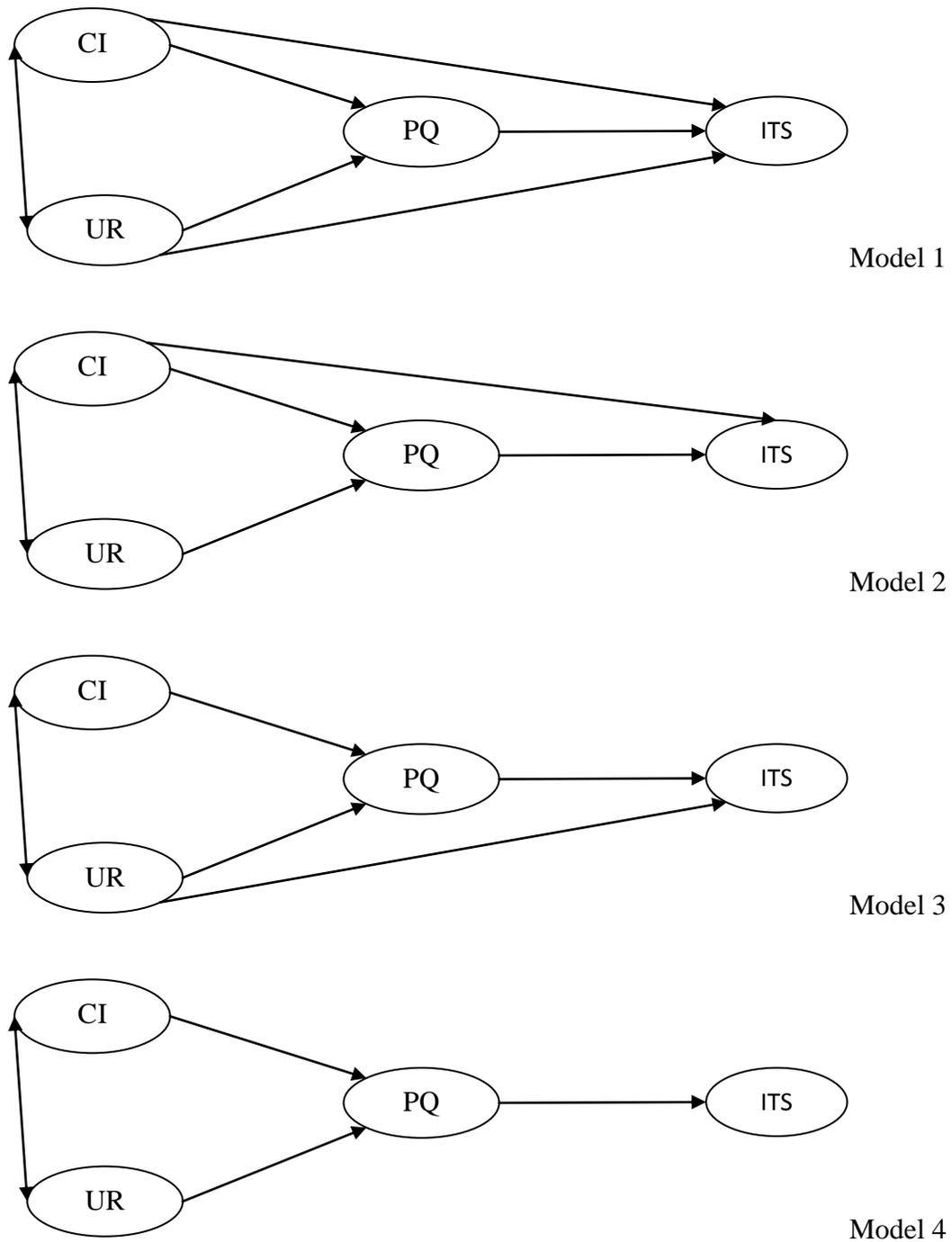


Figure 6.65
Simplified Structural Models for Sequential Chi-square Difference Tests

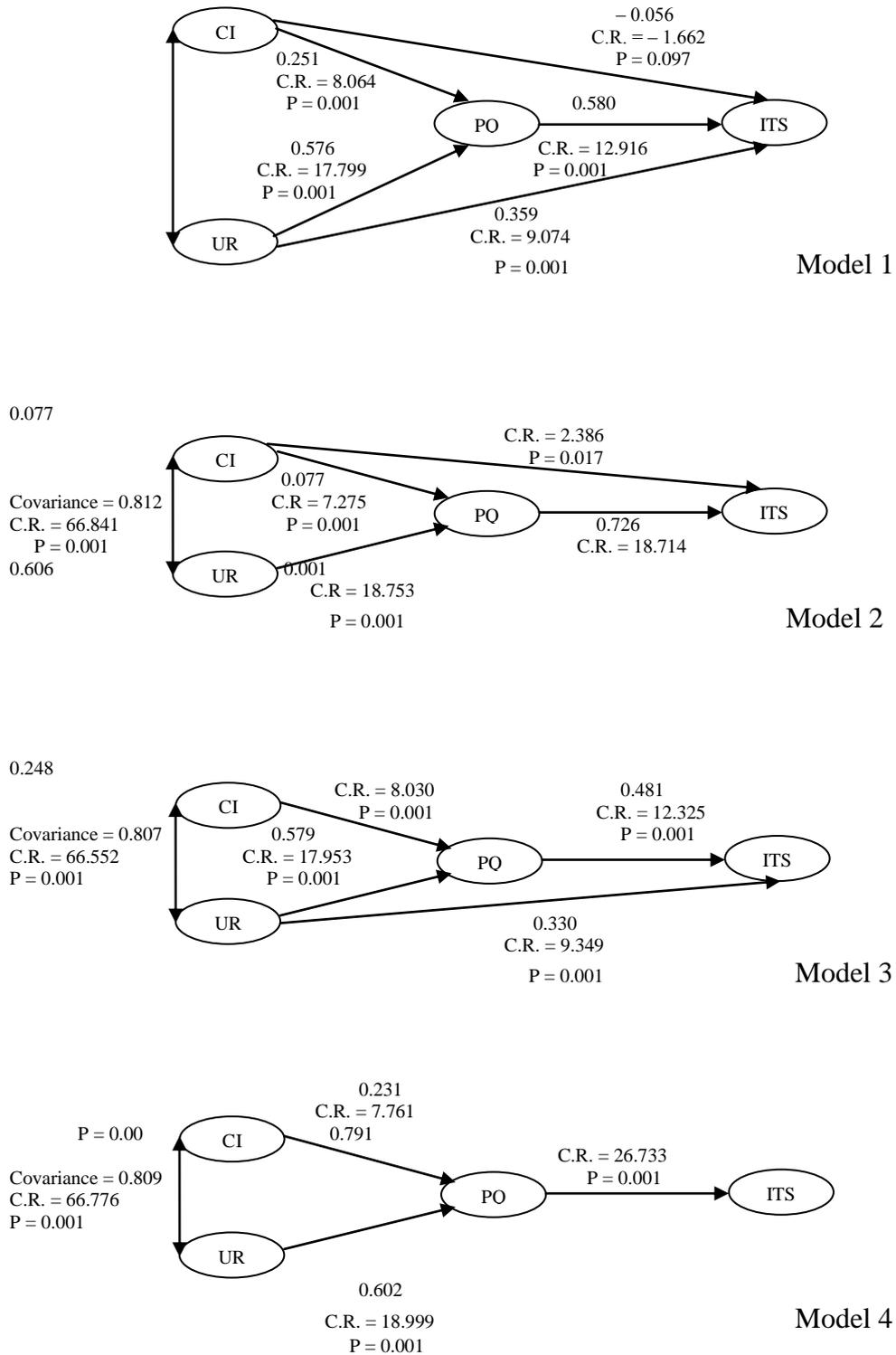


Figure 6.66
Simplified Structural Models for Sequential Chi-square Difference Tests with
Figuration

This study proposes models presented in Figure 6.65, where Model 1 is the initially proposed model and Models 2, 3, and 4 are the alternative models to be analyzed. The regression weights for each path are as seen in each corresponding figure. Figure 6.66 presents the fit results and the calculated Chi-square difference. These results suggest that Model 4 is not the best one, since it has a significant increase in the Chi-square value. Similarly for Model 3, the Chi square increases significantly compared to the initially proposed model (i.e., Model 1). The comparison with Model 2 produces a significant change in the Chi-square value leading to the conclusion that this model (Model 2) is quite suitable among the proposed alternative models but not the best one. Based on the sequential chi-square difference tests results, Model 1 is considered the best model.

Table 6.21
Sequential Chi-square Difference Tests

Model	χ^2	df	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$
1	3393.531	926	.924	.916	.941	.936	.956	.953	.956	.038	2.786
2	3475.974	927	.922	.913	.939	.935	.955	.951	.955	.039	5.669
3	3396.317	927	.924	.915	.940	.936	.956	.953	.956	.038	79.657
4	3481.643	928	.922	.913	.939	.935	.954	.951	.954	.039	-

Model 2 and Model 3 in Table 6.21 is again presented in Figure 6.66, with the corresponding details. The regression weights for each relationship (significant at $p < 0.001$), with the corresponding critical ratio (t – value) in brackets are shown in the figure. The correlation coefficient for Country Image and University Reputation is 0.812 (covariance = 0.812, $t = 66.841$, $p = 0.000$; variances of 0.077 ($t = 2.386$, $p = 0.0170$) in Model 2 and the correlation coefficient for Country Image and University Reputation is 0.807 (covariance = 0.807, $t = 66.552$, $p = 0.001$; variances of 0.330 ($t = 9.349$, $p = 0.001$) for Model 3 respectively. Other results are presented in Table 6.17, depicting the regression weights of each link in the model as being significant (as seen

from the significant t-values which are all greater than 2, and $p \leq 0.001$ for all links). The effects of each indicator (item), as represented by the regression weights in Appendix 37, have a direct relationship with the 2nd order variables in the sense that they are caused by these 2nd order variables. Increased activity related to any of the indicators is a reflection of an increase in the level of the 1st order variable and consequently the 2nd order variable.

The results of the fits provided by the paths $CI/UR \rightarrow PQ \rightarrow ITS$ are quite reasonable, if one considers the complexity of the model, sample size limitation, and the number of observed items (Min and Mentzer, 2004). The model is a result of partial disaggregation of some of the variable items. Although, Leone et al. (2001) is one of given an opinion that total disaggregation models exhibit better fits than the partial disaggregation, or aggregation models, this research also found that partial disaggregation models exhibit better fits than the aggregated models in situations of sample size constrains and large numbers of observed items. Accordingly, it follows that the recommendation by Leone et al. (2001) on the use of TLI and CFI to assess total disaggregation models, is extended to partial disaggregation models and is used in this research.

The Normed χ^2 was 3.665, CFI is 0.956, and TLI is 0.953, while RMSEA is 0.038. The Normed χ^2 meets the threshold requirement of little bit higher than 3, while CFI and TLI values are above the 0.90 threshold. RMSEA fulfills the requirements of the respective thresholds (less than 0.05). All threshold points are according to Hair et al., (2006). Considering the sample size limitation and the large number of observed items, the values for GFI (0.924) and AGFI (0.916) are within what Min and Mentzer (2004) term as reasonable fits in terms of overall model fit indices.

Table 6.22
Results of Hypothesis Testing Using the Structural Model Results

Hypothesis	Relationship	Regression Weight	Critical Ratio (t - value)	Remarks Hypothesis
H1	CI ↔ PQ	.25***	8.064	Supported
H2	CI ↔ ITS	-.06	-1.662	Not Supported
H3	UR ↔ PQ	.58***	17.799	Supported
H4	UR ↔ ITS	.36***	9.074	Supported
H5	PQ ↔ ITS	.50***	12.196	Supported

*** All regression weights were significant at $p < 0.001$

Table 6.22 depicts that there are positive paths and direction between CI to PQ, UR to PQ, UR to ITS, and PQ to ITS as evidenced by the respective significant critical ratios and standardized regression weights (Refer also to Figure 6.63, Figure 6.64). At this point it is concluded that the positive impacts of the CI and UR links on PQ, in addition to UR and PQ links on ITS, do exist, supporting the nomological validity of the measurement scales, on top of the data having supported hypotheses H1, H3, H4, and H5, while hypothesis H2 is not supported meaning there is no significant links between CI and ITS or maybe there is fully mediating or total mediating between CI to ITS through PQ.

These results support hypothesis 1, which states that there is a direct positive impact of country image toward perceived quality. The support is demonstrated by the results that show a standardized coefficient of 0.25 that is statistically significant at $p < 0.001$ ($t = 8.064$ at $p < 0.001$). Consequently, the results indicate that the link between university reputation and perceived quality is significant with a standardized coefficient of 0.58 ($t = 17.799$ at $p < 0.001$), thus supporting H3, which states that there is a direct positive impact of university reputation on perceived quality. Furthermore these results support hypothesis H4, which state that there is a direct positive impact of university reputation on intention to study. In this case, the standardized coefficient is 0.36 with statistical significance being at < 0.001 ($t = 9.074$).

These results further support hypothesis 5, which states that there is a direct positive impact of perceived quality on intention to study. An indication of this support is that the standardized coefficient of 0.50 is statistically significant at $p < 0.001$ ($t = 12.196$). The results also support hypothesis 6, which states that country image and university reputation are associated. The covariance between country_image and university_reputation is estimated to be .809 ($t = 66.802$, $p = 0.001$). The summary of the discussed hypothesis testing is presented in Table 6.22, while the total, direct and indirect effects of each path are presented in Table 6.26.

6.19 THE ROLE OF MEDIATING EFFECT

SEM is used to conduct the analysis on the mediation effect of the study variables. Though Baron and Kenny (1986) consider four steps to execute mediation test (as explained previously), Kenny, Kashy and Bolger (1998) declare that step one and step four are not necessary as long as step two and step three are met. Thus, this study carries out step two and step three to investigate mediation effect. Based on methods by Bagozzi and Dholakia (2006), the hypothesized completely mediated model requires to be contrasted to a partially mediated model in which direct paths from the independent variables are added to the dependent variable. The contrast is completed with a chi-square disparity analysis to decide whether the relationship is fully or partially mediated. The fit statistics and indices and the statistical significant path will in addition be inspected but the spotlight is on the chi-square disparity analysis.

In this study, the investigation for mediation is carried out on intention to study as the outcome variable. In this circumstance, the mediating effect of perceived quality on country image towards intention to study is tested. At the same time the mediating effect of perceived quality on university reputation towards intention to study will be also identified. As such, this study looks or projects two types of mediating; either full

mediation model or partially mediation model. Figure 6.66 illustrates the full mediation model and partially mediation model for this study. The results display that the full mediation model or partially mediation model have a good fit model with the data.

Table 6.23 and Table 6.24 illustrates the particular of model fit and the direct, indirect and total effects. An explanation of the outcomes follows.

Table 6.23
Direct and Indirect Effects Analysis for PQ in the CI to ITS Relationship

	Standard Total Effect			Standard Direct Effect			Standard Indirect Effect		
	CI	PQ	ITS	CI	PQ	ITS	CI	PQ	ITS
PQ	0.25	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00
ITS	0.07	0.50	0.00	-0.06	0.50	0.00	0.13	0.00	0.00

IE = 0.13 (> 0.085) and IE > DE

Therefore PQ is total mediator in the CI to ITS relationship.

Table 6.24
Direct and Indirect Effects Analysis for PQ in the UR to ITS Relationship

	Standard Total Effect			Standard Direct Effect			Standard Indirect Effect		
	UR	PQ	ITS	UR	PQ	ITS	UR	PQ	ITS
PQ	0.58	0.00	0.00	0.58	0.00	0.00	0.00	0.00	0.00
ITS	0.65	0.50	0.00	0.36	0.50	0.00	0.288	0.00	0.00

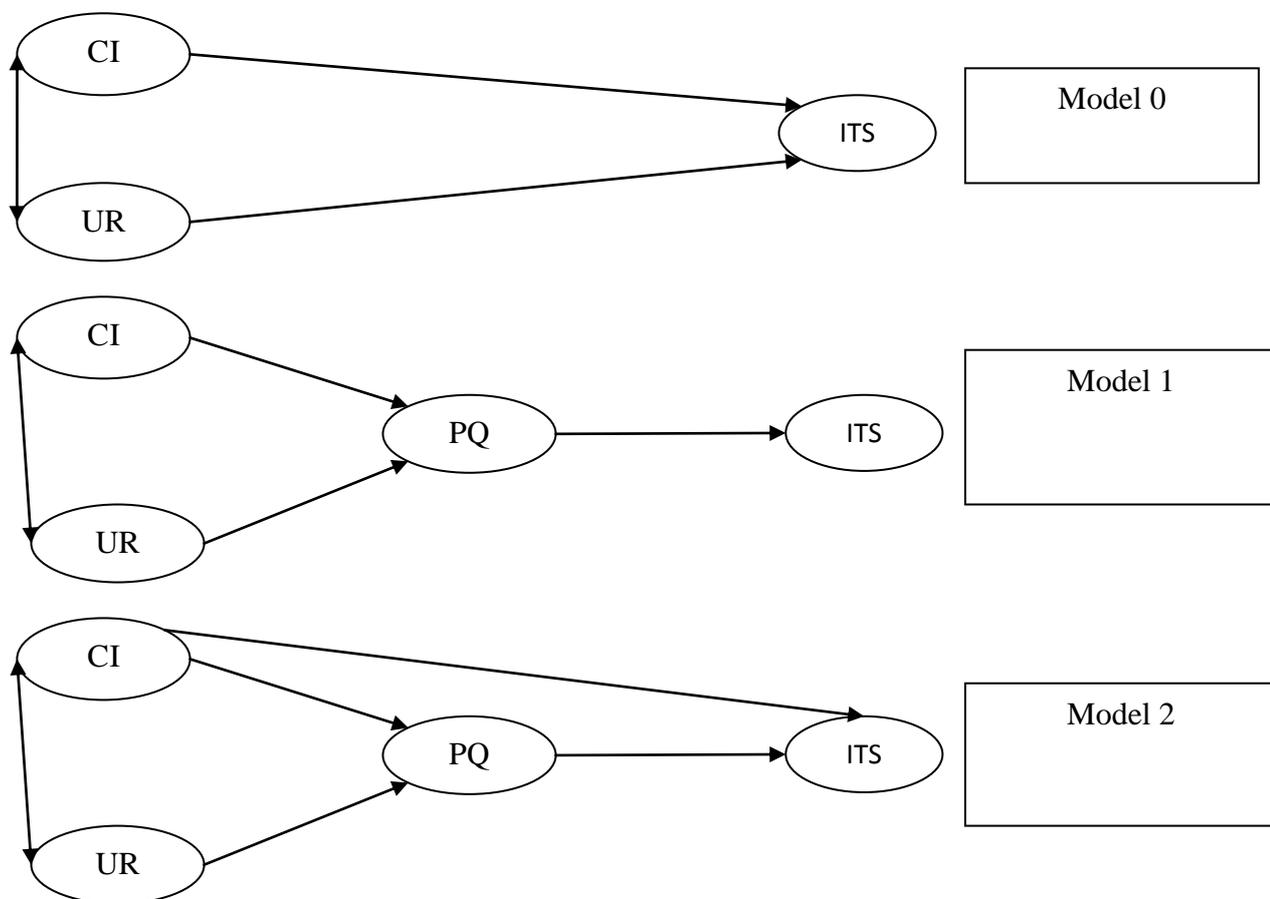
IE = 0.288 (> 0.085) and IE < DE

Therefore PQ is partial mediator in the UR to ITS relationship.

The models in Figure 6.67 (Models 1,2,3 and 4) are compared to the non mediated model (Model 0) in terms of the parameters for the direct links CI → ITS and UR → ITS, on top of the test/comparison of fits (Chi square differences) between the baseline model (Model 1) and each of the other models (Models 2,3 & 4). A significant difference in Chi square ($\Delta\chi^2$) between Model 1 and any of these models means

mediation effect is present. To ascertain whether the mediation effect is full or partial, the corresponding parameters for the direct links $CI \rightarrow ITS$ and $UR \rightarrow ITS$ are compared with those obtained in the non-mediated model (Model 0). If the parameter in the link $CI \rightarrow ITS$ or $UR \rightarrow ITS$ in the test model (Model 2, 3, or 4) is significant, but less than the one in the non-mediated model, it implies that partial mediation is supported; but if the parameter is non-significant or equivalent to zero, then the full mediation is supported.

Models listed in Figure 6.67 below for comparison are Model 0, Model 1, Model 2, Model 3, Model 4, Model 5 and model 6.



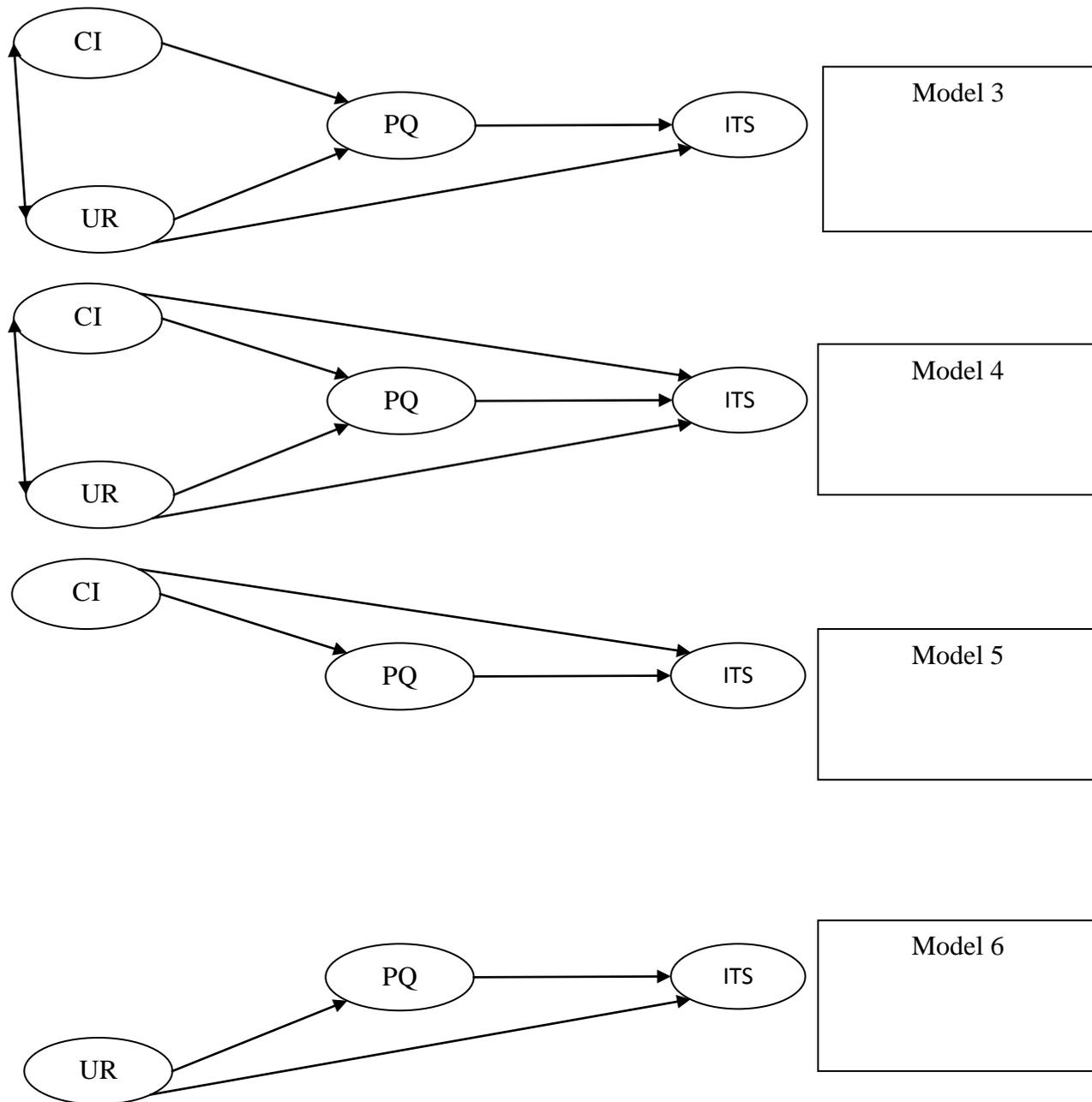
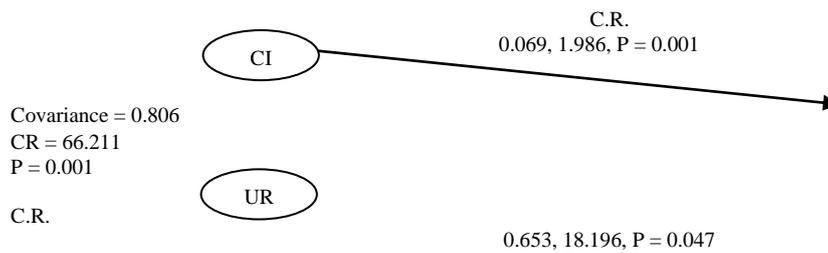


Figure 6.67
Simplified Models for Testing the Mediation Effect of Perceived Quality



	0.231 C.R. = 7.761 0.791	
P = 0.00		C.R. = 26.733 P = 0.001
Covariance = 0.809 C.R. = 66.776 P = 0.001		
	0.602 C.R. = 18.999 P = 0.001	
		0.077 P = 0.017
C.R. = 2.386		
	0.077 C.R. = 7.275 P = 0.001	
Covariance = 0.812 C.R. = 66.841 P = 0.001 0.606	P = 0.001 C.R. = 18.753 P = 0.001	0.726 C.R. = 18.714
	0.248 C.R. = 8.030 P = 0.001	
		0.481 C.R. = 12.325 P = 0.001
Covariance = 0.807 C.R. = 66.552 P = 0.001	0.579 C.R. = 17.953 P = 0.001	
		0.330 C.R. = 9.349 P = 0.001
		-0.056 C.R. = -1.662 P = 0.097
	0.251 C.R. = 8.064 P = 0.001	
		0.580 C.R. = 12.916 P = 0.001
	0.576 C.R. = 17.799 P = 0.001	
		0.359 C.R. = 9.074 P = 0.001
		0.064 C.R. = 2.126 P = 0.034
0.653		
	C.R. = 25.619 P = 0.001	
		0.708 C.R. = 18.792 P = 0.001



Figure 6.68
Simplified Models for Testing the Mediation Effect of Perceived Quality with Figuration

In this study, the existence of significant correlations is almost confirmed using the Model 4. The results of the non-mediated model are observed to have significant regression weights of 0.069 and 0.653 respectively, for the links CI → ITS and UR → ITS as seen in Model 0 in Figure 6.68. The fits for Models 1, 2, 3 & 4 are as shown in Table 6.25, while the regression weights for each path are as shown in Figure 6.68. All significant paths are significant at $p < 0.001$. As said earlier, Model 1 is used as the baseline model for the test. Results for Model 2 show that path CI → ITS is significant with a regression weight of 0.077 ($p = 0.017$), more than 0.069 (from Model 0) and is significant. The change in χ^2 fit ($\Delta\chi^2 = 5.669$) is less than 18.467 (from tables), being non-significant change in the fit, thus demonstrating a full mediation effect similar to the baseline model.

Table 6.25
Fits for Models Used in Testing the Mediating Effects of Time Based Performance

Model	χ^2	df	GFI	AGFI	NFI	RFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$	Remarks
0	2079.966	452	.937	.927	.946	.941	.958	.953	.958	.044	-	Not Complete Model
1	3481.643	928	.922	.913	.939	.935	.954	.951	.954	.039	-	Full Mediation Model
2	3475.974	927	.922	.913	.939	.935	.955	.951	.955	.039	5.669	Full Mediation Supported

3	3396.317	927	.924	.915	.940	.936	.956	.953	.956	.038	79.657	Partial Mediation Supported
4	3393.531	926	.924	.916	.941	.936	.956	.953	.956	.038	2.786	Partial Mediation Supported
5	2163.019	482	.935	.924	.947	.942	.958	.954	.958	.043	1230.512	Not Complete Model
6	1740.859	514	.946	.938	.960	.956	.971	.969	.971	.036	422.16	Not Complete Model

In Model 3, the results indicate that path UR → ITS is significant ($= 0.330, p = 0.001$), but larger than the value of 0.069 from Model 0. The change in χ^2 fit ($\Delta\chi^2 = 79.657$) is greater than 18.467, meaning it is a significant change in the fit. Thus it is demonstrating no support for full mediation effect. In line with the results of regression weights, this supports partial mediation effect. The results of the test on Model 4 indicate the path CI → ITS is significant ($= -0.56, p = 0.097$), while path UR → ITS has a significant regression weight of 0.359 ($p = 0.001$), but larger than the value of 0.069 from the Model 0. The change in χ^2 fit ($\Delta\chi^2 = 2.786$) is lesser than 18.467, meaning it is a significant change in the fit. These results, when combined with results of regression weights, indicate the existence of some support on mediation role of PQ (full mediation on CI → ITS and partial mediation on UR → ITS). Consequently this model is supported by the data due to a significant path CI → ITS. This proves that model 4 is the best combination with results showing partial and full mediation effects.

Table 6.26
Results of Total Effects, Direct Effects, and Indirect Effects

Hypothesis	Relationship	Total Effects	Direct Effects	Indirect Effects	Remark on Hypothesis
H1	CI ↔ PQ	.275	.275	.000	Supported
H2	CI ↔ ITS	.078	-.063	.140	Not Supported
H3	UR ↔ PQ	.632	.632	.000	Supported
H4	UR ↔ ITS	.725	.402	.323	Supported
H5	PQ ↔ ITS	.511	.511	.000	Supported

All effects are significant at $p < 0.001$

6.20 CHAPTER SUMMARY

This chapter scrutinized the results of the study. The profile of respondents and their demography were analysed. The profile of respondents and their selection were also studied and presented. All 6 hypotheses were projected, analyzed and justified. The allocation of data was discovered to accomplish the prerequisite of multivariate analyses like linearity, homoscedasticity, and normality, to use structural equation model to examine the hypotheses and investigate mediating effects. Furthermore, the measurement model, the structural model, the second order construct were also discussed. Some aspects of validity were continued to be discussed from the previous chapter where discriminant and convergent validity were discussed and elaborated.

Structural equation modelling was applied to assess the mediated effect of country image and intention to study via perceived quality. The same was applied to assess the mediated effect of university reputation and intention to study via perceived quality. This chapter ended with the full mediated model to investigate the overall relationship of the projected model. The next chapter provides a comprehensive analysis on the qualitative findings of the data.

CHAPTER 7

THE STUDY'S QUALITATIVE METHOD AND DATA ANALYSIS

7.1 THE QUALITATIVE APPROACH: FACE TO FACE INTERVIEWS

Qualitative research was undertaken to explore more about the issues and confirm the right things were being studied. After literature review and past studies were read, the researcher wanted to see the logic in a real situation. The purpose was also to get a better understanding of the research topic and to obtain in-depth data on the research object. The findings from the qualitative research are important because it can become the grounds or basis for the questionnaire later. According to Cavana, Delahaye and Sekaran (2001, pp. 134), qualitative research sees the world as complex and interconnected and therefore a rich and fertile opportunity for understanding the nature of humanity. Maykut and Morehouse (1994) state that qualitative research places emphasis on understanding through closely examining people's words, actions and records rather than assigning mathematical symbols to these words, actions and records.

Ticehurst and Veal (1999) show that qualitative researchers believe that meaning is co-constituted, that reality is socially and subjectively constructed rather than objectively determined. Qualitative research can be conducted before quantitative research or it can be conducted later. However, Maykut and Morehouse (1994) propose it comes earlier, because the goal of qualitative research is to discover the patterns that emerge after close observation, careful documentation and thoughtful analysis. They further stated that until these patterns are identified, the quantitative proof of the causal nature of the variables cannot be investigated. The researcher would like to investigate what really makes the students form the intent to study. This involves having respondents of interviews or surveys as the subject or instrument of the research.

Similarly, Maykut and Morehouse (1994) claim that qualitative research look to the human-as-an-instrument for the collection and analysis of data. They imply only a human can be responsive, adaptable, and holistic so as to explore the atypical or idiosyncratic responses that surface during an interaction with a respondent. They added, as a human-as-an-instrument, the researcher intervenes through speech and action to understand the 'web of meaning' the respondent attributes to the phenomena under investigation.

Through qualitative research, the researcher probably might get more important information which was unobtainable from a questionnaire. Polanyi (1997) stated that while quantitative research can access the explicit knowledge, qualitative research, by a unique combination of position and human ability, is the best instrument to surface the hidden tacit knowledge of the respondent. According to Neuman (2006), qualitative researchers are more concerned about issues of the richness, texture and feeling of raw data because their inductive approach emphasizes developing insights and generalizations out of the data collected. Based on that, interviewees are located in a natural setting and whatever they interpret or say reflect the meaning of the phenomena studied. The researcher attempts to make sense of and relate it to the theory being researched. Similarly, Neuman (2006) stated that qualitative researchers speak the language of "cases and contexts". They emphasize conducting detailed examinations of cases that arise in the natural flow of social life.

The two approaches, qualitative and quantitative when complemented to each other is called "triangulation". According to Neuman (2006) when triangulation is applied to social research, it means that it is better to look at something from several angles than to look at it in one single way. The researcher undertook triangulation of methods by mixing the quantitative and qualitative styles of research. Consequently,

the researcher practiced 85% quantitative style and only 15% qualitative in designing, collecting, coding, data entry, cleaning, analyzing, interpreting and presenting the data.

In the qualitative research phase, the researcher used a tape recorder, paper and pen trying to note anything from the interviewees as the subject and instrument that must be paid careful attention to. There is no distance actually between the researcher and interviewees; moreover the interviewees are the researcher's either old or new friends. Furthermore, according to Neuman (2006), as qualitative researchers emphasize intimate firsthand knowledge of the research settings, they avoid distancing themselves from the people or events they study.

Based on that viewpoint, the qualitative technique has been used to assist the researcher to understand why people behave the way they do, what they think or feel, and why they act or feel as they do concerning the issues of the study. In qualitative research, the sample size is smaller than in quantitative research. The researcher only has four sessions of focus group interview and two sessions of personal interview.

7.2 QUALITATIVE METHOD OF THIS STUDY

The sample consists of four group of focus group interview from three universities in Malaysia, namely Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM) and Universiti Industri Selangor (UNISEL). The first and second groups are students from Universiti Malaya, the third group from Universiti Kebangsaan Malaysia, and fourth group from Universiti Industri Selangor. The first, second and third groups are postgraduate students and the fourth group is undergraduate students. Every session, we have five respondents and researcher knew them well because they are the researcher's friends, classmates, juniors and seniors. A few of them are also the researcher's relatives. Of the respondents, 13 are men and 7 are women. Table 7.1 shows the detail about all the respondents.

Table 7.1
Profile of Interviewees

Group 1 (UM, post-graduates)				
Gender	Age	Nationality	Faculty	Numbers of Years Spend in Malaysia
Male	48	Indonesia	Business	2002-2011 = 9
Male	50	Iran	Business	2007-2010 = 3
Female	27	Iran	Business	2007-2010 = 3
Female	34	Iran	Business	2008-2010 = 2
Male	52	Iran	Business	2006-2010 = 4
Average	42.2			4.2
Group 2 (UM, post-graduates)				
Male	41	Nigeria	Economy	2008-2010 = 2
Male	45	Iran	Business	2008-2010 = 2
Male	40	Iran	Malay Study	2004-2010 = 6
Male	36	Sudan	Education	2000-2010 = 10
Male	34	Zambia	Business	2004-2010 = 6
Average	39.2			5.2
Group 3 (UKM, post-graduates)				
Male	44	Iran	Business	2006-2010 = 4
Male	46	Indonesia	Business	2002-2010 = 8
Male	42	China	Business	2007-2010 = 3
Male	45	Myanmar	Business	2000-2010 = 10
Male	44	Indonesia	Business	2005-2010 = 5
Average	44.2			6
Group 4 (UNISEL, undergraduates)				
Female	23	Malaysia	Religious	2005-2010 = 5
Female	23	Malaysia	Religious	2005-2010 = 5
Female	24	Malaysia	Religious	2005-2010 = 5
Female	24	Malaysia	Religious	2005-2010 = 5
Female	23	Malaysia	Religious	2005-2010 = 5
Average	23.4			5
Total average	37.25			5.1

The average age for all the respondents is 37.25 years old and the average number of years spent in a Malaysian institution is 5.1 years. They come from eight countries including Malaysia. They come from five different faculties and three different universities. The main objective of this focus group interview is to get ideas about the issues relating to country image, university reputation, perceived quality and anything else regarding the higher education sector in Malaysia or other part of the world. All respondents are free to talk about this topic and based on their responses and feedbacks, the researcher can make a comparison to the theory and ascertain whether it can be confirmed and validated. In other words, the real situation can be compared to the findings in the literature. This provides the basis for later sessions in quantitative research that will use more fixed knowledge acquisition methods, which means qualitative data is linked to the concept.

In addition to that, the researcher also has personal interviews with two persons at different times. They are also allocated time to respond to questions. The two types of interview will deliver the viewpoint of respondents from various backgrounds and different universities. Thus the findings become rich and useful to support the quantitative method.

This is consistent with Rossman and Willson (1991) who justify that qualitative data needs to be linked to quantitative data as the link enables confirmation or corroboration of each other via triangulation. In other words, the need to capture the inter-relatedness of qualitative and quantitative approach is to receive greater attention in understanding the issues discussed in this study. Hence, the need for qualitative approach through interviews in this study is not only useful to confirm the theory of country image and other variables but also to strengthen the proposed theoretical framework of this study.

7.2.1 The Importance of Country Image as a Construct

The results of qualitative data are herein presented.

What Respondents think about Malaysian, UK and Australian Universities.

The researcher has conducted four sessions of focus group interviews. In each session of the focus group interviews, more than five participants were involved. They are given one to two hours to discuss the topics, managed and controlled by the researcher. The researcher set up the questions earlier before the interview takes place. Actually the sets of questions are derived from the topic itself. Prior to that, the ideas for the questions came from literature review. A sample of the focus group questions are in Appendix A.

Now, we look at the responses from the focus group interviews. We start with Focus Group Interview One (Malaysia):

Focus Group Interview One (Malaysia)

The researcher : *“What are the important criteria to select the university?”*

Respondent 1 : *“University must have quality. The quality of the systems, quality of teaching and etc.”*

Respondent 2 : *“I look into the prospect of the certificate either it is recognize or not.”*

Respondent 3 : *“There are a lot to look into, but the most important thing is the quality.”*

Respondent 4 : *“I also consider the costs of fees but what is more important is the quality or reputation of the university.”*

Respondent 5 : *“I have the same opinion with the others.”*

The researcher : *“Are the Malaysian university have all or part of the criteria?”*

Respondent 1 : *“There are few universities in Malaysia have a good administration. UM is one of the most advanced.”*

Respondent 2 : *“There are few universities in Malaysia meet the criteria, for example, USM, UM, UPM.”*

Respondent 3 : *“Malaysian university is better than universities in my country.”*

Respondent 4 : *“Few universities in Malaysia are better universities in my country but most of them are similar level.”*

Respondent 5 : *“It is hard to get into university in my country, but in Malaysia, it is much more easier.”*

The Researcher: “What is the main expectation from the university you studied?”

Respondent 1 : *“I get the knowledge and I pass the exam”*

Respondent 2 : *“I get the PhD and then I can go back to my country.*

Respondent 3 : *“I can learn whatever I want to learn and then I can be a better person.”*

Respondent 4 : *“I completed my study.”*

Respondent 5 : *“I hope the university can deliver to their customers like me.”*

The Researcher: “Why you choose Malaysia?”

Respondent 1 : *“Muslim country, safe, similar culture, cover head allowed, food food quite similar, children education same.”*

Respondent 2 : *“Muslim country, safe reasonable costs, like my expectation before, and also acceptable based on my experience.”*

Respondent 3 : *“I got few choice like in Canada and Australia, but I choose Malaysia because of the cost lower, the ranking higher, culture similar and goods less expensive.”*

Respondent 4 : *“Difficult to further study in Iran. Education here is good, but too*

depend on commercial motive.

Respondent 5 : *“Malaysian university is easier to go into. In my country, university Indonesia and Institute Technology Bandung are difficult to enter. UM is more popular in my country.*

Respondent 1 : *“I like UPM because UPM is more organize and systematic. supervision there is very good.”*

Respondent 4 : *“In UM, people don’t follow the systems, some workers are lazy especially non academic staff.*

The Researcher: “How you rated Malaysian university? Based on what?”

Respondent 1 : *“It has the quality and the reputation is also good”*

Respondent 2 : *“It is a recognized university”*

Respondent 3 : *“The reputation and the quality attract me to come here.”*

Respondent 4 : *“The qualities come from the facilities provided, good environment, good lecturers and good style of educations.”*

Respondent 5 : *“The systems of colloquium for PhD students, after third semester, every student must be present. This is good, even it makes the students stress.*

The Researcher: “Do you think political stability of the host country of the university is important?”

Respondent 1 : *“Yes, it is very important. I must know the country first before I go to the country.”*

Respondent 2 : *“Yes, it is one of the most important things to consider.”*

Respondent 3 : *“Yes, I agree.”*

Respondent 4 : *“I must ensure that I familiar with the country first before I plan to go to that country.”*

Respondent 5 : *“I choose a good country.”*

The Researcher: *“What do you think about political stability, economical status and technological level of that country?”*

Respondent 1 : *“All are important.”*

Respondent 2 : *“Yes absolutely.”*

Respondent 3 : *“Definitely all are important.”*

Respondent 4 : *“Malaysia has advantage on that area.”*

Respondent 5 : *“The technological level in Malaysia is good but not so high compared to the developed countries.”*

The Researcher: *“Do you realize that the university reputation is important?”*

Respondent 1 : *“Yes, it is very important to me.”*

Respondent 2 : *“I choose the University Malaya because of the reputation.”*

Respondent 3 : *“For student like me, university reputation is a bonus.”*

Respondent 4 : *“Now, many students take into consideration the university reputation.”*

Respondent 5 : *“University reputation is an advantage to a certain university and it is difficult to imitate.”*

Respondent 1 : *“University reputation is important because it can attract student to come to the university.”*

The Researcher: “Do you think religion is important in making decision to choose the university?”

Respondent 1 : *“Yes, it is important.”*

Respondent 2 : *“Not important”*

Respondent 3 : *“Not so. The freedom is more important like in Malaysia.”*

Respondent 4 : *“Important.”*

Respondent 5 : *“Important. Stability and economic growth is important also.”*

The Researcher: “Do you realize that the perceive quality is important?”

Respondent 1 : *“Perceived quality is the utmost important in the university. University is a place that we can find quality thought in all area.”*

Respondent 2 : *“People perceive quality of the services depend on what they receive. If the university treat them well, off course they think that the university has quality.”*

Respondent 3 : *“In Malaysia, some aspect, we can feel it is quality but there are many aspects need for improvement.*

Respondent 4 : *“So far, quality is there but some system and staff should be change.”*

Respondent 5 : *“Right now, in term of infrastructure and facilities, I quite satisfy, However, I did not satisfied with the performance of employees in university Malaya.”*

The Researcher: *“If you have a chance to change the situations, which one you want to change in priority either the people, the system or the management?”*

Respondent 1 : *“The total system should be change.”*

Respondent 2 : *“The system should be change, but I don’t understand, why graduate school of business (GSB) located in city campus and not in main campus.*

Respondent 3 : *“Supervision for PhD student is not good in University Malaya.”*

Respondent 4 : *“International students cannot work in Malaysia. Scholarship provided to international student is limited and not enough.”*

Respondent 5 : *“New lecturers or supervisors don’t know how to tackle PhD students.”*

Respondent 4 : *“Less attention from the management. Nobody take care about the*

welfare.”

Respondent 3 : *“The system of certain faculty is advised to change.”*

The Researcher: *“Does Malaysia has a good image in term of political stability, economic growth and technological level?”*

Respondent 1 : *“Malaysia has a good image.”*

Respondent 2 : *“Political and economical, Malaysia is a very good, but the technological level, Malaysia is behind the developed countries. Even Singapore is better than Malaysia.”*

Respondent 3 : *“Overall, the image of Malaysia is good.”*

Respondent 4 : *“Internet accessibility in Malaysia is not so good and the fees of broadband and I.T., in Malaysia is quite expensive. Scandinavia country is much better in term of services and the fees is lower. I learned Indonesia also charge a lower fees.*

Respondent 5 : *“Malaysia is more developed compare to other countries. It has well-known infrastructure, using new technology and good higher education.*

The Researcher: *“Which one is more important either university or country? Which should come first into consideration?”*

Respondent 1 : *“Course, then university ranking, and country.”*

Respondent 2 : *“University, course or program, and country.”*

Respondent 3 : *“All come together.”*

Respondent 4 : *“University and the quality of the university.”*

Respondent 5 : *“University.”*

The researcher : *“What is unique about Malaysia?”*

Respondent 1 : *“Malaysia is a good country, colorful and safe.”*

Respondent 2 : *“Nice nature. Calm.”*

Respondent 3 : *“Colorful culture.”*

Respondent 4 : *“Slightly different to my countries.”*

Respondent 5 : *“Similar to my country.”*

The Researcher: *“What else attract you to come to Malaysia?”*

Respondent 1 : *“Malaysia is a Muslim country. I came to Malaysia because of religion. Other things quite similar to my country.”*

Respondent 2 : *“Malaysia is a Muslim country and influence by Muslim.”*

Respondent 3 : *“Free to practice belief and religion. Easy to get Halal foods.”*

Respondent 4 : *“I am comfort with Malaysia culture.”*

Respondent 5 : *“Halal foods are easily available and anywhere, there are rooms for pray.”*

The Researcher: “Are you satisfied studying here?”

Respondent 1 : “*Medium.*”

Respondent 2 : “*Just at medium.*”

Respondent 3 : “*Satisfied, no choice.*”

Respondent 4 : “*So-so.*”

Respondent 5 : “*Satisfied because I pass already.*”

The Researcher: “Other opinion studying in Malaysia?”

Respondent 1 : “*I feel difficult studying here.*”

Respondent 2 : “*I feel lonely. Nobody ask about me, like in prison.*”

Respondent 3 : “*The deans never come to PhD room.*”

Respondent 4 : “*The staffs here don’t know how to treat matured students.*”

Respondent 5 : “*I pass after 7 years.*”

Respondent 3 : “*I was impressed by Mrs. Zurina, but now she left.*”

The Researcher: “How can Malaysia image can be better off?”

Respondent 1 : “*More discussion within the staff and students, and also the process of visa.*”

Respondent 2 : “*Malaysia should learn from other developed countries.*”

Respondent 3 : “*Look at US experience, anything that best practice should be follow.*”

Respondent 4 : *“Malaysia should have representative that familiar with higher education in all embassy office all over the world.”*

Respondent 5 : *“Different between races and groups should be minimizing.”*

Respondent 3 : *“University in Malaysia should focus on the right target group of students.”*

A summary of the responses regarding the interviewees’ opinions and understanding of the country image, university reputation, perceived quality, and intention to study related to Malaysia for Focus Group 1 can be seen in the following table:

Table 7.2
The Opinions and Understanding of the Country Image, University Reputation, Perceived Quality, and Intention to Study Relating to Malaysia for Focus Group 1

	Quality Education/Perceived Quality	Muslim Country/ Religion	Reputation & Ranking	Political Stability/Economic Stability/Level of Technology	Other Perspective
Respondent 1	√“University must have quality” √√	√“Muslim country, safe, similar culture, cover head allowed, food quite similar, children education same.” √√	√“the reputation is also good” √√	√	“Muslim country, safe, similar culture, cover head allowed, food quite similar, children education same.”
Respondent 2	√√	√“Muslim country, safe reasonable costs, like my expectation before, and also acceptable based on my experience.”	√“It is a recognized university” √√	√	“Muslim country, safe reasonable costs”
Respondent 3	√“but the most important thing is the quality.” √√		√“The reputation and the quality attract me to come here.” √√	√	“....., but I choose Malaysia because of the cost lower, the ranking higher, culture similar and goods less expensive.”
Respondent 4	√“but what is more important is the quality or reputation of the university.” √√	√√	√√	√	
Respondent 5	√“I have the same opinion with the others.”	√√	√√	√	

Based on the above summary of the transcripts, there is a strong and significant justification to say that country image, university reputation, perceived quality, and intention to study, from the respondents’ perspective, arises in their conversation. This opinion and understanding is similar to that perceived by scholars in the concept introduced by Srikatanyoo and Gnoth (2002). Thus, there is a similar understanding between scholars and respondents about the important variables discussed. Therefore, this confirms that those variables involved can be considered as constructs.

Here is Focus Group Interview Two (Malaysia):

Focus Group Interview Two (Malaysia)

The Researcher: *“What are the important criteria to select the university?”*

Respondent 1 : *“The quality of the program.”*

Respondent 2 : *“The quality and the standard of education.”*

Respondent 3 : *“Quite reasonable costs and quality program.”*

Respondent 4 : *“I can learn something and improve my skills.”*

Respondent 5 : *“I expect I can survive and gain something.”*

The Researcher: *“Are the Malaysian university has all or part of the criteria?”*

Respondent 1 : *“Most of Malaysia Universities meet the criteria.”*

Respondent 2 : *“The environment study in Malaysia is better than my country. I can practice English here.”*

Respondent 3 : *“Physically, we can see the quality.”*

Respondent 4 : *“So far, we believe there is a quality and standard.”*

Respondent 5 : *“Malaysian University is quite attractive.”*

The Researcher: *“What is the main expectation from the university you studied?”*

Respondent 1 : *“I hope I can complete my study.”*

Respondent 2 : *“I could be able to complete my study.”*

Respondent 3 : *“I am eager to study here because the university quite famous in this country.”*

Respondent 4 : *“I expect the good relationship with my supervisors, friends and other people.”*

Respondent 5 : *“I can do a research and publish a paper.”*

The Researcher: *“Why you choose Malaysia?”*

Respondent 1 : *“Study in Malaysia is cheaper.”*

Respondent 2 : *“Good environment to learn language.”*

Respondent 3 : *“I study here because I have some friends studying in Malaysia.”*

Respondent 4 : *“Accommodation in Malaysia is lower compare to my country. Malaysia is quite safe.”*

Respondent 5 : *“Similar culture and easy to practice any belief.”*

The Researcher: *“How you rated Malaysian university? Based on what?”*

Respondent 1 : *“Few universities in Malaysia have good reputations.”*

Respondent 2 : *“Good ranking of the university in Asia and the world.”*

Respondent 3 : *“The quality is recognizing by international standard.”*

Respondent 4 : *“Malaysian university is good especially public universities.”*

Respondent 5 : *“The teaching and learning process in Malaysia is acceptable and has standard.”*

The Researcher: *“Do you think the political stability of the host country of the university is important?”*

Respondent 1 : *“We must make sure the country is safe.”*

Respondent 2 : *“The safety and the security of the country is very important.”*

Respondent 3 : *“The image of the country must be good.”*

Respondent 4 : *“We can see the image by looking into a mass media”*

Respondent 5 : *“The country must be safe.”*

The Researcher: *“What do you think about political stability, economical status and technological level of that country?”*

Respondent 1 : *“Malaysian economy does not influence by world economic crisis. Political quite stable and technology is okay but still need to improve”*

Respondent 2 : *“Economic of Malaysia is related to political. Technology is okay and some are better than Iran.”*

Respondent 3 : *“Economic is quite good and want to be develop country.”*

Respondent 4 : *“Economic is better than my country and technology is quite high.”*

Respondent 5 : *“The salary in Malaysia is not so high.”*

The Researcher: *“Do you realize that the university reputation is important?”*

Respondent 1 : *“Yes, I agree that university reputation is very important.”*

Respondent 2 : *“Same.”*

Respondent 3 : *“Without reputation, it is difficult to the university to survive in a global situation.”*

Respondent 4 : *“It is easy to sell the products and services because of the reputations.”*

Respondent 5 : *“Reputation takes times and this is the advantage of the old university.”*

The Researcher: *“Do you think religion is important in making decision to choose the university?”*

Respondent 1 : *“Yes, quite important.”*

Respondent 2 : *“Yes, it is important but student must know how to adapt with the environment.”*

Respondent 3 : *“In some situation, it is important.”*

Respondent 4 : *“It depends on the individual.”*

Respondent 5 : *“For me, it is important.”*

The Researcher: *“Do you realize that the perceive quality is important?”*

Respondent 1 : *“The quality of Malaysia university become higher and higher.”*

Respondent 2 : *“I believe my university has quality.”*

Respondent 3 : *“I am very concern about the quality of education because I spend a lot of money.”*

Respondent 4 : *“The quality university can attract more students.”*

Respondent 5 : *“Only the quality university can become a top.”*

The Researcher: *“If you have a chance to change the situation, what you want to change in priority, either the people, the system or the management?”*

Respondent 1 : *“The implementation of the work.”*

Respondent 2 : *“More facilities should be provided.”*

Respondent 3 : *“Some people who are not effective should be change.”*

Respondent 4 : *“Research activities should be more active.”*

Respondent 5 : *“The system can be improved from time to time.”*

The Researcher: “Does Malaysia have a good image in term of political stability, economic growth and technological level?”

Respondent 1 : *“Safe, quite developed.”*

Respondent 2 : *“Stable in economic, and political but technology is less developed.”*

Respondent 3 : *“Malaysia trying to developed and overall the image was good.”*

Respondent 4 : *“Generally, the image is good.”*

Respondent 5 : *“Malaysian people must work harder to increase the image of Malaysia.”*

The Researcher: “Which one is more important either university or country? Which should come first into consideration?”

Respondent 1 : *“University and then country.”*

Respondent 2 : *“The course, university and country.”*

Respondent 3 : *“University and country.”*

Respondent 4 : *“Both are equally important.”*

Respondent 5 : *“University and country.”*

The researcher : “What is unique about Malaysia?”

Respondent 1 : *“Safe and stable.”*

Respondent 2 : *“Interesting country.”*

Respondent 3 : *“Developing country and going to be developed.”*

Respondent 4 : *“The cost of living not so high.”*

Respondent 5 : *“Muslim country and easy to go anywhere in Malaysia because the country is not so big.”*

The Researcher: “What else attract you to come to Malaysia?”

Respondent 1 : *“All the needs are easily available because in Malaysia, there are many shopping complexes and groceries.”*

Respondent 2 : *“We can have a variety of foods here and majority of the people are Muslim.”*

Respondent 3 : *“In Kuala Lumpur, there are many attractive place to shopping and learn about skills.”*

Respondent 4 : *“It is very unique country because the majority of leaders are Muslim but they can live together with other races. In my country, we only have one ethnic, all other minority ethnics also considered one race.”*

Respondent 5 : *“There are a lot of developments in Malaysia and this country is progress.”*

The Researcher: “Are you satisfied studying here?”

Respondent 1 : *“Quite satisfied.”*

Respondent 2 : *“Satisfied.”*

Respondent 3 : *“In between.”*

Respondent 4 : *“Not satisfied.”*

Respondent 5 : *“Less satisfied.”*

The Researcher: *“Other opinion studying in Malaysia?”*

Respondent 1 : *“It is quite tough to survive during my PhD program.”*

Respondent 2 : *“It is a lot of opportunity studying here because our university is very active in conducting talk, workshop and etc.”*

Respondent 3 : *“So difficult to get cooperation from local companies.”*

Respondent 4 : *“It is a new experience for me studying abroad.”*

Respondent 5 : *“UM system quite stringent and very demanding.”*

The Researcher: *“How can Malaysia image can be better off?”*

Respondent 1 : *“International student should be allowed to work outside especially after they completed their studies.”*

Respondent 2 : *“Malaysian university should provide more incentive to do a research and publications. They suppose to give scholarship to international and local students.”*

Respondent 3 : *“More training in language and writing in order to developed skills at a critical level of thinking.”*

Respondent 4 : *“We should have more collaboration with the top universities in the world.”*

Respondent 5 : *“Malaysia should practice good governance like in develop countries.”*

A summary of the responses of the interviewees’ opinions and understanding of the country image, university reputation, perceived quality, and intention to study relating to Malaysia for Focus Group 2, can be seen in the following table:

Table 7.3
The Opinion and Understanding of the Country Image, University Reputation, Perceived Quality, and Intention to Study Related to Malaysia for Focus Group 2

	Quality Education/Perceived Quality	Muslim Country/ Religion	Reputation & Ranking	Political Stability/Economic Stability/Level of Technology	Other Perspective
Respondent 1	√ √√	√	√ √√	√ √√	<i>“Study in Malaysia is cheaper.”</i>
Respondent 2	√ √√	√	√ √√	√ √√	<i>“Good environment to learn language.”</i>
Respondent 3	√ √√	√	√√	√ √√	<i>“I study here because I have some friends studying in Malaysia.”</i>
Respondent 4	√√		√√	√	<i>“Malaysia is quite safe.”</i>
Respondent 5	√√	√	√√	√ √√	<i>“Similar culture and easy to practice any belief.”</i>

Based on the above summary of the transcripts, it is indicative that from the perspective of the respondents, a pattern of results similar to the first interview occurred in the second conversation. Quality of education and perceived quality, Muslim country/religion, reputation and ranking, political stability/economic stability/level of technology and other factors are very important in influencing students to choose a particular university or country as a place for further study.

Focus Group Interview Three is with regard to the United Kingdom:

Focus Group Interview Three (United Kingdom)

The Researcher: *“What are the important criteria to select the university?”*

Respondent 1 : *“I will choose a good university. The university must have a good record.”*

Respondent 2 : *“As long as my program offer in the university and the university is good, I will go into.”*

Respondent 3 : *“I will choose only best university either at home or abroad.”*

Respondent 4 : *“It depends on my sponsored where to go.”*

Respondent 5 : *“I prefer the university that emphasize on practical and hands on rather than theory.”*

The Researcher: *“Are the U.K. university has all or part of the criteria?”*

Respondent 1 : *“Almost all university in U.K are best and good because U.K has tradition in educations.”*

Respondent 2 : *“Many universities in U.K fulfill the criteria.”*

Respondent 3 : *“U.K education is the best.”*

Respondent 4 : *“Quality is not a problem in U.K educations.”*

Respondent 5 : *“Yes, it fulfills the criteria.”*

The Researcher: *“What is the main expectation from the university you studied?”*

Respondent 1 : *“I get exposure and skills, and that makes me feel different.”*

Respondent 2 : *“I hope the degree that I get will help me to get a good job.”*

Respondent 3 : *“I expect I can get experience and knowledge.”*

Respondent 4 : *“I hope I can enjoy studying in U.K.”*

Respondent 5 : *“I expect a good things and I should be able to complete my study.”*

The Researcher: *“Why you choose U.K?”*

Respondent 1 : *“I choose U.K because U.K is the best and I can improve my English.”*

Respondent 2 : *“I can get the best education and trained in an international environment.”*

Respondent 3 : *“People are more professional and they want only the best.”*

Respondent 4 : *“I can have the quality of educations.”*

Respondent 5 : *“It is a very interesting experience studying outside.”*

The Researcher: *“How you rated U.K university? Based on what?”*

Respondent 1 : *“There are very high standard universities and nobody argue.”*

Respondent 2 : *“It is a great experience studying in U.K because many great leaders trained in that country.”*

Respondent 3 : *“The university is recognize by the world communities.”*

Respondent 4 : *“It has different standard.”*

Respondent 5 : *“Very good reputation.”*

The Researcher: *“Do you think the political stability of the host country of the university is important?”*

Respondent 1 : *“Political stability is the main factors.”*

Respondent 2 : *“Yes, we want political stability.”*

Respondent 3 : *“To be safe, we must make sure that there is a political stability in that country.”*

Respondent 4 : *“This is the most important factor”*

Respondent 5 : *“Without stability, we don’t know either we safe or not.”*

The Researcher: *“What do you think about political stability, economical status and technological level of that country?”*

Respondent 1 : *“In U.K, all is good.”*

Respondent 2 : *“Yes, all is important.”*

Respondent 3 : *“Yes, this is our concern.”*

Respondent 4 : *“As a develop country, U.K has all the technology.”*

Respondent 5 : *“All important.”*

The Researcher: *“Do you realize that the university reputation is important?”*

Respondent 1 : *“Many people will look into reputation.”*

Respondent 2 : *“U.K universities have high reputation.”*

Respondent 3 : *“University in U.K is highly reputable and recognize.”*

Respondent 4 : *“I look into university reputation as the number one.”*

Respondent 5 : *“Reputation is very important.”*

The Researcher: *“Do you think religion is important in making decision to choose the university?”*

Respondent 1 : *“It is important.”*

Respondent 2 : *“It is important because we have to stay there for three or four years.”*

Respondent 3 : *“I agree it is important.”*

Respondent 4 : *“Not so important.”*

Respondent 5 : *“As a Muslim, it is very important, but we should survive in anywhere.”*

The Researcher: *“Do you realize that the perceive quality is important?”*

Respondent 1 : *“We want quality in whatever we are doing, so in university, quality is supreme important.”*

Respondent 2 : *“We believe the quality of British education.”*

Respondent 3 : *“We can see the quality in the universities in U.K.”*

Respondent 4 : *“Without quality, nobody would like to go to U.K.”*

Respondent 5 : *“What they promise, they will fulfill.”*

The Researcher: *“If you have a chance to change the situation, which are you want to change in priority either the people, the system or the management?”*

Respondent 1 : *“U.K university already good.”*

Respondent 2 : *“I don’t know because I have never been there yet.”*

Respondent 3 : *“The culture in U.K is recognized, only the political leader should be change.”*

Respondent 4 : *“I don’t have any idea.”*

Respondent 5 : *“We can see later.”*

The Researcher: *“Does U.K have a good image in term of political stability, economic growth and technological level?”*

Respondent 1 : *“U.K is a develop country and everything is okay.”*

Respondent 2 : *“In all aspect, U.K is better than other countries.”*

Respondent 3 : *“U.K is super power behind U.S.”*

Respondent 4 : *“Economic of U.K almost saturated.”*

Respondent 5 : *“Everything should be okay.”*

The Researcher: *“Which one is more important either university or country? Which should come first into consideration?”*

Respondent 1 : *“University first and then country.”*

Respondent 2 : *“University then country.”*

Respondent 3 : *“Country, university.”*

Respondent 4 : *“Both come together.”*

Respondent 5 : *“University.”*

The researcher : *“What is unique about U.K?”*

Respondent 1 : *“Developed country, modern and high technology.”*

Respondent 2 : *“Nice surroundings.”*

Respondent 3 : *“English speaking country.”*

Respondent 4 : *“Good environment and beautiful surrounding.”*

Respondent 5 : *“Multi ethnics’ country.”*

The Researcher: *“What else attract you to come to U.K?”*

Respondent 1 : *“The culture and the British education.”*

Respondent 2 : *“It is modern country and has best education.”*

Respondent 3 : *“The best place to learn English.”*

Respondent 4 : *“The country has tradition and many famous universities.”*

Respondent 5 : *“The culture of the country.”*

The Researcher: *“Are you satisfied studying here?”*

Respondent 1 : *“Very satisfied.”*

Respondent 2 : *“Satisfied.”*

Respondent 3 : *“Satisfied and enjoyable.”*

Respondent 4 : *“Best experience.”*

Respondent 5 : *“The moment in U.K, I cannot forget.”*

The Researcher: *“Other opinion studying in U.K?”*

Respondent 1 : *“I believe I can success.”*

Respondent 2 : *“There are so many things I can do in U.K.”*

Respondent 3 : *“It is a journey within knowledge and spirit.”*

Respondent 4 : *“You can succeed because they are professional.”*

Respondent 5 : *“Whatever happens, we know what we do.”*

The Researcher: *“How can U.K image can be better off?”*

Respondent 1 : *“The politician in U.K should treat Muslim fair and well.”*

Respondent 2 : *“British should not support whatever U.S has been said.”*

Respondent 3 : *“British university should provide more scholarship to international students.”*

Respondent 4 : *“Universities fees should be reduced.”*

Respondent 5 : *“Cooperation should be conducted between British government and the countries that the students come from.”*

A summary of the responses regarding the interviewees’ opinions and understanding of the country image, university reputation, perceived quality, and intention to study relating to the United Kingdom for Focus Group 3, can be seen in the following table:

Table 7.4
The Opinion and Understanding of the Country Image, University Reputation, Perceived Quality, and Intention to Study Related to UK for Focus Group 3

	Quality Education/Perceived Quality	Muslim Country/ Religion	Reputation & Ranking	Political Stability/Economic Stability/Level of Technology	Other Perspective
Respondent 1	√ √√ √√√ √√√√	√	√	√ √√	<i>U.K is the best and I can improve my English.”</i>
Respondent 2	√	√	√	√	<i>trained in an</i>

	√√ √√√ √√√√			√√	<i>international environment.</i>
Respondent 3	√ √√ √√√ √√√√ √√√√√	√	√	√ √√	<i>“People are more professional and they want only the best.”</i>
Respondent 4	√√ √√√ √√√√		√	√ √√	
Respondent 5	√ √√	√	√ √√	√ √√	

Based on the above summary of the transcripts, it is indicative that from the perspective of the respondents, a pattern similar to the first two interviews occurred in the third conversation. However, the results also show that respondents stress more on the quality of education/perceived quality and this indicates that the quality of education in UK is in its own class.

We continue with Focus Group Interview Four (Australia):

Focus Group Interview Four (Australia)

The Researcher: *“What are the important criteria to select the university?”*

Respondent 1 : *“The university must be top and have very good ranking.”*

Respondent 2 : *“The university must have good reputation.”*

Respondent 3 : *“The university can combine the theory and practical.”*

Respondent 4 : *“I must make sure that the degree offered is recognized.”*

Respondent 5 : *“The university is high standard and produce bright students.”*

The Researcher: *“Are the Australian university has all or part of the criteria?”*

Respondent 1 : *“Mostly Australian university is high quality.”*

Respondent 2 : *“Many Australian universities have high ranking in times higher education.”*

Respondent 3 : *“Australian university is very good but cheaper.”*

Respondent 4 : *“We can see a very competitive university in Australia.”*

Respondent 5 : *“Sport and education is very good in Australia.”*

The Researcher: “What is the main expectation from the university you studied?”

Respondent 1 : *“I can bring the degree and experience.”*

Respondent 2 : *“There are a lot I can learn in Australia.”*

Respondent 3 : *“I can be a better person.”*

Respondent 4 : *“The most important, I complete my study.”*

Respondent 5 : *“It is an advantage to study in Australia.”*

The Researcher: “Why you choose Australia?”

Respondent 1 : *“Because quality of education offered in Australian university especially, I saw many high quality journal published in Australia.”*

Respondent 2 : *“I am confident with Australian universities especially the well known university like Melbourne and Monash.”*

Respondent 3 : *“I was told by my senior that Australian university is flexible.”*

Respondent 4 : *“The quality is ensured and the cost is lower.”*

Respondent 5 : *“The image of Australia in the reputation of the university.”*

The Researcher: “How you rated Australian university? Based on what?”

Respondent 1 : *“I am comfortable with English system like Australia.”*

Respondent 2 : *“There is a few universities in Australia are top hundred and also top 50 in the world.”*

Respondent 3 : *“Everything is provided in Australian university like free software, scholarship and advice in English writing.”*

Respondent 4 : *“Australian universities are reputable and recognized.”*

Respondent 5 : *“Many people migrated to Australia because they offered many opportunities to international.”*

The Researcher: “Do you think the political stability of the host country of the university is important?”

Respondent 1 : *“The host country is very important, Australia provide a good environment for study.”*

Respondent 2 : *“Yes, host country is very important. I feel safe in Australia like in my country.”*

Respondent 3 : *“The country itself and the image is very important.”*

Respondent 4 : *“I must make sure that the country I am going to be is safe”*

Respondent 5 : *“Anywhere is same as long as you know how to take care of yourself.”*

The Researcher: “What do you think about political stability, economical status and technological level of that country?”

Respondent 1 : *“All is important and Australia meets the entire requirement.”*

Respondent 2 : *“Australian economic is good, political is stable and it also has technology in agriculture, sports and industries.”*

Respondent 3 : *“The position of Australia is so well.”*

Respondent 4 : *“Australia is rich and big country.”*

Respondent 5 : *“Australia is developed country and many things we can learn from that country.”*

The Researcher: “Do you realize that the university reputation is important?”

Respondent 1 : *“The most important things, because big sponsored only send students to the best university.”*

Respondent 2 : *“People like me, appreciate the status of the university.”*

Respondent 3 : *“Yes, the university reputation is must.”*

Respondent 4 : *“I plan to go to Australia because of the reputation.”*

Respondent 5 : *“Only reputable university can attract students from international.”*

The Researcher : *“Do you think religion is important in making decision to choose the university?”*

Respondent 1 : *“Not so important because our environment is globalized.”*

Respondent 2 : *“It is important but it depends on individual.”*

Respondent 3 : *“Important.”*

Respondent 4 : *“I believe that Australian respect every individual right.”*

Respondent 5 : *“It is important but there are many important things to consider.”*

The Researcher: “Do you realize that the perceive quality is important?”

Respondent 1 : *“When we talk about university, people will relate it directly and indirectly to quality because university is the model of life before they leave the university.”*

Respondent 2 : *“Only quality people can go to university.”*

Respondent 3 : *“I saw the quality in infrastructure, the system and the human capital.”*

Respondent 4 : *“Australian university is not far compare to British university and American university.”*

Respondent 5 : *“Quality is prerequisite before we choose the university.”*

The Researcher: “If you have a chance to change the situation, which are you want to change in priority either the people, the system or the management?”

Respondent 1 : *“Everything is already good.”*

Respondent 2 : *“Australian government should provide more scholarship to international students.”*

Respondent 3 : *“Australian government should be more friendly to international students especially from Asia.”*

Respondent 4 : *“Students should be allowed to work after they graduated in Australia and apply for citizenship.”*

Respondent 5 : *“I would be interested to join Australian university as a researcher.”*

The Researcher: *“Does Australia have a good image in term of political stability, economic growth and technological level?”*

Respondent 1 : *“Australia is a good example of the good country.”*

Respondent 2 : *“Australia has a good image.”*

Respondent 3 : *“Generally, people like Australia.”*

Respondent 4 : *“Australia is a stable country.”*

Respondent 5 : *“Australia is very clever to attract students and tourists.”*

The Researcher: *“Which one is more important either university or country? Which should come first into consideration?”*

Respondent 1 : *“University, course and country.”*

Respondent 2 : *“Country and university.”*

Respondent 3 : *“Both are equals important.”*

Respondent 4 : *“University is the most important and country is second important.”*

Respondent 5 : *“Country and university are important. Normally people know the country first and then the university.”*

The researcher : *“What is unique about Australia?”*

Respondent 1 : *“Australia has their own style that makes them different.”*

Respondent 2 : *“Developed country and English spoken country.”*

Respondent 3 : *“Australia is very advance in education and sport.”*

Respondent 4 : *“Australia has a lot of resources and excellent infrastructure.”*

Respondent 5 : *“Very good environment for study and gain experience.”*

The Researcher: *“What else attract you to come to Australia?”*

Respondent 1 : *“The cost is quite reasonable and the quality is good.”*

Respondent 2 : *“The environment is fascinating and the people also nice.”*

Respondent 3 : *“The infrastructure and facilities are very excellent.”*

Respondent 4 : *“Many incentives provided to international students.”*

Respondent 5 : *“Stable country.”*

The Researcher: *“Are you satisfied studying here?”*

Respondent 1 : *“Satisfied.”*

Respondent 2 : *“Very satisfied.”*

Respondent 3 : *“Satisfied.”*

Respondent 4 : *“Very interesting experience.”*

Respondent 5 : *“One of the good moments in my life.”*

The Researcher: *“Other opinion studying in Australia?”*

Respondent 1 : *“We have to be independent in foreign country, which makes us become more matured.”*

Respondent 2 : *“I feel happy studying in Australian.”*

Respondent 3 : *“Australians are helpful and there helps me a lot.”*

Respondent 4 : *“Studying in Australia is challenging but interesting.”*

Respondent 5 : *“Australian system is not exam oriented, and there are more hands-on.”*

The Researcher: *“How can Australia image can be better off?”*

Respondent 1 : *“Australia should treat foreign students well especially from Muslim countries.”*

Respondent 2 : *“Australia should not support totally all decision by U.S and U.K. In political arena so that they will look natural and unbiased”*

Respondent 3 : *“Australia must play an active role in welfare and humanitarian activities.”*

Respondent 4 : *“Australia is in Asia, so they should be more close to Asian country.”*

Respondent 5 : *“Australia should give more opportunities for foreign students to become their citizen.”*

A summary of the responses regarding the interviewees’ opinions and understanding of the country image, university reputation, perceived quality, and intention to study relating to Australia for Focus Group Interview 4 can be seen in the following table:

Table 7.5
The Opinion and Understanding of the Country Image, University Reputation, Perceived Quality, and Intention to Study Related to Australia for Focus Group 4

	Quality Education/Perceived Quality	Muslim Country/ Religion	Reputation & Ranking	Political Stability/Economic Stability/Level of Technology	Other Perspective
Respondent 1	√√ √√√ √√√√		√ √√ √√√	√ √√	<i>many high quality journal published in Australia.”</i>
Respondent 2	√√	√	√ √√	√ √√	

Respondent 3	√√ √√√√	√	√√	√ √√	<i>Australian university is flexible."</i>
Respondent 4	√√	√	√ √√ √√√√	√ √√	
Respondent 5	√√	√	√ √√	√√	

Based on the above summary of the transcripts, it is indicative that from the perspective of the respondents, a pattern of results similar to the first three interviews occurred in the fourth conversation. The respondents appear to emphasize more on reputation and ranking.

A summary of the responses regarding which factor comes first in making them decide to undertake further studies can be seen in the following table:

Table 7.6
The Opinion of Country Come First or University Come First

Destination	Respondent	Country come first	University come first	Others come first
Malaysia	Respondent 1 Respondent 2 Respondent 3 Respondent 4 Respondent 5	Both	√ Both √ √	Course
Malaysia	Respondent 1 Respondent 2 Respondent 3 Respondent 4 Respondent 5	Both	√ √ Both √	Course
UK	Respondent 1 Respondent 2 Respondent 3 Respondent 4 Respondent 5	√ Both	√ √ Both √	
Australia	Respondent 1 Respondent 2 Respondent 3 Respondent 4 Respondent 5	√ Both √	√ Both √	

Accordingly, all the interviewees perceive that country image as well as university reputation are both important. When asked which one comes first, majority agreed that university reputation is first. Others select both as equally important and the rest select country image. Only few of them choose the course of study as most important.

A summary of the opinion of country has a good image based on the responses can be seen in the following table:

Table 7.7
The Opinion of Country Has a Good Image

Destination	Respondent	Country has a good image
Malaysia	Respondent 1	√
	Respondent 2	√
	Respondent 3	√
	Respondent 4	√
	Respondent 5	√
Malaysia	Respondent 1	√
	Respondent 2	√
	Respondent 3	√
	Respondent 4	√
	Respondent 5	√
UK	Respondent 1	√
	Respondent 2	√
	Respondent 3	√
	Respondent 4	×
	Respondent 5	√
Australia	Respondent 1	√
	Respondent 2	√
	Respondent 3	√
	Respondent 4	√
	Respondent 5	√

Based on the above responses, all respondents basically agree that the destination they have chosen has a good image. Only one respondent, commenting on the UK, said that the difficulty for the UK to expand their economy is not actually a signal that the image is not good but it may have tendency to go that way.

Regarding the interviewees' responses about Malaysia, the next table provides a summary:

Table 7.8
Opinions about Malaysia

Destination	Respondent	Unique about the country	What else attract	Other Opinion	Country Image Better Off
Malaysia	Respondent 1	<i>"Malaysia is a good country, colorful and safe."</i>	<i>"Malaysia is a Muslim country. I came to Malaysia because of religion. Other things quite similar to my country."</i>		<i>"More discussion within the staff and students, and also the process of visa."</i>
	Respondent 2	<i>"Nice nature. Calm."</i>	<i>"Malaysia is a Muslim country and influence by Muslim."</i>		<i>"Malaysia should learn from other developed countries."</i>
	Respondent 3	<i>"Colorful culture."</i>	<i>"Free to practice belief and religion."</i>		<i>"Look at US experience."</i>

			<i>Easy to get Halal foods."</i>		<i>anything that best practice should be follow."</i>
	Respondent 4	<i>"Slightly different to my countries."</i>	<i>"I am comfort with Malaysia culture."</i>		<i>"Malaysia should have representative that familiar with higher education in all embassy office all over the world."</i>
	Respondent 5	<i>"Similar to my country."</i>	<i>"Halal foods are easily available and anywhere, there are rooms for pray."</i>		<i>"Different between races and groups should be minimizing."</i>

The above findings indicate that Malaysia has strengths as a Muslim country. This is a very significant point in attracting students especially from Muslim countries. Generally, elements of safety and unique culture are also interesting as pull factors. However this is not enough unless accompanied by quality, reputation and other elements accepted and established by international standards.

A summary of other further opinion about Malaysia based upon the responses can be seen in the following table:

Table 7.9
Further Opinion about Malaysia

Destination	Respondent	Unique about the country	What else attract	Other Opinion	Country Image Better Off
Malaysia	Respondent 1	<i>"Safe and stable."</i>	<i>"All the needs are easily available because in Malaysia, there are many shopping complexes and groceries."</i>		<i>"International student should be allowed to work outside especially after they completed their studies."</i>
	Respondent 2	<i>"Interesting country."</i>	<i>"We can have a variety of foods here and majority of the people are Muslim."</i>	<i>"It is a lot of opportunity studying here because our university is very active in conducting talk, workshop and etc."</i>	<i>"Malaysian university should provide more incentive to do a research and publications. They suppose to give scholarship to international and local students."</i>
	Respondent 3	<i>"Developing country and going to be developed."</i>	<i>"In Kuala Lumpur, there are many attractive place to shopping and learn about skills."</i>	<i>"So difficult to get cooperation from local companies."</i>	<i>"More training in language and writing in order to developed skills at a critical level of thinking."</i>

	Respondent 4	<i>"The cost of living not so high."</i>	<i>"It is very unique country because the majority of leaders are Muslim but they can live together with other races. In my country, we only have one ethnic, all other minority ethnics also considered one race."</i>		<i>"We should have more collaboration with the top universities in the world."</i>
	Respondent 5	<i>"Muslim country and easy to go anywhere in Malaysia because the country is not so big."</i>	<i>"There are a lot of developments in Malaysia and this country is progress."</i>	<i>"UM system quite stringent and very demanding."</i>	<i>"Malaysia should practice good governance like in develop countries."</i>

Regarding the above viewpoints, respondents give quite good feedback about Malaysia. This is an important point to motivate Malaysia to go higher. On the other hand, a lot should be done to enhance the level of the education or the country itself. Again, Malaysia being a Muslim country implementing a moderate style of governance and a well-managed country have been highlighted by the respondents.

Regarding interviewees' responses and opinion about the United Kingdom, the next table gives the summary, which is as follows:

Table 7.10
The Opinion about UK

Destination	Respondent	Unique about the country	What else attract	Other Opinion	Country Image Better Off
UK	Respondent 1	<i>"Developed country, modern and high technology."</i>	<i>"The culture and the British education."</i>		<i>"The politician in U.K should treat Muslim fair and well."</i>
	Respondent 2	<i>"Nice surroundings."</i>	<i>"It is modern country and has best education."</i>	<i>"There are so many things I can do in U.K."</i>	<i>"British should not support whatever U.S has been said."</i>
	Respondent 3	<i>"English speaking country."</i>	<i>"The best place to learn English."</i>	<i>"It is a journey within knowledge and spirit."</i>	<i>"British university should provide more scholarship to international students."</i>
	Respondent 4	<i>"Good environment and beautiful surrounding."</i>	<i>"The country has tradition and many famous universities."</i>	<i>"You can succeed because they are professional."</i>	<i>"Universities fees should be reduced."</i>

	Respondent 5	<i>“Multi ethnics’ country.”</i>	<i>“The culture of the country.”</i>		<i>“Cooperation should be conducted between British government and the countries that the students come from.”</i>
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The above responses from respondents lead to the conclusion that the UK has a favourable image as a country and the same with its universities. A developed and modern country and also a multi-ethnic state, the UK attracts the attention of foreign students. The traditions of British education, existence of many famous universities and being an English-speaking country are also the plus points for the UK.

A summary of the qualitative findings relating to opinions about Australia can be seen in the following table:

**Table 7.11
The Opinion about Australia**

Destination	Respondent	Unique about the country	What else attract	Other Opinion	Country Image Better Off
Australia	Respondent 1	<i>“Australia has their own style that makes them different.”</i>	<i>“The cost is quite reasonable and the quality is good.”</i>	<i>“We have to be independent in foreign country, which makes us become more matured.”</i>	<i>“Australia should treat foreign students well especially from Muslim countries.”</i>
	Respondent 2	<i>“Developed country and English spoken country.”</i>	<i>“The environment is fascinating and the people also nice.”</i>	<i>“I feel happy studying in Australian.”</i>	<i>“Australia should not support totally all decision by U.S and U.K. In political arena so that they will look natural and unbiased”</i>
	Respondent 3	<i>“Australia is very advance in education and sport.”</i>	<i>“The infrastructure and facilities are very excellent.”</i>	<i>“Australians are helpful and there helps me a lot.”</i>	<i>“Australia must play an active role in welfare and humanitarian activities.”</i>
	Respondent 4	<i>“Australia has a lot of resources and excellent infrastructure.”</i>	<i>“Many incentives provided to international students.”</i>	<i>“Studying in Australia is challenging but interesting.”</i>	<i>“Australia is in Asia, so they should be more close to Asian country.”</i>
	Respondent 5	<i>“Very good environment for</i>	<i>“Stable country.”</i>	<i>“Australian system is not</i>	<i>“Australia should give</i>

		<i>study and gain experience."</i>		<i>exam oriented, and there are more hands-on."</i>	<i>more opportunities for foreign students to become their citizen."</i>
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Based on the above findings, Australia has a lot of advantages such a good environment, an English-speaking and stable country. In some areas such as education and sports, Australia is advanced and equal to the US and UK. However, the image of Australia particularly its politics needs to be improved.

7.3 PERSONAL INTERVIEWS

Now, we look at the findings from the personal interviews. The interviews were conducted one after the other, first on a student from Universiti Malaya in Malaysia and the next one on a student from the National University of Singapore (NUS) in Singapore. Here we present the two conversations with the interviewees:

Personal Interview One

Q1. Why do you choose Malaysia?

A1: Study in Malaysia is cheaper. Almost similar to most of the city in China. It is around RM 24,000 or RMB 50,000. Another thing is Malaysia has a good environment to learn language. Accommodation in Malaysia is lower compare to big city in China. I have no problem studying here. Environment to study is better in Malaysia, in China no place to practice English. I am interested came here because I have some friend studying in Malaysia. Because of the language like Mandarin and English widely used. Malaysia weather is comfortable, but very hot I think.

Q2. What are the things you think should be changed in University Malaya?

A1: Office system is slow. Some of the managers and staffs in University Malaya should be changed in order to make the services offered to customers become more efficient.

Q3. Why do you choose UM as a place of study?

A1: It is because it is also government university like Beijing University which is famous and attractive in the country.

Q4. What do you think about Malaysia in terms of economy, socio, and political?

A1: Economy is ok, socio is ok, and political is also ok and stable.

Q5. Do you think other aspect like reputation of the university also important?

A1: Yes, university reputation is also important. Knowledge also.

Q6. How long you have you been in Malaysia?

A1: 7 years.

Q7. What do you think about PhD programme in University Malaya?

A1: Not so bad.

Q8. What do you think how the PhD programme can be improved?

A1: The needs to urgency of graduation, I mean excellent urgency but not so fast, rationally logic. The levels of students came here must be screened and placed

them accordingly to their level. The high level go to group high level, moderate level will group to a same level. I found that the programme offered is quality.

Q9. Do you think UM possess a reputation?

A1: Yes, UM has a good reputation.

Q10. Do you recommend UM to your relatives and friends?

A1: Yes I recommended UM to my relatives and friends.

Q11. Do you come to Malaysia because of university or country?

A1: I came here because of the university then the country.

Personal Interview Two

Q1. Why you choose Singapore?

A1: Singapore has excellent education system, top universities and nice environment. The cost also competitive and less compare to Australia, New Zealand, U.S and U.K. I am very proud to study NUS (National University of Singapore) because it is 10th best university in Asia and 30th best university in the world. No other universities in Asian are better than NUS. UM and Chulalongkorn University are behind NUS. I can practice English in Singapore and the food in Singapore is excellent.

Q2. What are the things you think should be changed in NUS?

A1: I don't think we should change all the effort that has been done by the university management because it simply looks very good in NUS. They are very demanding about the meritocracy. The study is very challenging because the expectation is very high. I have to study hard to survive in NUS.

Q3. Why you chosen NUS as a place of study?

A1: It is because NUS is the top university in the world

Q4. What do you think about Singapore in terms of economy, socio, and political?

A1: Singapore is a developed country since 2020. The economic performance of Singapore is excellent. Their income is half of Malaysia with the population of 4.7 million. Then you can imagine how rich they are. Their socio also in a very good condition because only one party rule the country. With the dynamic leadership and effective governance, they can easily inculcate good values among their people. That means government is very strong and they know their vision where to bring Singapore. Chinese community consists of 75% of the populations and this also influence the government to provide prosperous future for the next generations. Generally, Singapore is very stable because their neighbors respect them due to rapid development and sophisticated technology. As you know, Singapore is the allied of US and anything happen to Singapore, US will protect.

Q5. Do you think other aspect like reputation of the university also important?

A1: Yes, this is the reason why I choose NUS. For me, NUS has credibility and capability to train excellent students. Only the best can go to NUS.

Q6. How long you have been in Singapore?

A1: 2 years.

Q7. What do you think about PhD programme in NUS?

A1: Very tough and stringent. However the program was managed successfully by the university. I can mix with western people and the environment is like in U.K and U.S.

Q8. What do you think can the PhD programme be improved?

A1: Yes, there is a room for improvements but I think NUS's PhD program is the best in Asia. I cannot expect more than that. The supervision is good and we all are trained by experienced professors.

Q9. Do you think NUS possess a reputation?

A1: Yes, definitely NUS has very good reputation. Nobody can argue.

Q10. Do you recommend NUS to your relatives and friends?

A1: Yes, I will recommend NUS to my relatives and friends but they must work hard and smart.

Q11. Do you come to Singapore because of university or country?

A1: I came here because of the university then the country. Actually, the image of Singapore is very good as well as the universities. I can say Japan and Korea are in the same standard. China may be the university like Beijing University and Tsinghua University are excellent but the image of China is unfavorable. Other examples, countries like Finland and Denmark, the image of the country are very good but not the universities. This is different to Singapore because they have the advantage of good country image and very high reputation of the university.

A summary of the responses regarding the interviewee's opinions and understanding about Malaysia and a Malaysian university can be seen in the following table:

Table 7.12
Opinion about Malaysia and Malaysian University

University Reputation	Reputation	University First	Country Follow	Environment
Important	UM has reputation	√	√	Good for learning English

The above findings indicate that the interviewee choose Malaysia because the cost of education is quite similar to her country and this country has a better environment for studying English and she doesn't have any problem to communicate with local people.

A summary of the responses regarding another interviewee's opinion and understanding about Singapore and a Singaporean university, can be seen in the following table:

Table 7.13
Opinion about Singapore and Singaporean University

University Reputation	Reputation	University First	Country Follow	Excellent education	Top University	Nice environment
Important	NUS	√	√	√	√	√

Based on the above findings, the interviewee chooses Singapore because of university reputation. Singapore universities provide excellent education and offered nice environment for studying. In addition, NUS is a top university in Asia and the world.

As summarized, basically all interviewees and respondents agree that the quality of education and perceived quality are very important, resulting in the intention to study in one university in one country. At the same time, elements taken into consideration in making their choices inescapably are the stability and good image of the country. This is supported and accompanied by the reputation and ranking of the university, the status of the university as a top university and a nice environment for studying. This qualitative finding confirms that university reputation is one of the most important determinants of university choice. Furthermore, this is consistent with research by

Soutar and Turner, (2002) and Hooley and Lynch (1981) which concluded with the same phenomenon. Factor such as the uniqueness of the country or whether it is similar to the respondent culture or very different, as long as it suits the needs and wants of the respondent, are not a problem for them. Thus, this is consistent with Bilkey and Nes (1982) and Javalgi et al. (2001) which concluded that services can be positively influenced by country image.

7.4 NEW ITEMS AND NEW SUB-DIMENSION OF COUNTRY IMAGE

Based on the qualitative data, we found one new variable or construct, which is something interesting to look into. The construct is ease of practising religion which can be further put as a sub-construct in the country image. As a result, a few items were taken from the interviews and after refinements and discussions with the experts and the supervisor, those items were included in the questionnaire. These items and constructs are expected to become one of the contributions of the researcher from the study.

7.5 CHAPTER SUMMARY

This chapter outlines and gives an overview of the findings and results of qualitative data. All the six interview sessions with respondents were presented and the conclusions of the findings stated. New items are highlighted in the last part. The next chapter delivers the conclusion of the whole thesis and the discussion relates to the objectives of the study.

CHAPTER EIGHT

CONCLUSION AND RECOMMENDATIONS

8.1 CONCLUSIONS AND RECOMMENDATIONS

This chapter is organized into several parts. The first will provide an overview of the research findings, and in particular, the results of the empirical and qualitative study in the previous chapter. The results of the hypotheses testing in relation to the research aims and questions will be considered. The second part of this chapter will elaborate on theoretical and methodological contributions. The third explains the limitations of this study and makes some recommendations for future research.

In comparison to past studies, the differences in this study are the outcomes of variations in methodology, including sampling frames, selection processes, sample sizes, data collection and analysis techniques, and timing.

8.2 RESEARCH AIM, RESEARCH QUESTIONS, RESEARCH OBJECTIVES, AND HYPOTHESES

As highlighted earlier, the main aim of this study is to investigate the role of the country image and the university reputation and determine their relationship to perceived quality and intention to study. In particular this study tries to:

enhance understanding of the relationship between country image, university reputation, and intention to study, which are mediated by perceived quality. This is represented by Hypotheses 1 – 5 as shown in Table 8.1.

determine whether country image and university reputation has a significant role, and their effects on intention to study mediated by perceived quality. This is represented by the study's Research Questions 1 to 8.

8.3 DISCUSSION: OVERVIEW OF THE FINDINGS

The explanations on the findings are presented based on research questions and hypotheses of the study. These will be interpreted according to each variable (H1 to H7) investigated in this study.

8.3.1 Discussion to Answer Research Question 1

(1). What is the new dimension of country image which can influence the relationships?

In response to the above research question, the following has been proposed:

The new dimension, ease of practicing religion, with eight (8) items, were selected and confirmed in the Principal Components Analysis. Furthermore, another three items were retained in the second order and structural model. This provided empirical evidence for the existence of this new dimension and that ease of practicing religion contributes substantially to the theory of country image. In addition, the qualitative findings (focus group interviews and two personal interviews) suggested that the dimension of ease practicing religion does make sense and is highly relevant.

Introduced by Roth and Kroll (2007) and Conroy and Emerson (2004), this dimension is perceived as important and has similarities with the concept of religiosity as mentioned by Aygun, Arslan and Guney (2007). Thus, there has been consensus between theory and findings about the importance and the role of ease of practicing religion. Therefore, qualitative research has confirmed that the concept of ease of practicing religion is relevant and appropriate for the model.

8.3.2 Discussion to Answer Research Question 2

(2). What are the effects of country image on perceived quality?

Research question 2 examines whether country image relates to perceived quality as mentioned in previous studies and whether the relationship is positive or negative, if related. Table 8.1 shows the lists of hypotheses 1 – 5 and summarizes the results of the hypotheses testing.

Table 8.1
Summary of the Results on the Hypothesized Relationship

Hypothesis	Relationship	Regression Weight	Critical Ratio (t - value)	Remarks Hypothesis
H1	CI ↔ PQ	.25***	8.064	Supported
H2	CI ↔ ITS	-.06	-1.662	Not Supported
H3	UR ↔ PQ	.58***	17.799	Supported
H4	UR ↔ ITS	.36***	9.074	Supported
H5	PQ ↔ ITS	.50***	12.196	Supported

The study had earlier hypothesized that country image (H1) will have a significant and positive direct effect on perceived quality. The output regarding the previous chapter specifically discovered that country image is positively and significantly related to perceived quality. It means that the better the country image, the higher the perceived quality response by the respondents.

(3). What are the effects of country image on intention to study?

However, the result indicates that country image (H2) is not significantly related to intention to study. Even though this direct relationship is not significant, country image has a negative and significant indirect effect on intention to study (structural coefficient = $-.06$). The finding indicates that there was an insignificant direct effect of country image on intention to study, where the direct effect was ($-.06$) and the indirect effect via perceived quality was ($.140$). The results indicate that the indirect effect was stronger than the direct effect. This means that intention to study cannot be directly achieved when the respondents only look at country image and that country image can still influence only if there is existence of perceived quality. In other words, country image provided the initial attraction and enhanced the intention to further study when accompanied by perceived quality. Therefore, perceived quality acted as a full mediator in this relationship.

(4). What are the effects of university reputation on perceived quality?

The study has shown that university reputation (H3) has a significant, positive and direct effect on perceived quality. The results indicate that university reputation is positively and significantly related to perceived quality.

(5). What are the effects of university reputation on intention to study?

The study has shown that university reputation (H4) will have a significant and positive direct effect on intention to study. The results indicate that university reputation is positively and significantly related to intention to study.

(6). What are the effects of perceived quality on intention to study?

Perceived quality has been hypothesized as having a significant, positive and direct effect on intention to study. The outputs displayed that perceived quality is positively and significantly related to intention to study.

(7). What are the mediating effects of perceived quality in the relationship between country image and intention to study?

The mediating roles of perceived quality indicated that it was an important mediator in the relationship between country image and intention to study. This suggests perceived quality acted as a total mediator based on the empirical evidence as illustrated in the following table:

Table 8.2
Direct and Indirect Effects Analysis for PQ in the CI to ITS Relationship

	Standard Total Effect			Standard Direct Effect			Standard Indirect Effect		
	CI	PQ	ITS	CI	PQ	ITS	CI	PQ	ITS
PQ	0.25	0.00	0.00	0.25	0.00	0.00	0.00	0.00	0.00
ITS	0.07	0.50	0.00	-0.06	0.50	0.00	0.13	0.00	0.00

IE = 0.13 (> 0.085) and IE > DE

Therefore PQ is total mediator in the CI to ITS relationship.

The above viewpoint is consistent with the qualitative findings of this study as reported and interpreted in Chapter Seven. Thus, the qualitative findings affirm the theoretical framework that has been constructed from previous literatures. The majority of the respondents in the survey and interviewees agreed that perceived quality is a must criterion in decisions to further study. Normally, all students are very particular about the perceived quality that they are supposed to benefit from. Therefore, perceived quality is important besides country image and university reputation as other important factors.

(8). What are the mediating effects of perceived quality in the relationship between university reputation and intention to study?

The mediating role of perceived quality indicated that it was an important mediator in the relationship between university reputation and intention to study. This suggests that perceived quality acted as a partial mediator based on the empirical evidence as illustrated in the following table:

Table 8.3
Direct and Indirect Effects Analysis for PQ in the UR to ITS Relationship

	Standard Total Effect			Standard Direct Effect			Standard Indirect Effect		
	UR	PQ	ITS	UR	PQ	ITS	UR	PQ	ITS
PQ	0.58	0.00	0.00	0.58	0.00	0.00	0.00	0.00	0.00
ITS	0.65	0.50	0.00	0.36	0.50	0.00	0.288	0.00	0.00

IE = 0.288 (> 0.085) and IE < DE

Therefore PQ is a partial mediator in the UR to ITS relationship.

The findings indicate that perceived quality has a positive and significant indirect effect on intention to study via university reputation. This indirect effect exists as a partial mediator. A good and reputable university can attract student intention to study and increase the perceived quality of the services offered. However, the intention to study will be enhanced if the university has an excellent reputation as well as perceived quality. Therefore, perceived quality acts as a partial mediator in this relationship.

In the past, studies investigating the direct and indirect effect of perceived quality in the relationship between country image and university reputation has been quite limited

and the combination of this model considered relatively new. Thus, these findings have significant implications as it not only identifies perceived quality as a mediator but also confirms the effects of perceived quality on intention to study either with the presence of country image or university reputation. On the assumption that the path analysis approach is applied in this current model, the direct and indirect effects of a variable on other variables will be recognized clearly. By using this analysis, the amount of external contribution towards internal can be identified, and compared for each variable effect. As a result, the most important variable in the model can be found.

The total, direct and indirect effects of all variables are illustrated in the following table:

Table 8.4
Results of Total Effects, Direct Effects, and Indirect Effects

Hypothesis	Relationship	Total Effects	Direct Effects	Indirect Effects	Remark on Hypothesis
H1	CI ↔ PQ	.275	.275	.000	Supported
H2	CI ↔ ITS	.078	-.063	.140	Not Supported
H3	UR ↔ PQ	.632	.632	.000	Supported
H4	UR ↔ ITS	.725	.402	.323	Supported
H5	PQ ↔ ITS	.511	.511	.000	Supported

All effects are significant at $p < 0.001$

The total direct effect produced by university reputation on intention to study was the biggest in the model, (.725) followed by the total direct effect produced by university reputation on perceived quality, (.632). The third biggest total direct effect was produced by perceived quality to intention to study, at .511. The second smallest total direct effect of country image on perceived quality was at .275 and the smallest total direct effect by country image to intention to study was at 0.078.

The above results indicate that university reputation is among the most important constructs, followed by perceived quality and country image. Perceived quality became important because it is a full mediator between country image and intention to study. This means that the country image without perceived quality cannot attract students to study in a university. Thus this study confirms that all constructs play significant roles in the model.

8.4 THEORETICAL CONTRIBUTIONS

The study was able to develop and validate a measurement instrument for measuring country image, university reputation, perceived quality and intention to study in the higher education sector. After validation of its constructs, this instrument has shown suitability for use in the study and may be used in similar environments, for instance in other developing countries. In its use, the instrument will advance studies related to country image in the higher education sector.

Using the field data, the study was able to perform revalidation of the adapted instruments for measuring country image, university reputation, perceived quality, and intention to study. Initially these instruments were used to study the variables in developed countries where the operating environment is different from the one in developing economies. The successful revalidation of these instruments lends a hand into studying the variables in developing economies, hence playing a positive role in advancing the knowledge through the studying of these variables.

The study was able to verify the mediating role of perceived quality in the relationship between country image and intention to study (full mediation effect), and, in the relationship between university reputation and intention to study (partial mediation). This knowledge lends an important hand in the study of the services sector and

advancement of theories related to relationships between country image, university reputation, perceived quality and intention to study.

The study adds to the body of knowledge and literature on country image, university reputation, perceived quality and intention to study on the real conditions and developments in Malaysia and the perspective of the students towards other countries like UK, Australia, Singapore and etc. The qualitative findings presented earlier have also affirmed these results. The study further extends the country image theory in order to investigate its relationship with other constructs like university reputation, perceived quality and intention to study. In this regard, through the new proposed theoretical model as shown in Figures 4.1 in Chapter Four, the study has contributed theoretically to the current literature.

8.5 METHODOLOGICAL CONTRIBUTIONS

This study examined the mediation effect of perceived quality in the relationship between country image and intention to study as well as the mediation effect of perceived quality in the relationship between university reputation and intention to study. In majority of the previous studies, researchers used the first order construct. In this study, the author employed the second order constructs. However, in this study SEM was used to get better understanding of these relationships, which is a methodological contribution.

Moreover, by using multiple approaches to data analysis, this study contributes to the methodology in examining a range of facts. This approach allows vigorous results and their explanation.

Through the qualitative findings, this study provides empirical grounds to conceptualize the country image construct in evaluating services as in the higher education environment. The achievement of using qualitative data to confirm the construct uses is also a methodological contribution. Very limited studies have employed a qualitative method in exploring the concept in the services related to higher education sector.

8.6 PRACTICAL CONTRIBUTIONS

The analysis uncovered valuable information and input which has important practical implications. The questions about whether country image or university reputation is more important and dominant, can thus be answered. What clearly emerges from this study is that both are very important and embedded in each other. Since this study is related to higher education which is in service sector, the opinions of or the decision making process undergone by the students (respondent) are complex and varied. The findings might be different to the product evaluation. As a result, it can be concluded that at a certain point, country image can attract some group of students, whereas university reputation can also attract other groups of students. However, those destinations that carry both advantages, a positive country image and high university reputation, can attract the majority of students. That is why countries like UK, Japan, Australia and US are the most popular destinations for further study amongst these students. The reason why Malaysia is rank in number 3 may be attributed to the fact that this research was done in Malaysia and thus it can be expected that quite many Malaysian students may choose their own country due to the familiar factor and comfortable to culture, food, language, religion and others.

In other aspects, it is quite interesting that Egypt is quite popular among Malaysian students especially in the fields of religion, medicine and pharmacy because

the reason is Malaysia and Egypt has been traditionally linked for quite a long time. Besides, the main attraction of Egypt is the reputation of its universities in the field of religious studies and medicine. In addition, the cost of living in Egypt is not so expensive and is thus more affordable for people from developing countries. Essentially, the pull factor has been the education system in Egypt which was proven to be of quality and recognized by the worldwide.

The research uncovered the grouping for those countries that are less attractive compare to the traditional study destinations like UK, Japan, Australia, Egypt and Canada. The group of countries can be categorized into four as follows:

Group 1 European countries such as Germany, Italy, Russia, Switzerland, Austria, and Check Republic.

Group 2 Scandinavians countries such as Denmark, Sweden, Norway, Iceland, and Finland.

Group 3 countries such as China, India, Israel, and South Africa.

Group 4 countries such as Iran, New Zealand, Thailand and the Philippines.

8.7 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

The results of this study ought to be understood in the light of some limitations. Furthermore, these limitations, alongside with the results of this study, recommend guidelines for future research.

The generalizability of the findings of the study is limited as it was carried out in a developing country like Malaysia, even though the sample size is adequate. However, this was unavoidable because of the limitations in cost and time. Thus, future replication and a parallel study including other countries with a larger sample is recommended. This will permit the findings to be generalized across nations and different circumstances.

The majority of the respondents of this study are from Malaysia; consequently generalizing the results to service organizations like in institute of higher learning might be challenging. As a result, additional research is needed with a reasonable balance of numbers of universities from other countries to obtain more generalized findings.

While applying structural equation modeling is stylish and suitable, however, it necessitates that the fundamental theory be entirely rationalized from preceding literatures. This was not always the case due to the fact that whereas each model was validated and supported, there could be insufficient literature to entirely validate the approach in the service sector like the higher education sector. Nevertheless, full attention was given in all the investigations to ensure that certain assumptions were not breached. Future researchers may consider giving more attention to literature to entirely validate the approach and achieve greater confidence in the study findings.

8.8 POTENTIAL FACTORS IN FUTURE TO BE INCLUDED

The study attempted to explain the significance of the four variables according to the percentage obtained on the model. These variables such as country image as a predictor, appears to explain 65.668% of the model and university reputation as another predictor explains 65.884%. Perceived quality represents 69.001% on the model and intention to study shows a percentage of 72.988%. Although the percentages are quite high, nevertheless, that there may be other potential or hidden factors which may explain the model from other perspectives that were not identified in this study. Replicating this research in and testing the scale in other countries and cities are, therefore, essential in generalizing the findings of this study. Future researchers may go one step further and add a new variable or construct into the model, which may lead to different results or findings.

8.9 CONCLUSION

There is no doubt that university reputation plays a highly significant role in attracting new students. To improve the university's reputation, the university needs to upscale the quality and capabilities of their academic staff, academic programs, services and the facilities provided. These strategies will aid the university in retaining the current students as well as in attracting increasing numbers of prospective students. The findings of this study affirm the significance of university reputation and this is consistent with studies by Moogan et al. (1999) which found that students from the UK were influenced more by university prestige than measures of program quality.

Country image is another very important variable in influencing student choices of study destinations. This also reflects the findings of Marginson (2006), which discovered that country image became the first and largest contributor to the decision on study destinations. Marginson suggested (2006), that country image, as well as the reputation of institutions, are given the most attention by prospective students. However, the revelation from this study is that this assumption depends on the students' perceived quality of the university staff and the university itself.

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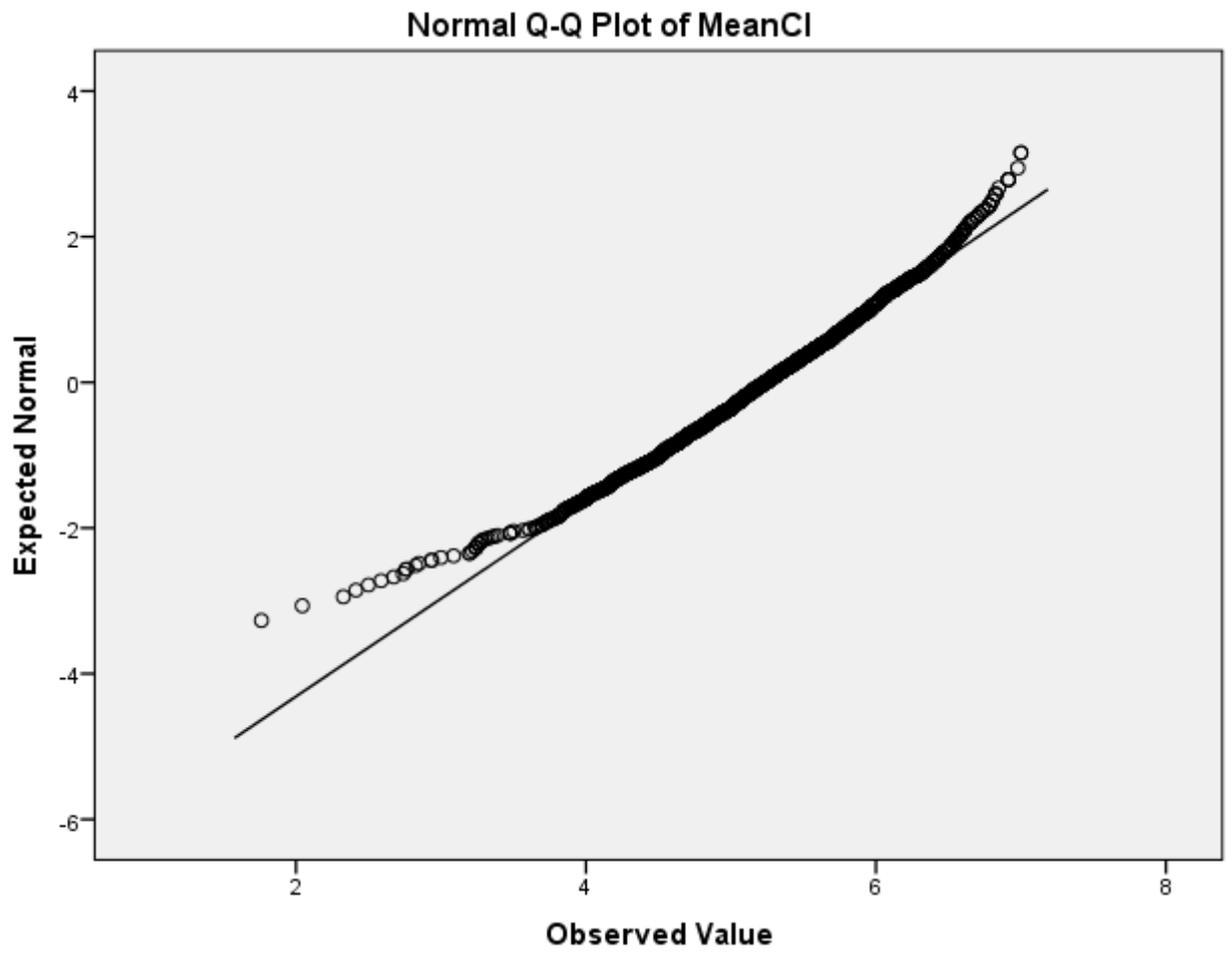
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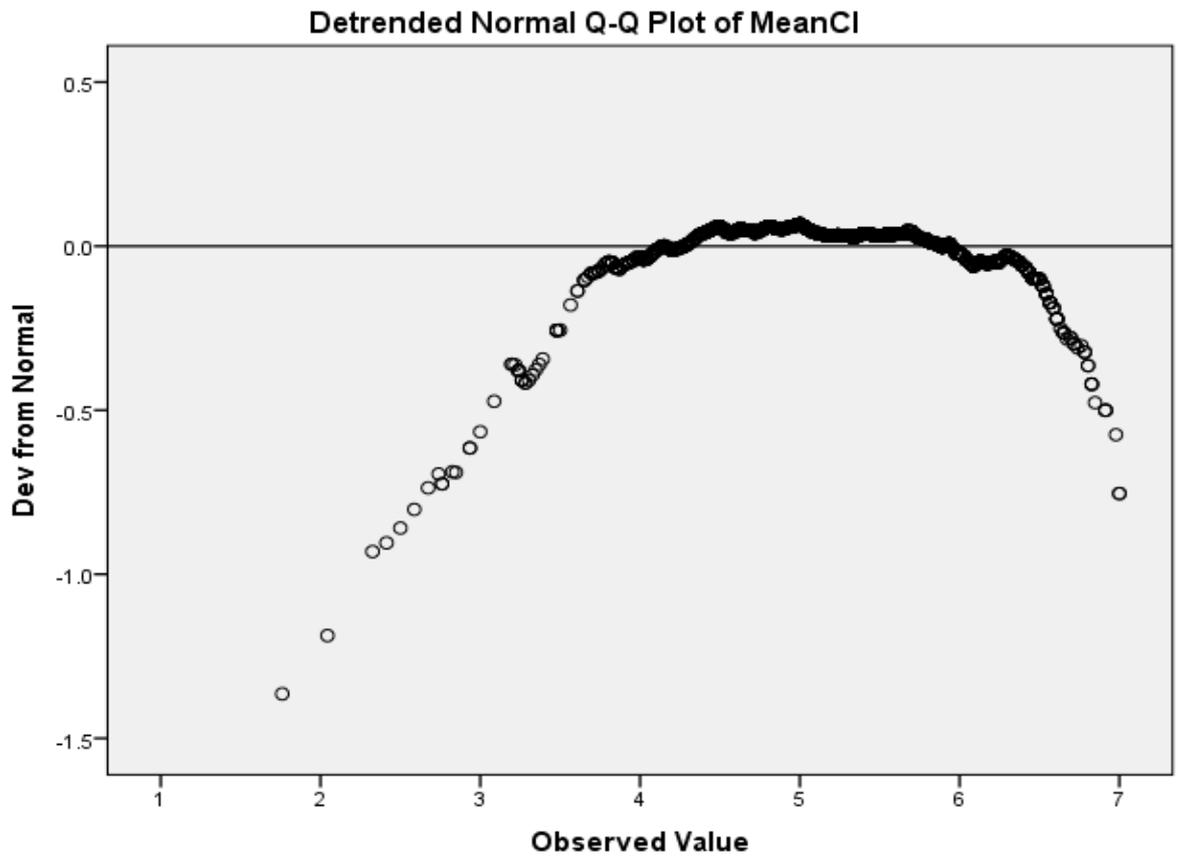
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LIST OF APPENDICES

- A COVER LETTER AND SAMPLES OF QUALITATIVE QUESTIONNAIRE**
- B COVER LETTER AND SAMPLES OF QUANTITATIVE QUESTIONNAIRE**
- C UNIVARIATE NORMALITY**
- D LINEARITY AND HOMOSCEDASTICITY**
- E REGRESSION WEIGHTS FOR SECOND ORDER CONSTRUCTS / VARIABLES**
- F THE STRUCTURAL MODEL OF THE WHOLE FRAMEWORK USING UNSTANDARDIZED/ STANDARDIZED**



Detrended Normal Q-Q Plot



Descriptive Statistics

Descriptives

		Statistic	Std. Error
MeanCI	Mean	5.2129	.01731
	95% Confidence Interval for Mean		
	Lower Bound	5.1790	
	Upper Bound	5.2469	
	5% Trimmed Mean	5.2322	
	Median	5.2391	
	Variance	.555	
	Std. Deviation	.74500	
	Minimum	1.76	
	Maximum	7.00	
	Range	5.24	
	Interquartile Range	1.00	
	Skewness	-.448	.057
	Kurtosis	.622	.114

M-Estimators

M-Estimators

	Huber's M-	Tukey's Biweight ^b	Hampel's M-	Andrews' Wave ^d
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	Estimator ^a		Estimator ^c	
MeanCI	5.2413	5.2528	5.2430	5.2533

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

Kolmogorov-Smirnov and Shapiro-Wilk

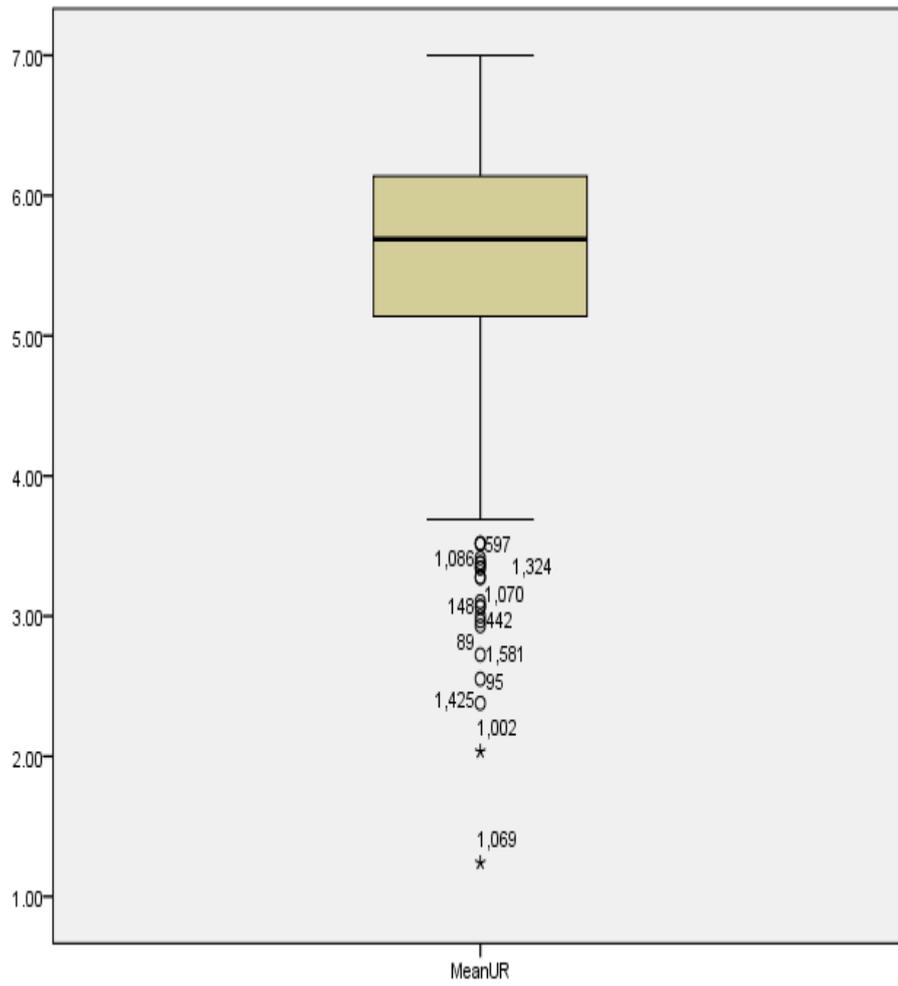
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanCI	.031	1852	.000	.988	1852	.000

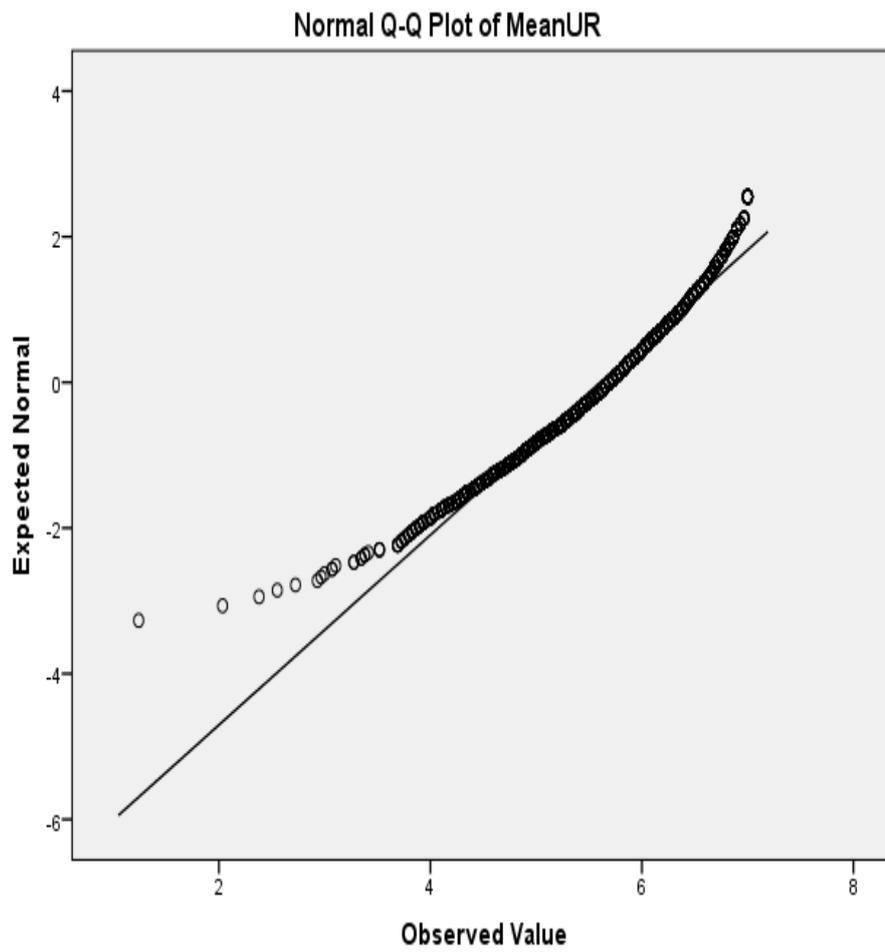
- a. Lilliefors Significance Correction

UNIVERSITY REPUTATION: (Histogram, Steam-and-Leaf Plot, Boxplot, Normal Q – Q Plot, Detrended Normal Q – Q Plot, Descriptive Statistics, M- Estimators, Kolmogorov-Smirnov and Shapiro-Wilk)

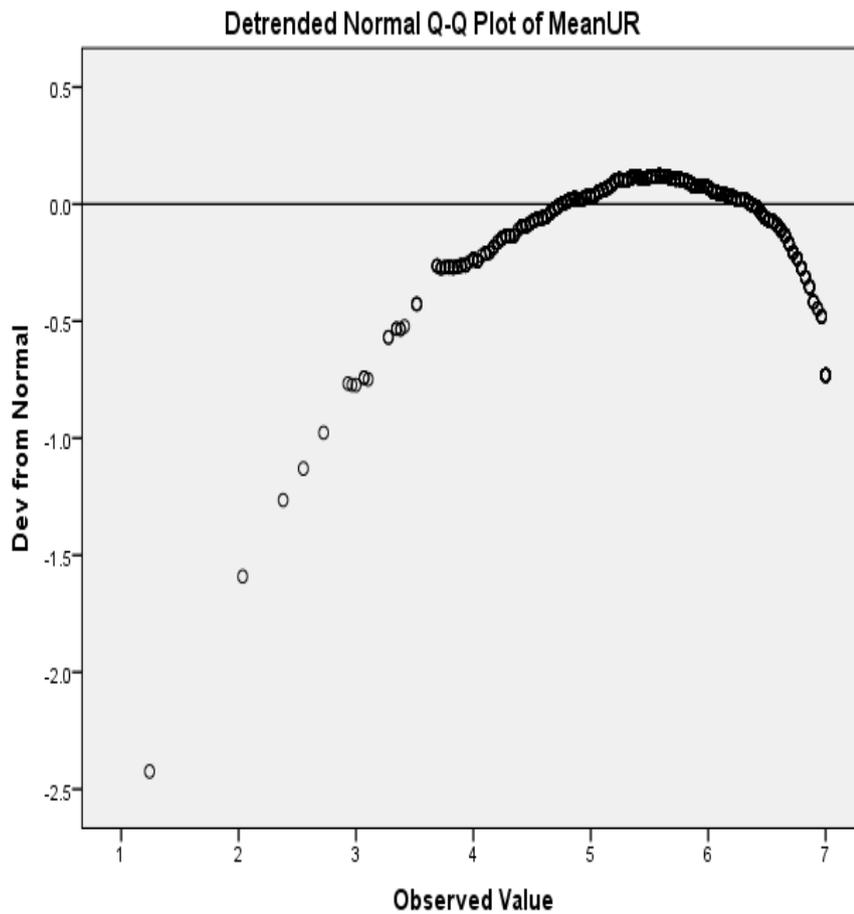
Histogram



Normal Q-Q Plot



Detrended Normal Q-Q Plot



Descriptive Statistics

Descriptives

		Statistic	Std. Error
MeanUR	Mean	5.6062	.01782
	95% Confidence Interval for Mean		
	Lower Bound	5.5713	
	Upper Bound	5.6412	
	5% Trimmed Mean	5.6396	
	Median	5.6897	
	Variance	.588	
	Std. Deviation	.76671	
	Minimum	1.24	
	Maximum	7.00	
	Range	5.76	
	Interquartile Range	1.00	
	Skewness	-.731	.057
	Kurtosis	1.008	.114

M-Estimators

M-Estimators

	Huber's M- Estimator ^a	Tukey's Biweight ^b	Hampel's M- Estimator ^c	Andrews' Wave ^d
MeanUR	5.6769	5.7002	5.6734	5.7007

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

Kolmogorov-Smirnov and Shapiro-Wilk

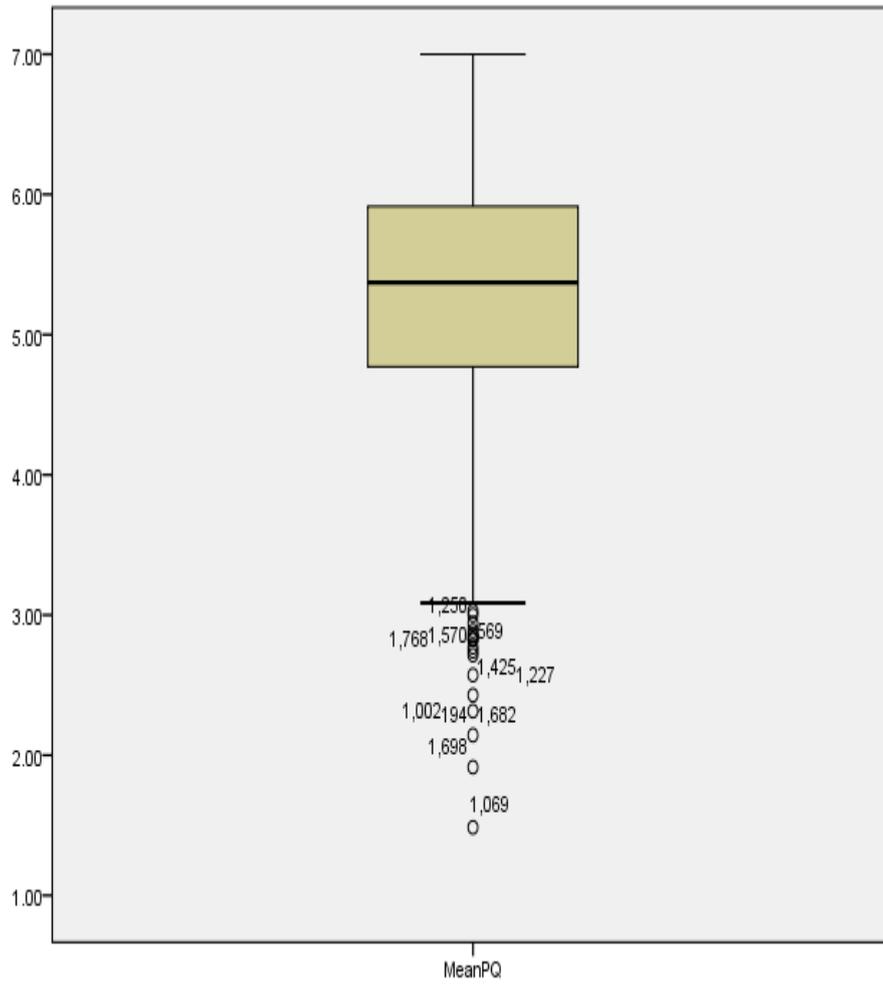
M-Estimators

	Huber's M- Estimator ^a	Tukey's Biweight ^b	Hampel's M- Estimator ^c	Andrews' Wave ^d
MeanUR	5.6769	5.7002	5.6734	5.7007

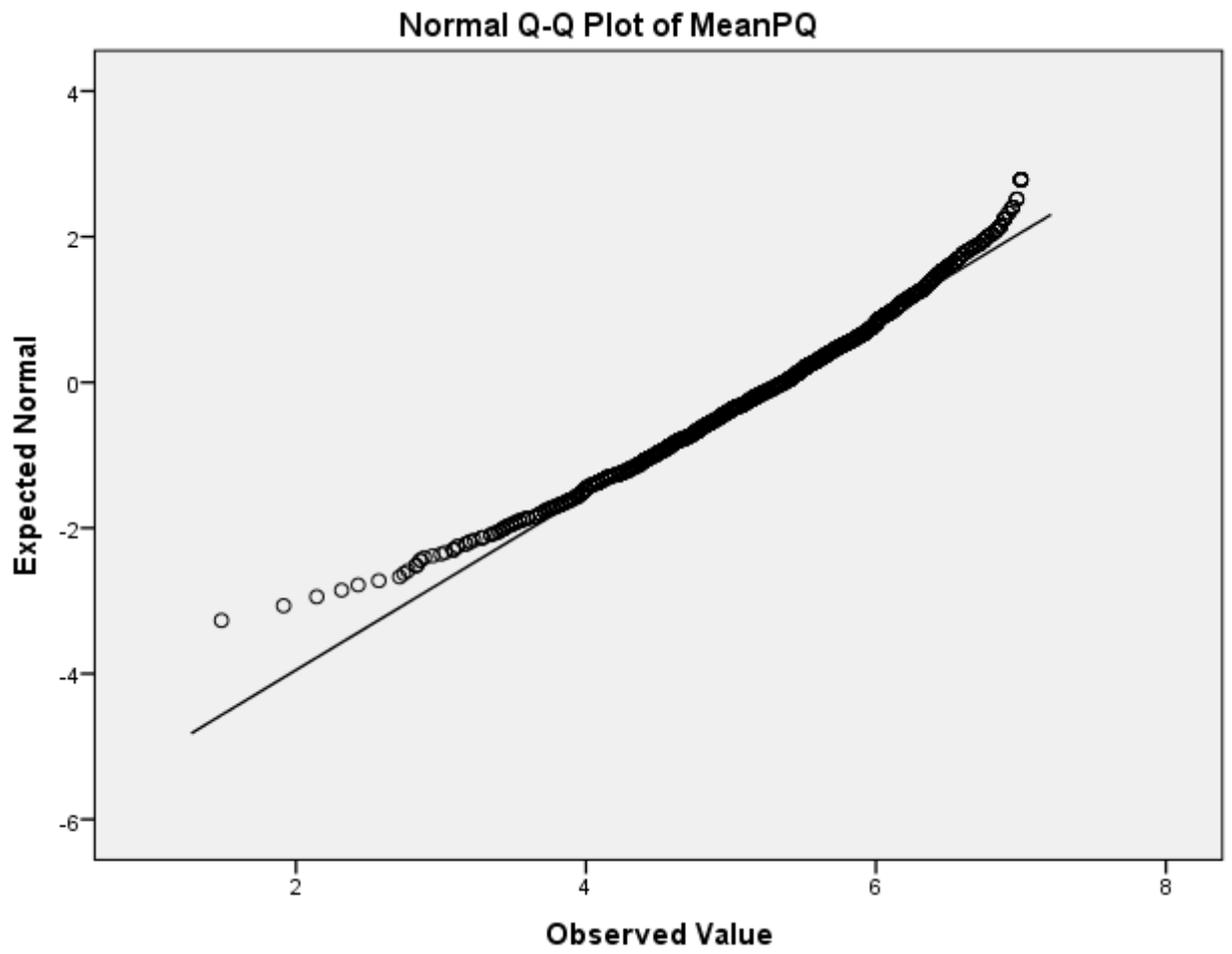
- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

PERCEIVED QUALITY: (Histogram, Steam-and-Leaf Plot, Boxplot, Normal Q – Q Plot, Detrended Normal Q – Q Plot, Descriptive Statistics, M- Estimators, Kolmogorov-Smirnov and Shapiro-Wilk)

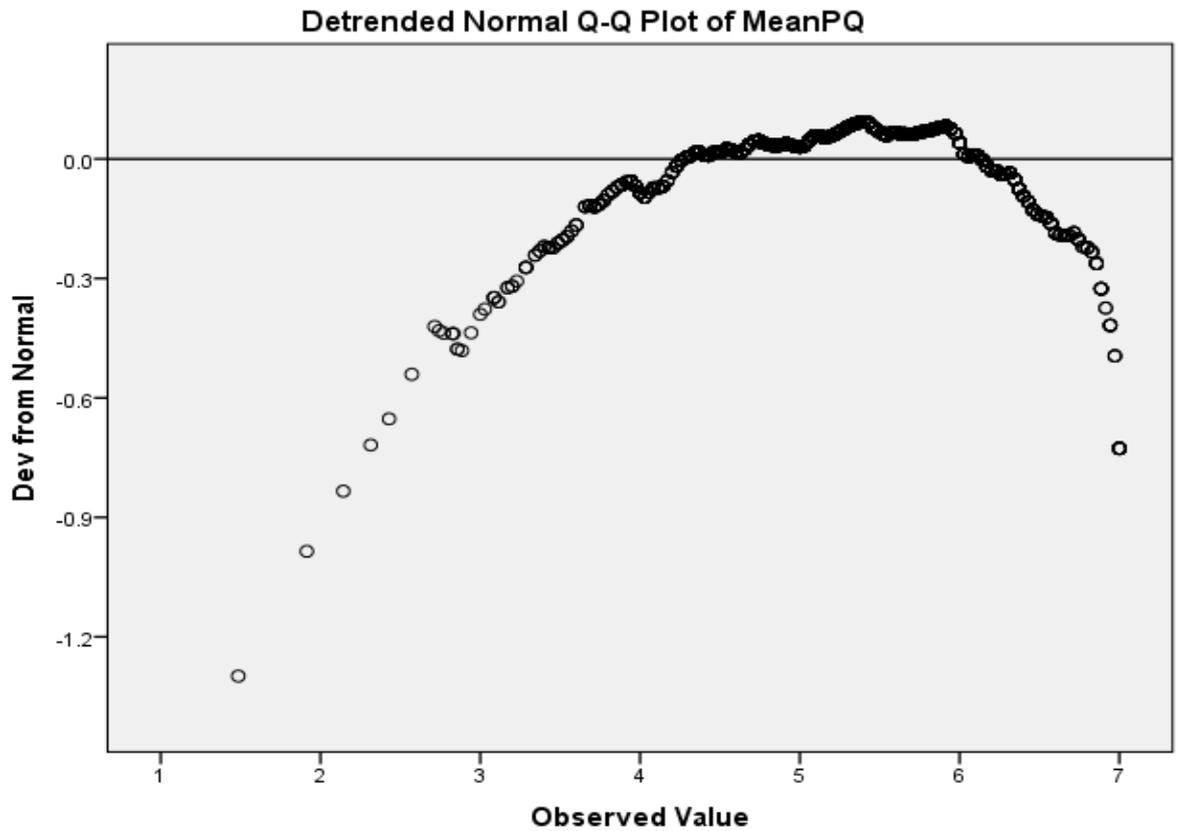
Histogram



Normal Q-Q Plot



Detrended Normal Q-Q Plot



Descriptive Statistics

Descriptives

		Statistic	Std. Error	
MeanPQ	Mean	5.2886	.01935	
	95% Confidence Interval for Mean	Lower Bound	5.2506	
		Upper Bound	5.3265	
	5% Trimmed Mean	5.3138		
	Median	5.3714		
	Variance	.693		
	Std. Deviation	.83259		
	Minimum	1.49		
	Maximum	7.00		
	Range	5.51		
	Interquartile Range	1.14		
	Skewness	-.484	.057	
	Kurtosis	.312	.114	

M-Estimators

M-Estimators

	Huber's M-	Tukey's Biweight ^b	Hampel's M-	Andrews' Wave ^d

	Estimator ^a		Estimator ^c	
MeanPQ	5.3452	5.3617	5.3335	5.3621

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

Kolmogorov-Smirnov and Shapiro-Wilk

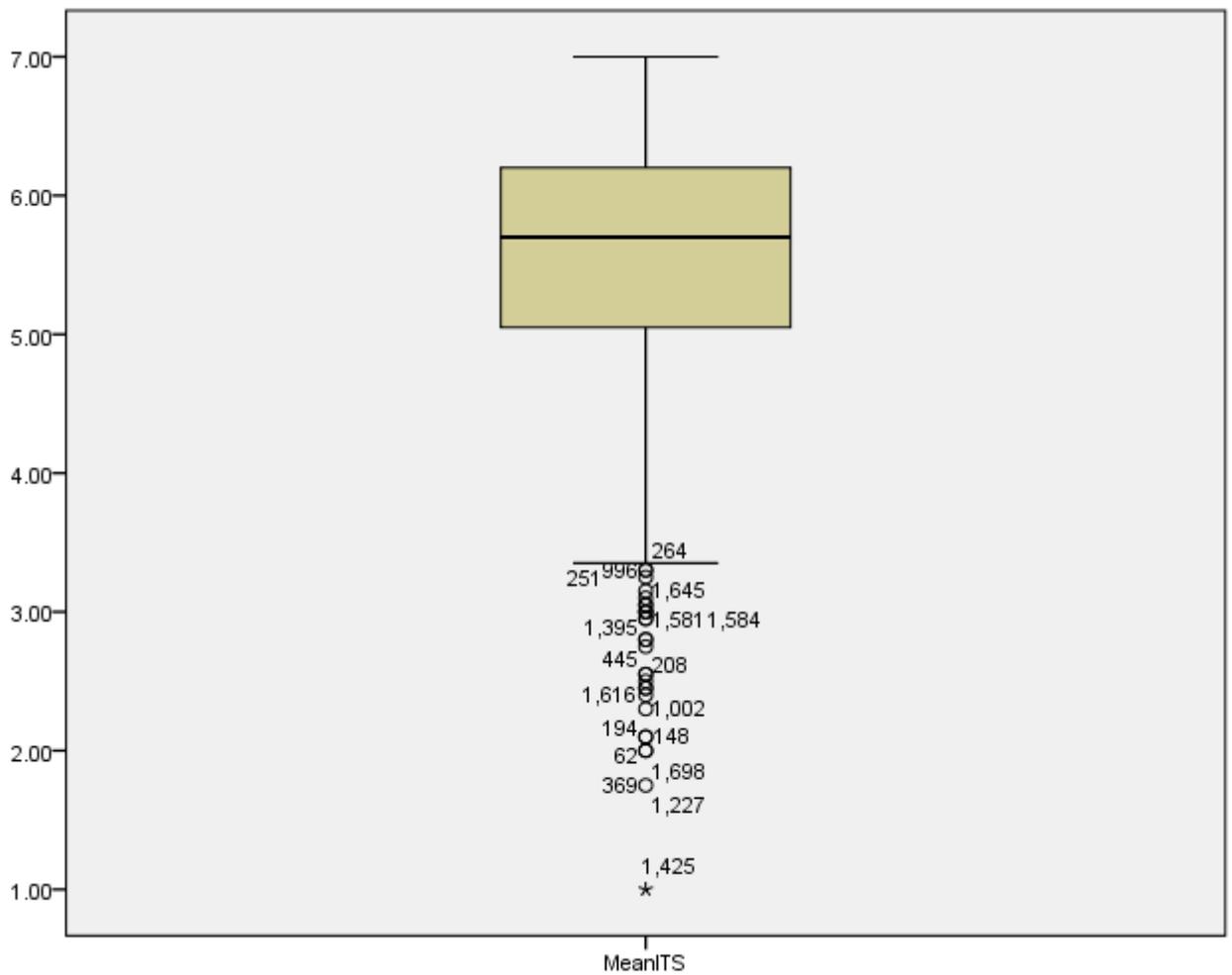
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanPQ	.044	1852	.000	.985	1852	.000

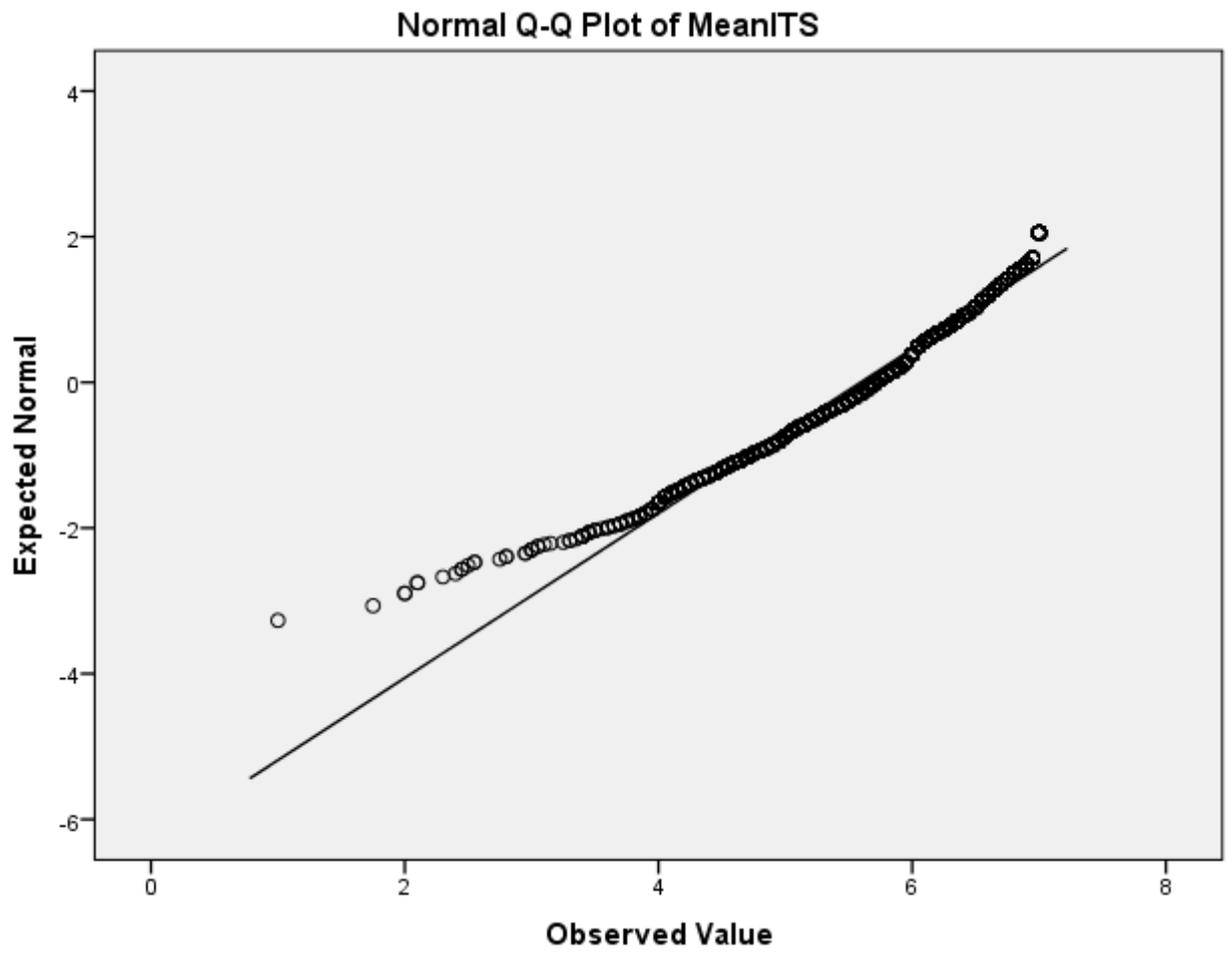
- a. Lilliefors Significance Correction

INTENTION TO STUDY: (Histogram, Steam-and-Leaf Plot, Boxplot, Normal Q – Q Plot, Detrended Normal Q – Q Plot, Descriptive Statistics, M- Estimators, Kolmogorov-Smirnov and Shapiro-Wilk)

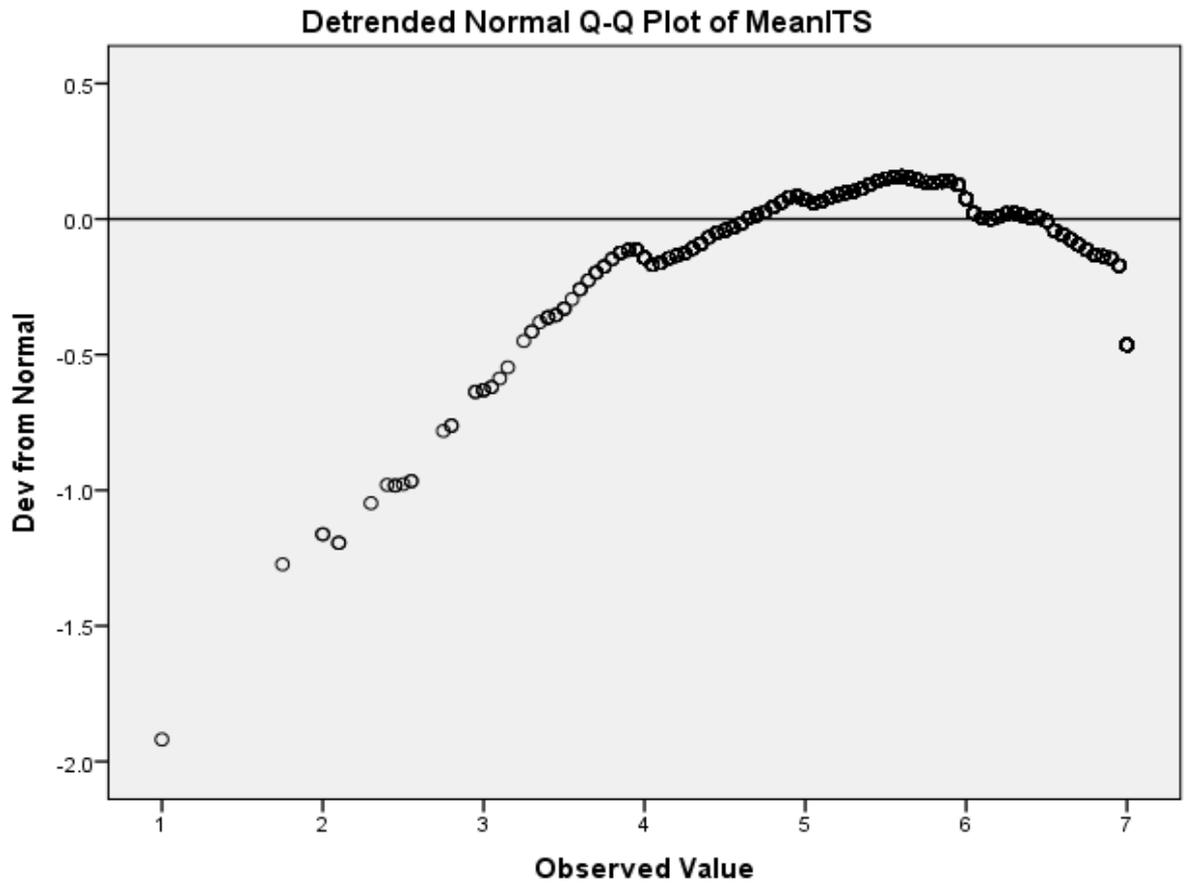
Histogram



Normal Q-Q Plot



Detrended Normal Q-Q Plot



Descriptive Statistics

Descriptives

		Statistic	Std. Error
MeanITS	Mean	5.5920	.02057
	95% Confidence Interval for Mean		
	Lower Bound	5.5516	
	Upper Bound	5.6323	
	5% Trimmed Mean	5.6343	
	Median	5.7000	
	Variance	.783	
	Std. Deviation	.88513	
	Minimum	1.00	
	Maximum	7.00	
	Range	6.00	
	Interquartile Range	1.15	
	Skewness	-.810	.057
	Kurtosis	1.075	.114

M-Estimators

M-Estimators

	Huber's M-	Tukey's Biweight ^b	Hampel's M-	Andrews' Wave ^d
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	Estimator ^a		Estimator ^c	
MeanITS	5.6792	5.7031	5.6728	5.7033

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is $1.340 \cdot \pi$.

Kolmogorov-Smirnov and Shapiro-Wilk Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MeanITS	.074	1852	.000	.960	1852	.000

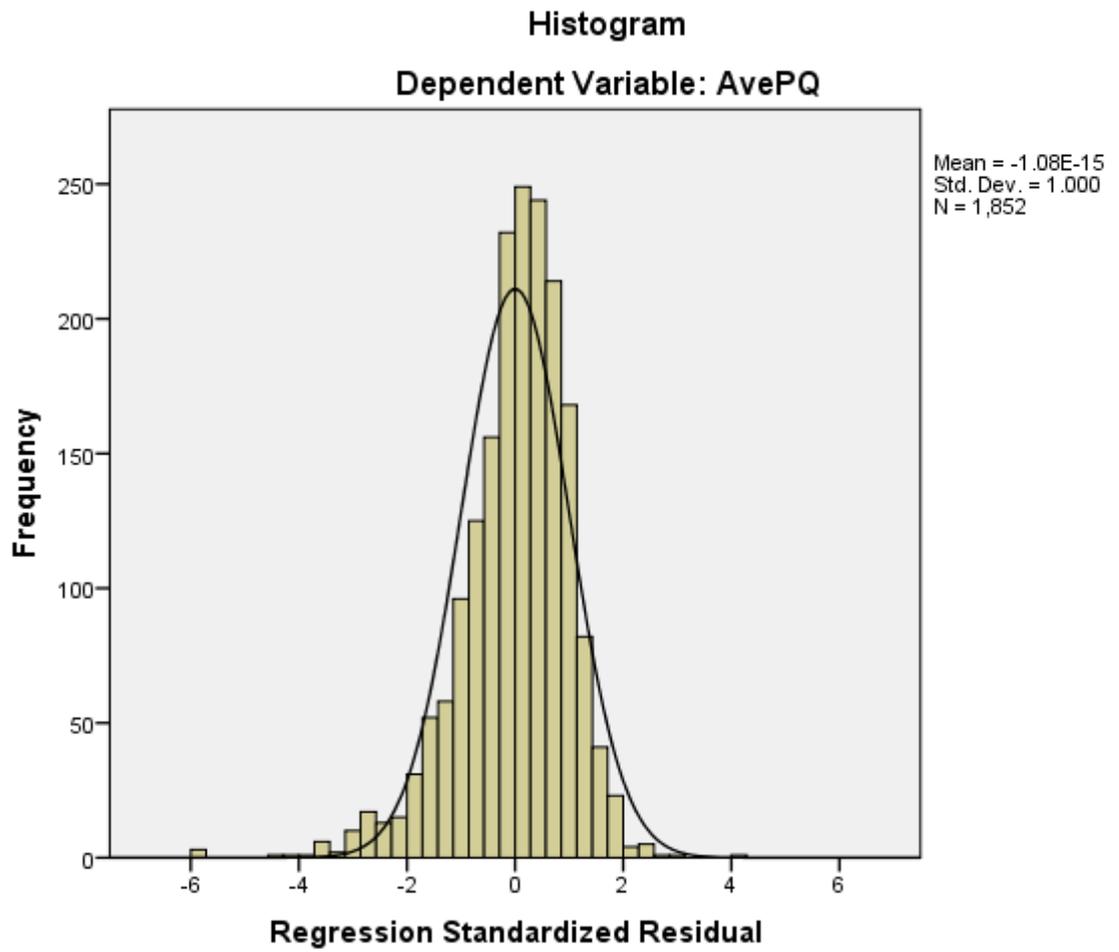
- a. Lilliefors Significance Correction

APPENDIX D: LINEARITY AND HOMOSCEDASTICITY

PERCEIVED QUALITY

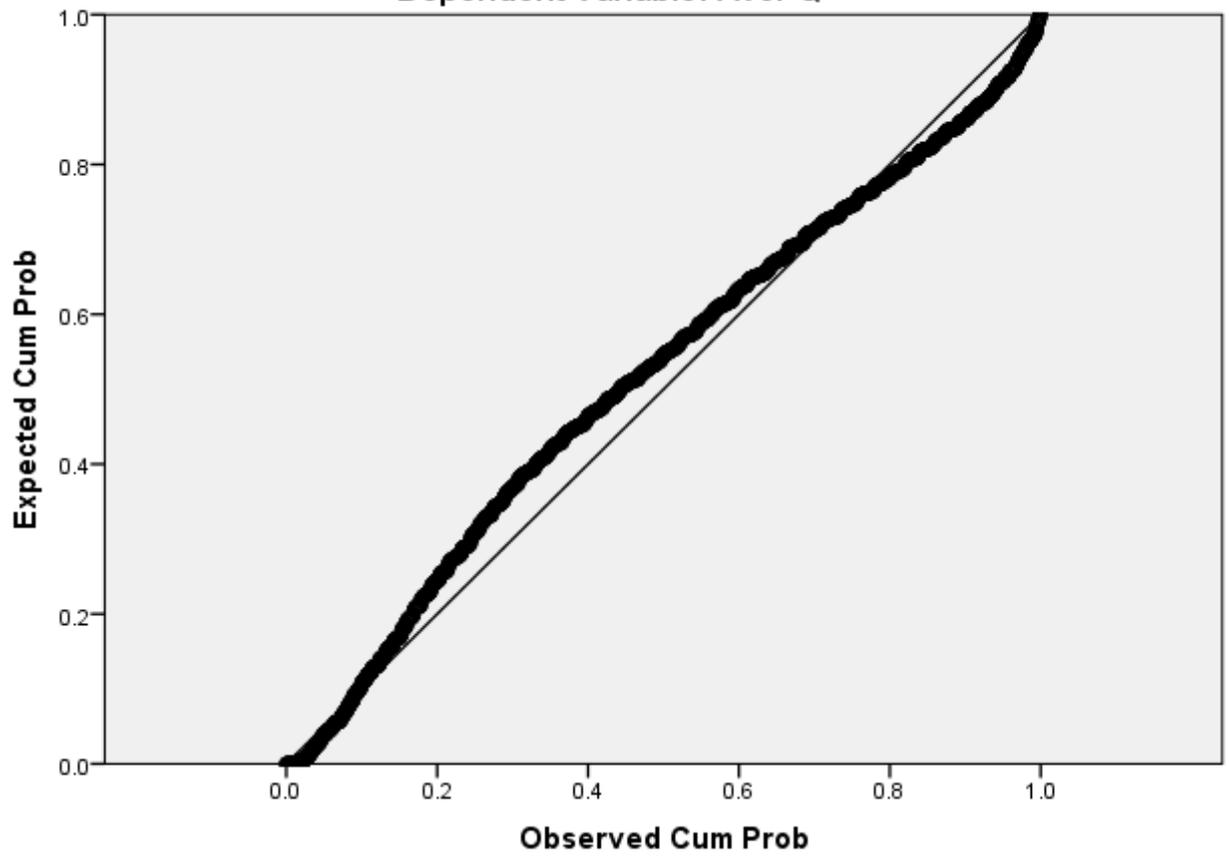
Average Perceived Quality: (Histogram, Normal P-P Plot of Regression Standardized Residual, Scatterplot)

Histogram

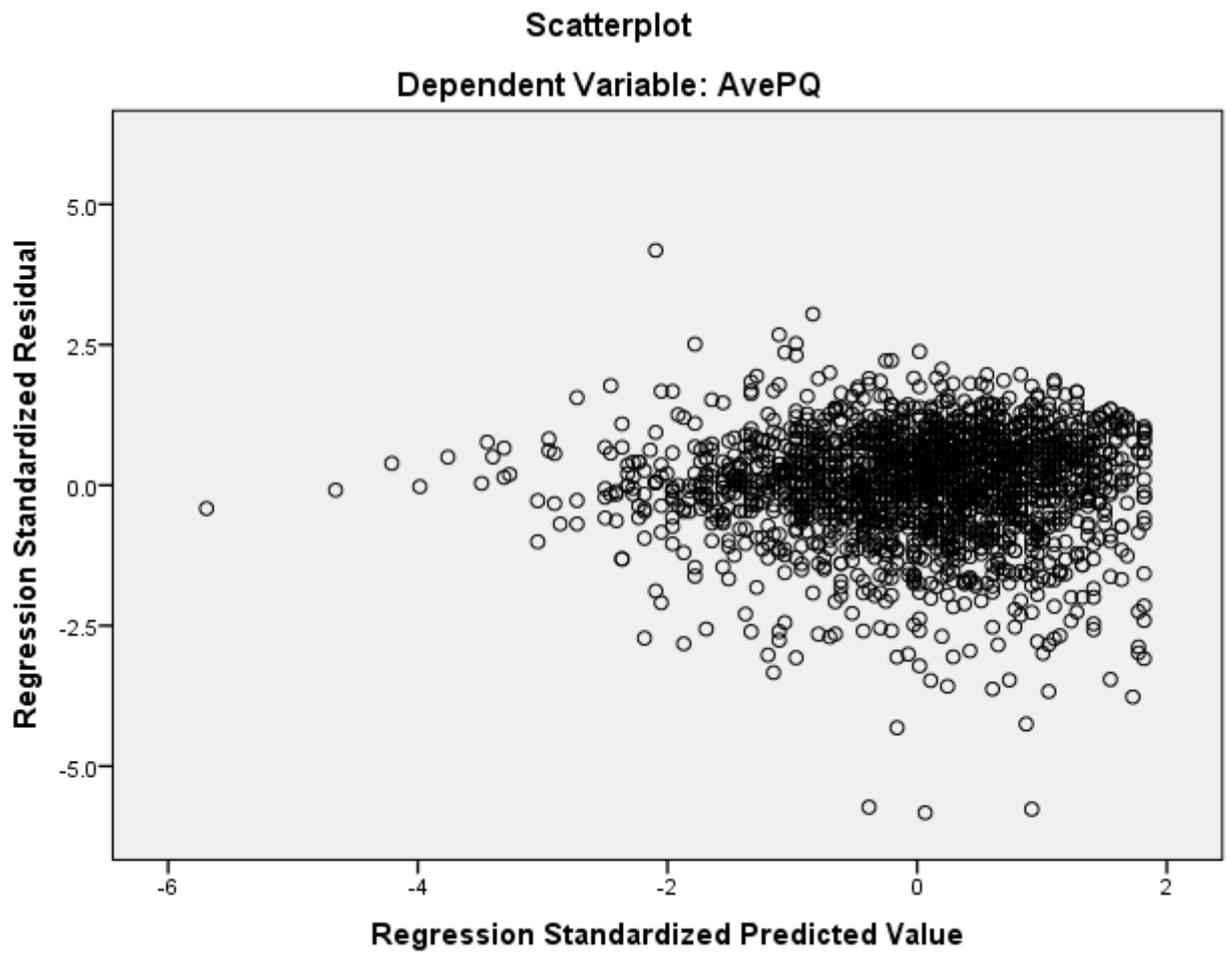


Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: AvePQ

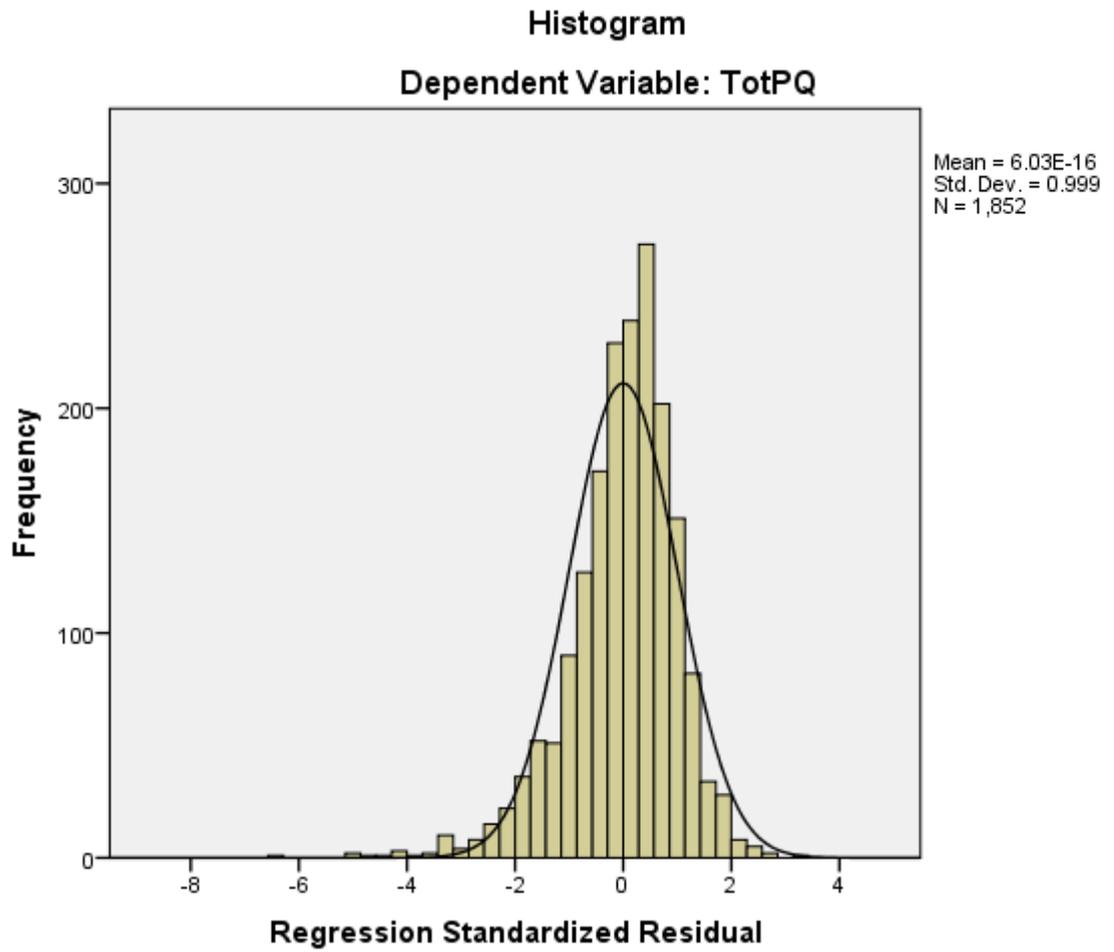


Scatterplot



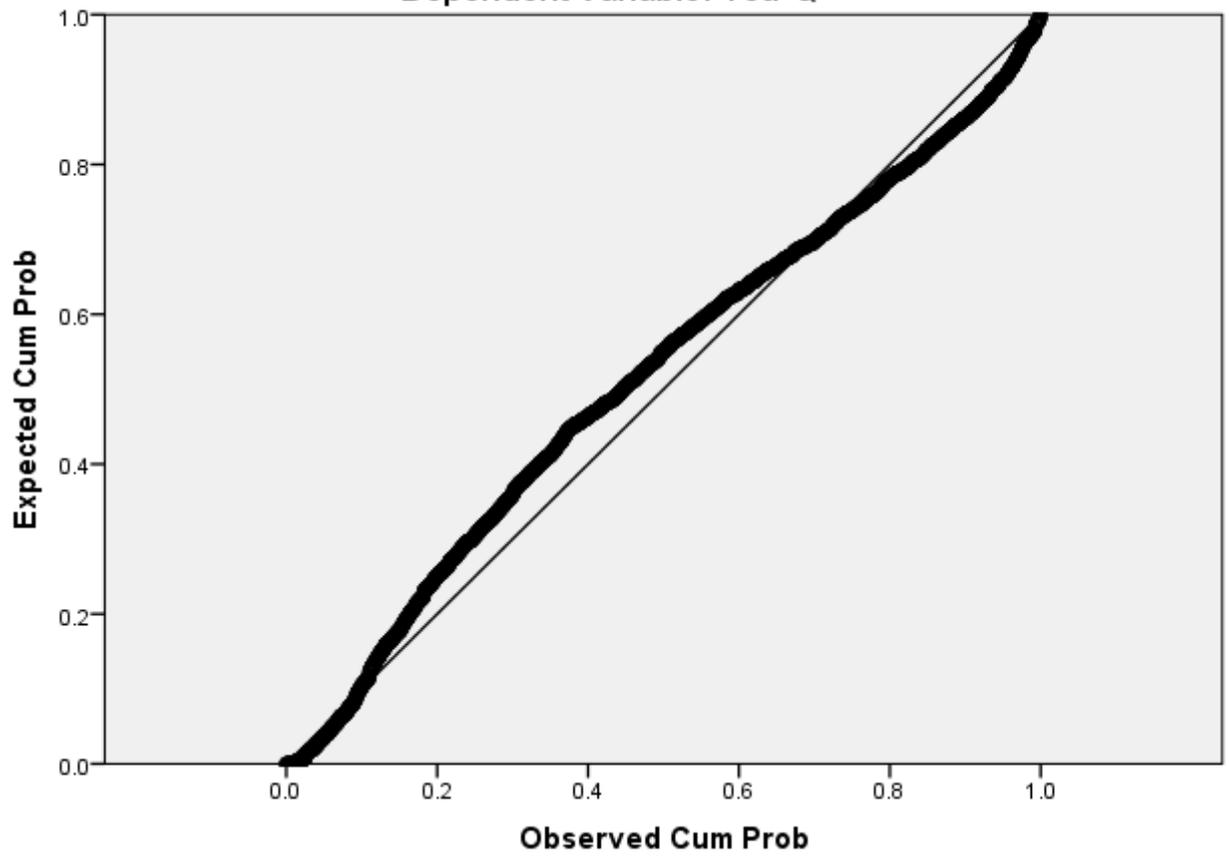
Total Perceived Quality: Histogram, Normal P-P Plot of Regression Standardized Residual, Scatterplot)

Histogram

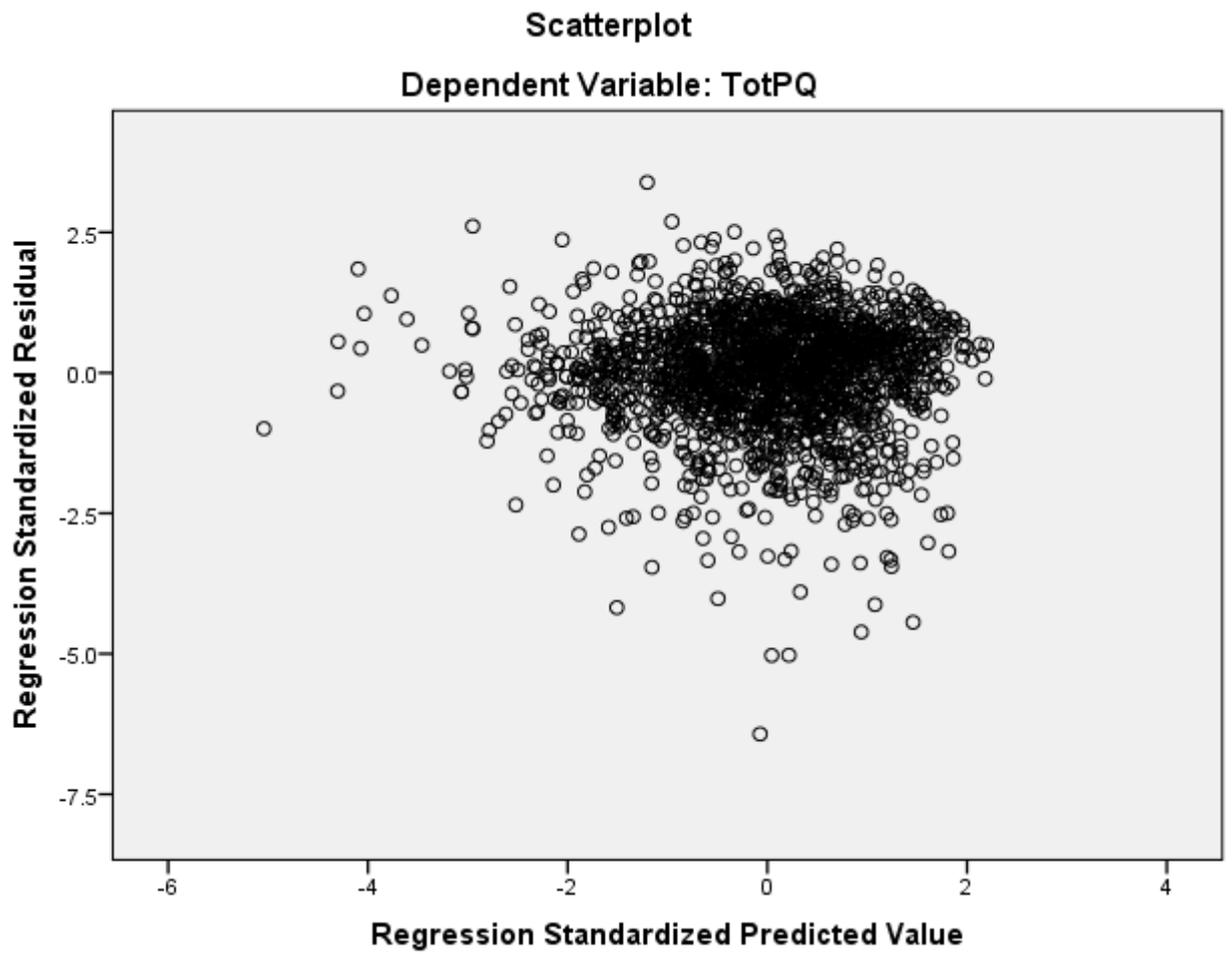


Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TotPQ



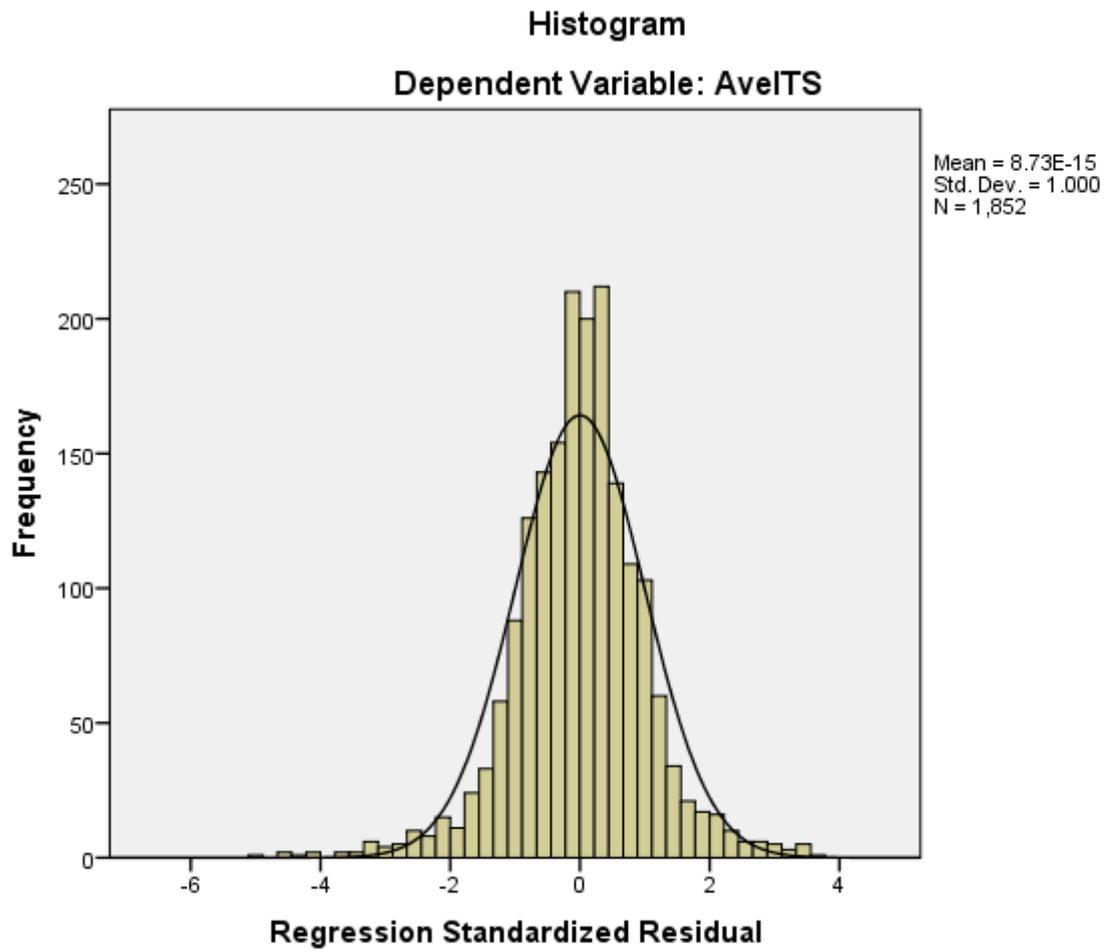
Scatterplot



INTENTION TO STUDY

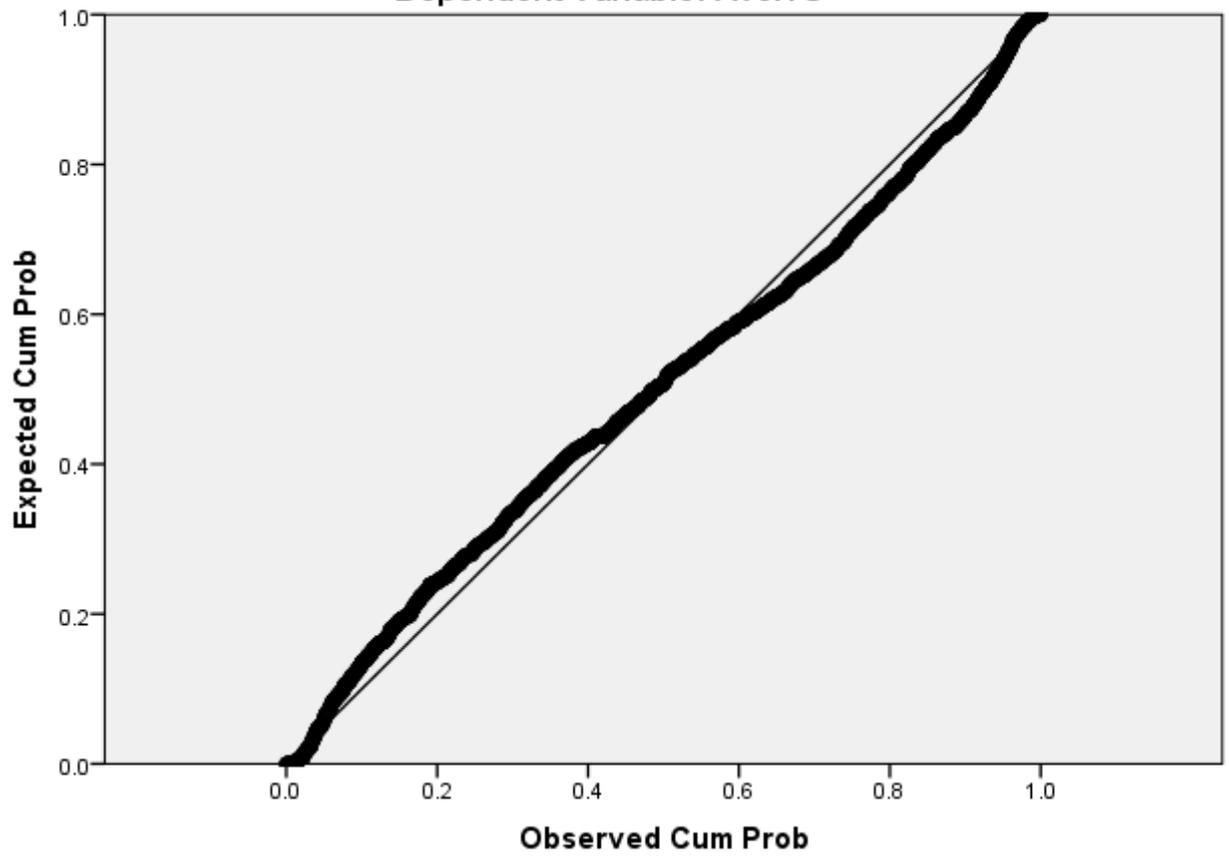
Average Intention to Study: (Histogram, Normal P-P Plot of Regression Standardized Residual, Scatterplot)

Histogram

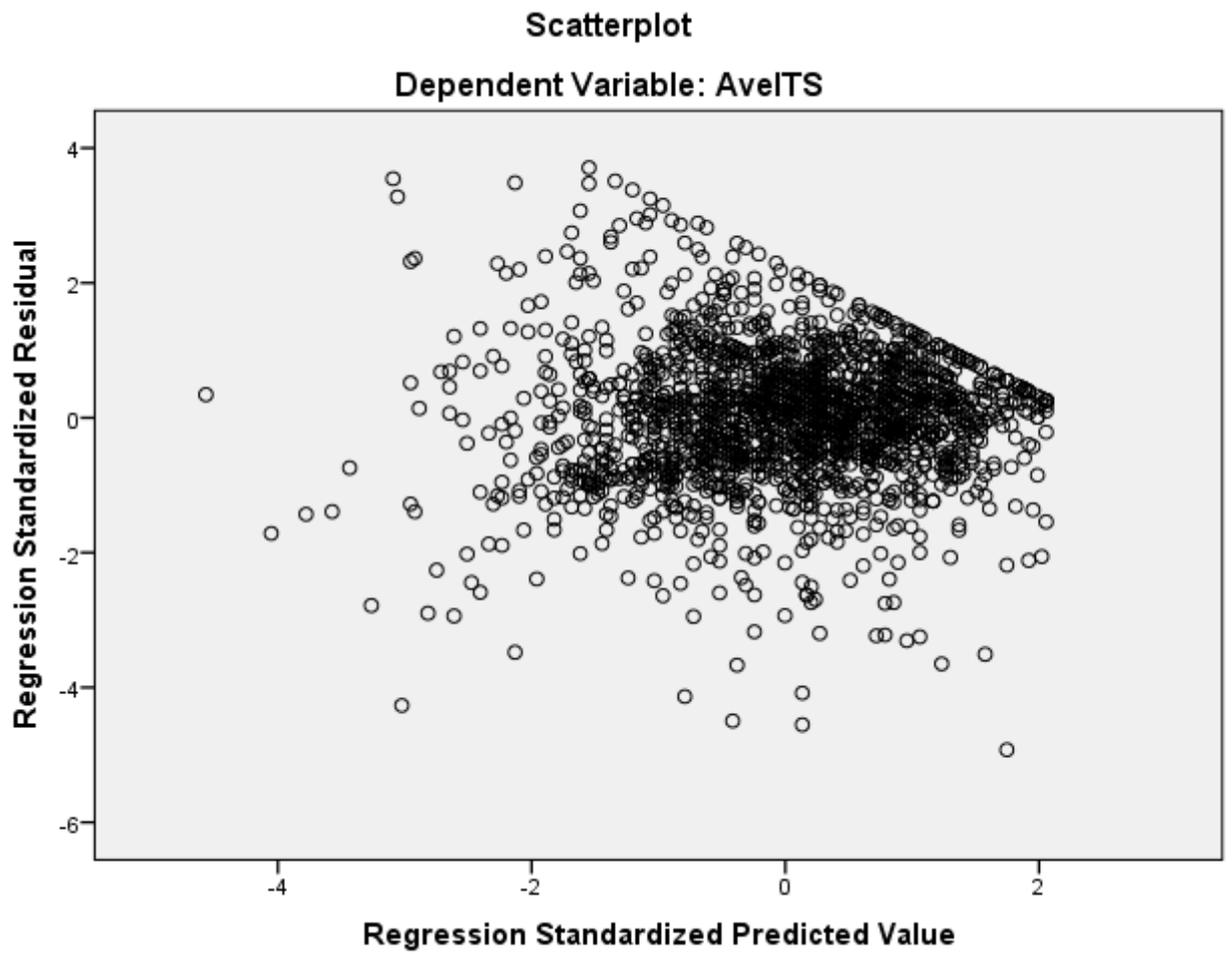


Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: AveITS

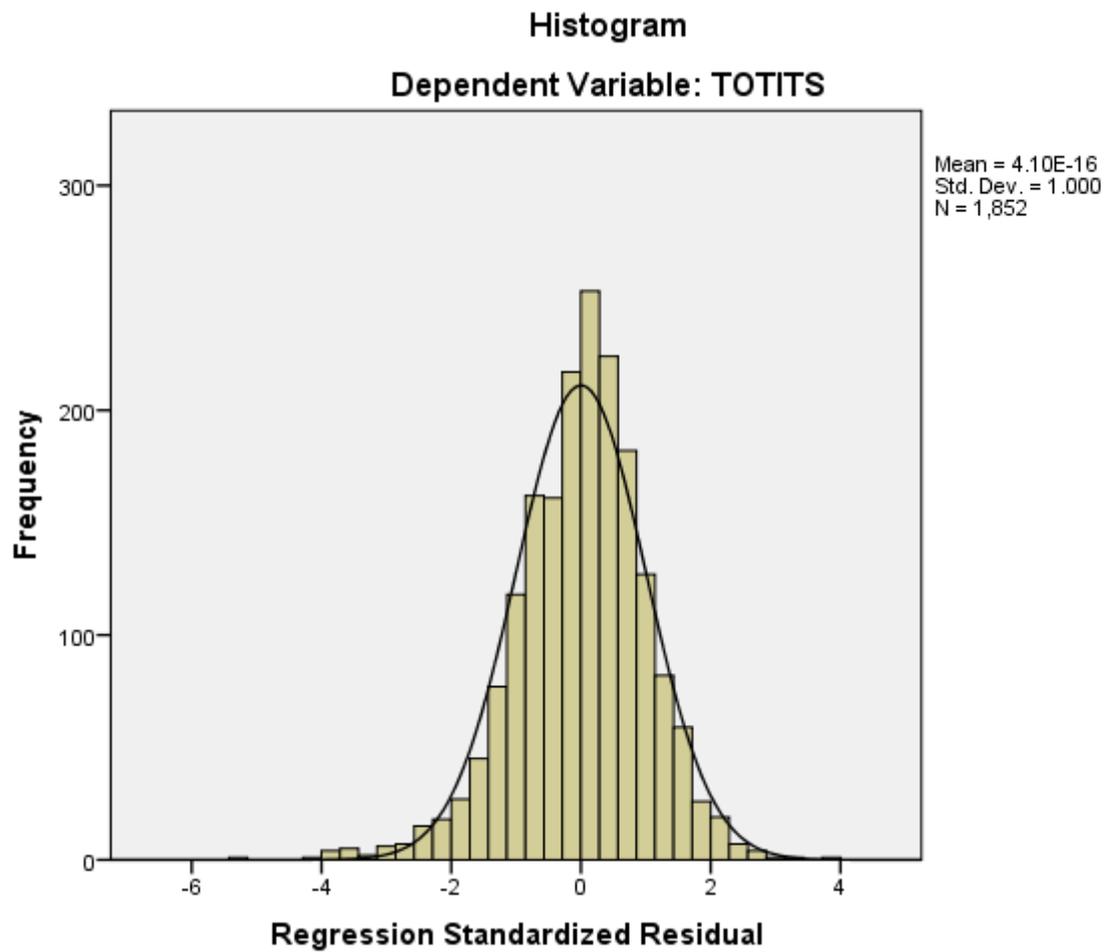


Scatterplot



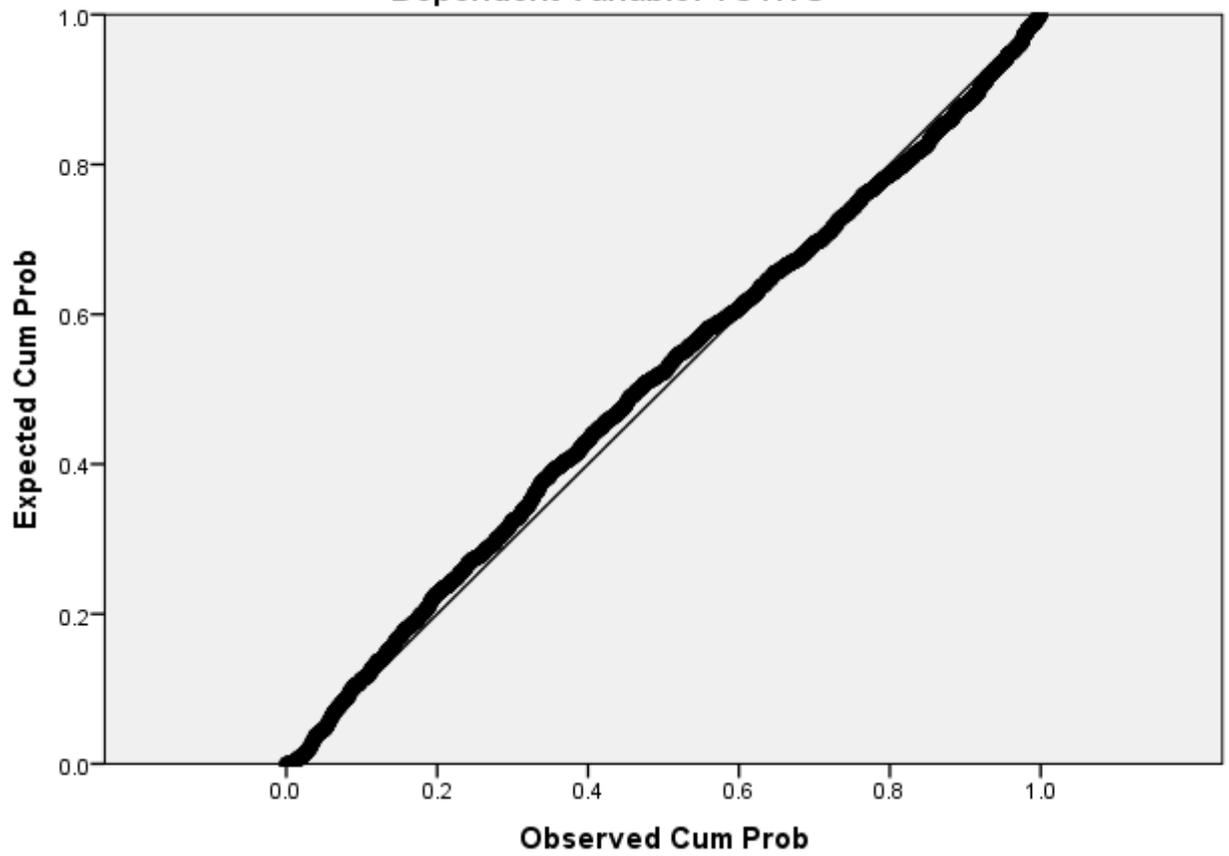
Total Intention to Study: (Histogram, Normal P-P Plot of Regression Standardized Residual, Scatterplot)

Histogram

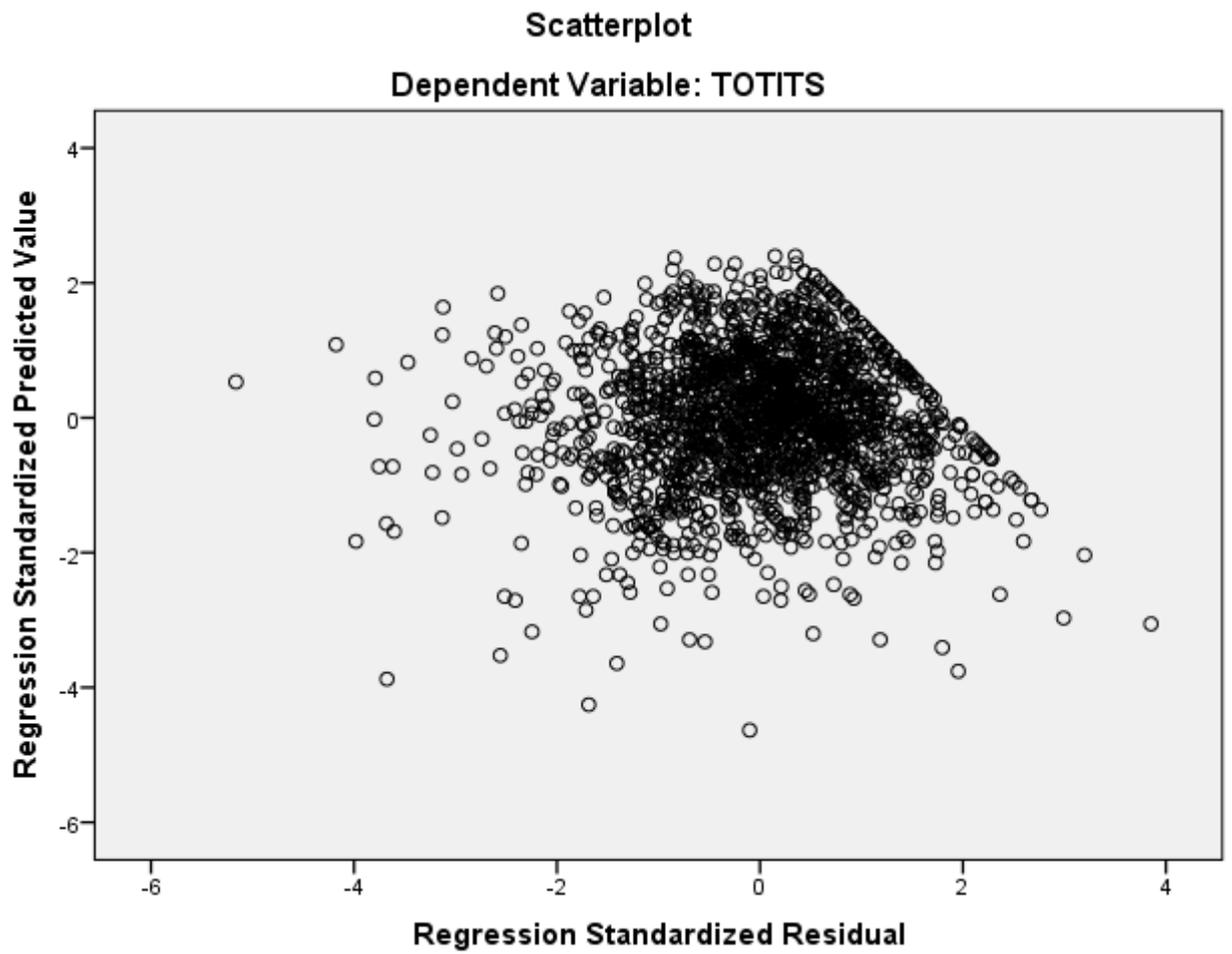


Normal P-P Plot of Regression Standardized Residual

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: TOTITS



Scatterplot



**APPENDIX E: REGRESSION WEIGHTS FOR SECOND ORDER
CONSTRUCTS / VARIABLES**

Country Image Second Order

			Estimate	S.E.	C.R.	P	Label
PO	<---	CI	5.132	1.771	2.898	.004	par_11
T	<---	CI	7.111	2.460	2.891	.004	par_12
WCP	<---	CI	6.103	2.101	2.905	.004	par_13
EN	<---	CI	5.996	2.061	2.909	.004	par_14
EPR	<---	CI	1.000				
EC	<---	CI	5.487	1.898	2.891	.004	par_15
S2_26EN	<---	T	1.000				
S2_31T	<---	T	1.062	.030	35.567	***	par_1
S2_33T	<---	T	1.061	.031	34.560	***	par_2
S2_22EN	<---	EN	1.000				
S2_24EN	<---	EN	1.086	.025	42.718	***	par_3
S2_23EN	<---	EN	1.141	.026	43.648	***	par_4
S2_5EC	<---	EC	1.000				
S2_1EC	<---	EC	1.142	.052	21.797	***	par_5
S2_46EPR	<---	EPR	1.000				
S2_44EPR	<---	EPR	1.031	.022	47.306	***	par_6
S2_39EPR	<---	EPR	.904	.022	41.465	***	par_7
S2_36P	<---	WCP	1.000				
S2_8CLO	<---	PO	1.000				
S2_11PS	<---	PO	1.126	.063	17.948	***	par_8
S2_14PS	<---	PO	1.149	.062	18.465	***	par_9
S2_18VT	<---	WCP	1.053	.039	27.327	***	par

University Reputation Second Order

			Estimate	S.E.	C.R.	P	Label
QEP	<---	University_Reputation	.919	.033	28.141	***	
EE	<---	University_Reputation	1.046	.034	30.620	***	

			Estimate	S.E.	C.R.	P	Label
QAP	<---	University_Reputation	1.000				
RR	<---	University_Reputation	.978	.031	31.169	***	
S3_14QAP	<---	QAP	1.000				
S3_13QAP	<---	QAP	.979	.025	39.071	***	
S3_11QAP	<---	QAP	.952	.025	37.346	***	
S3_15QEP	<---	QEP	1.000				
S3_17QEP	<---	QEP	1.002	.029	34.952	***	
S3_20QEP	<---	QEP	.934	.031	30.304	***	
S3_16QEP	<---	QEP	.938	.028	33.491	***	
S3_29EE	<---	EE	1.000				
S3_23EE	<---	EE	.935	.033	28.759	***	
S3_4QAP	<---	RR	1.000				
S3_3QAP	<---	RR	1.038	.020	50.934	***	
S3_1QAP	<---	RR	.961	.023	41.158	***	

Perceived Quality Second Order

			Estimate	S.E.	C.R.	P	Label
SQ	<---	Perceived_Quality	1.226	.047	26.197	***	
EST	<---	Perceived_Quality	1.192	.044	26.974	***	
ABE	<---	Perceived_Quality	1.000				
AM	<---	Perceived_Quality	.958	.040	23.741	***	
S4_4EA	<---	ABE	1.000				
S4_13SEE	<---	ABE	1.174	.039	29.773	***	
S4_25IQ	<---	SQ	1.000				
S4_31SQ	<---	SQ	.969	.027	35.814	***	
S4_32SQ	<---	SQ	.932	.027	33.994	***	
S4_23TAN	<---	EST	1.000				
S4_21TAN	<---	EST	1.000	.026	38.963	***	
S4_18SF	<---	EST	.936	.025	37.298	***	
S4_17PE	<---	EST	.964	.028	34.964	***	
S4_3AM	<---	AM	1.000				
S4_1AM	<---	AM	1.010	.024	42.197	***	
S4_2AM	<---	AM	1.064	.024	43.753	***	
S4_10SEE	<---	ABE	1.142	.038	30.155	***	

Intention to Study Second Order

			Estimate	S.E.	C.R.	P	Label
GT	<---	Intention_to_Study	1.008	.033	30.622	***	
BS	<---	Intention_to_Study	1.000				
V	<---	Intention_to_Study	.904	.029	31.327	***	
S5_4ITS	<---	GT	1.000				
S5_3ITS	<---	GT	.934	.026	35.618	***	
S5_6ITS	<---	V	1.000				

	Estimate	S.E.	C.R.	P	Label
S5_10ITS <--- V	1.134	.027	41.764	***	
S5_8ITS <--- V	1.038	.026	39.986	***	
S5_9ITS <--- V	1.036	.026	40.561	***	
S5_12ITS <--- BS	1.000				
S5_15ITS <--- BS	.957	.025	37.954	***	
S5_17ITS <--- BS	.981	.027	36.465	***	