

**BRAIN DRAIN IN CHINA: INTENTION TO STAY IN
MALAYSIA AMONG CHINA'S STUDENTS IN UNIVERSITI
UTARA MALAYSIA (UUM)**

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**Brain Drain in China: Intention to Stay in Malaysia among China's
Students in Universiti Utara Malaysia (UUM)**

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ABSTRACT

Intention to stay abroad is usually seen around the world by different groups of people. One major case of the intention to stay happens when students from one country studying in another country decide not to return home after their studies. This issue also leads to the concept of “brain drain” as a phenomenon that people of a high level of skills, qualifications, and competence, leave their countries and emigrate. In this study, we examined the factors affecting international students’ intention to stay in their host countries in a sample of 189 China’s students who came to study in UUM of Malaysia. The results support a three-fold model of factors that influenced this intention. Students’ perceptions of ethnic differences and labor markets, their adjustment process to the host country, and their family ties in host and home countries all affect their intention to stay.

Keywords: brain drain, intention to stay, China’s students.

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LIST OF ABBREVIATIONS

Abbreviation	Description of Abbreviation
UUM	Universiti Utara Malaysia
USA	United States of America
UK	United Kingdom
SET	Social Exchange Theory
FT	Family Ties
CP	Career Perception
ITS	Intention To Stay

CHAPTER 1

INTRODUCTION

1.1 Background

For centuries, the international flow of talent is a noticeable phenomenon in the study of human resources management. In a long time, this flow acted as a one way flow which the talent moves from the sovereign states to the colonial states, from European countries to African, Asian and American countries, and from rich lands to poor lands. However, by the mid-20th century, this flow has been changed into a complex situation due to the current international system and environment (Wang, 2004). It can be characterized by three trends,

- 1) From the newly developed countries to the most developed countries. As several countries had great economic development forward into newly developed countries, more students went to the most developed countries and never come back. Huang (1995) indicates that from 1950 to 1988, Taiwan sent a total of 112,200 students study abroad, however, the return rate was only 11%.
- 2) From developing countries to developed countries. This kind of flow is more frequently appeared in most countries. By Thomason (1990) a research shows that only a decade from 1969-1979, the United States received 375,000 professional technicians from developing countries, and 50% of them are from Asia.
- 3) From developed countries to developed countries. After the World War II, the

talent flow among developed countries is also a significant phenomenon. Lots of technical, medicinal experts and so on from Europe travelled to the United States and stayed there. From 1980s, the global economy and the continuous development of international exchanges promote international mobility of talent. This flow of talent has become one important part in world's economic, cultural, and political communication

Among those international flows, this study takes the topic of the students who study abroad from developing countries to developed and more advanced countries. Most of those students have an intention to stay abroad after they left their home country. China can hardly run out from this pattern. This situation can also be referred as the question of intention to stay in other country of the Chinese studying abroad. This intention also leads to brain drain of China's talent.

Intention and brain drain are important conceptions in the field of human resources management as an action is in someone's specific purpose in doing so, the end or goal that is aimed at, or intended to accomplish. By this, intention to stay abroad also can be seen as the other side of turnover intention, which means it is a willing of staying in the certain organization.

To the Chinese studying abroad, in fact, after the economic reform as China opens its gate to the whole world, China follows its neighboring countries such as South Korea, Malaysia and Philippines in this situation inevitably. Because these are less research discussed on the China's students who study overseas in Southeast Asian

countries, this study is mainly focus on the China's students who study in Malaysia as a more advanced country compared to China.

There are certain evidences proved that Malaysia has several educational advantages than China in various ways. Those advantages can be told as:

1) Malaysia has a long history of higher education which inherited from British education system. With such mature and high quality system, Malaysia also has numbers of well-known universities both public and private which have a high ranking in the world.

2) Compared with China, Malaysia has a better educational environment such as it has opened its market to the world very early, which promotes its business courses in many education institutions. Malaysia is also an English speaking country but most Chinese universities cannot teach in English.

3) Malaysia has a good living environment. The climate is always warm and comfortable and the living standard is high. Without much cost, every student can enjoy the international atmosphere and different cultures among different ethnic groups. 4) Malaysia is also one of Asia's most prosperous countries which have an attractive perspective. The annual growth rate is more than 30% by cooperating with China. 5) To most China's students, Malaysia provides a familiar environment since it has lots of overseas Chinese people living in this country, the students from China can easily adopt the life in Malaysia.

Year	Number of students
2002	118
2003	119
2004	175
2005	282
2006	373
2007	1160
2008	1743
2009	2114

SOURCE: Ministry of Higher Education of Malaysia

Table 1.1 The Number of China's students in Malaysia

By those factors, until 2007, there were 12,000 China's students had ever studied in Malaysia (China Embassy, 2007). And this number is in rapid growth year by year (See Table 1.1). The situation about whether those students go back to China or remain stay in Malaysia after graduation is a valuable question to discuss. In this purpose, this study discussed on this question by study in Universiti Utara Malaysia (UUM) which has 329 China's students studied there (HEA UUM, 2010). UUM is also a high-quality management university established by Malaysian government and successfully educated lots of students. In study of UUM, it shows that more and more on this issue by seeing UUM as a typical model and reflects the situation in the whole country and the world. This study will also clarify the real situation and gives a complete view in intention to stay of Chinese studying aboard in Malaysia and other countries.

About Chapter One, there are six parts to introduce this study which are introduction, problem statement, research questions, research objective, significant of study, and organization of chapters.

1.2 Problem Statement

China has sent students to study abroad since 1970s. At that time, the Chinese government firstly opened its gate to the whole world directed by Deng Xiaoping. With the economic reform, China started to send students through governmental scholarship. In 1978, a hundred students were sent by the government became the first group of students to study abroad, including countries such as United States of America (USA), United Kingdom (UK), and Japan (Wang, 2004).

However, from 1980s the government changed its policies to promote more self-sponsored students (Wang, 2004). With the development of China's economic condition, more students can afford to study abroad. The problem of intention to stay comes with this situation. According to Wang (2004), from 1979 to 1997, China sent nearly 30 million people study abroad in 103 countries and regions in the world such as USA, France, Hong Kong and so on. Out of these students, only 9.6 million returned, less than a one-third of the amount which went out.

Although facing such problem, the Chinese government still takes a position of supporting students to study abroad. The freedom to study abroad has been ensured by

Chinese governmental regulations time by time. The number of students is also growing rapidly. Moreover, new destinations have been explored by more and more students. Southeast Asia is one of them. Wang (2004) argues that there is a clear tendency that there are more students chooses to study in Malaysia and Singapore instead of Australia and New Zealand. In fact, Malaysia and Singapore are easier for students to live and stay because they are Asian countries similar with China and both have groups of Chinese societies.

The policies coupled with the environment factors, influence more and more China's students to remain abroad after completing their education. With the growing number of students going abroad, the number of stayed students is also growing.

There are several characteristics of China's who stay abroad compared to other countries. Firstly, the intention to stay abroad by China's students is in a large scale. About 10 million Chinese talent people stay abroad, the figure of which is equivalent to the sale of all ASEAN countries, and two times of Taiwan and India (Wang, 2004). Second, the talent with intention to stay abroad is mainly in a high academic level. Most of them are study on the purpose of doctorate degree (Chen, 2002). This point can be proven as several overseas Chinese Nobel Prize winners are once Chinese citizen. Last, those students with intention to stay abroad have main destinations are in America, Europe, and Asia such as Japan and Singapore.

Zhang (2010) gave a general analysis about students who choose to stay abroad upon graduation. Most of them have managed to work in high-technological positions

such as engineers. Accompanied by the tight economic relationship between China and Malaysia, many students work for Chinese-Malaysian trading, construction and so on or even just working for Chinese companies in Malaysia. During their study, some China's student has engaged in relationship with local students. When they finished their study, the China's student has intention to stay in Malaysia and marry the local student (Zhang, 2010).

With the situation appeared in the group of China's students in Malaysia, it is important to find out the factors behind the truth. That means it is meaningful to study on such issue as it is becoming a contemporary phenomenon emergence in Malaysia. The China's students studying in UUM are also evolved in this issue. Although there is no official data about how many students stay in Malaysia after they finished their study, many of them find jobs or remain stay in Malaysia by working in large urban areas such as Kuala Lumpur and Penang.

For this study, it will find out the real situation and links to new findings and conclusions. By facing the problems about intention to stay in Malaysia of Chinese studying abroad, a complete study should be set on the goals to clarify the leading factors. Therefore, this study will based on the research about China's students studying in UUM and analysis to get a certain degree of understanding.

1.3 Research Questions

This research is conducted to find out and define the factors that influence the intention to stay among Chinese studying abroad. Which are those factors have been considering as independent variables and intention to stay of China's students as dependent variables. More than that, the China's students who study in UUM are the specific to focus on as there are 329 China's students studying here (HEA UUM, 2010). Hence in this study, all the questions are directly towards these students and all the data resources are come from them. The questions that can be arisen here are,

- 1) Does personal satisfaction affect intention to stay in Malaysia among UUM's China students?
- 2) Does family ties affect intention to stay in Malaysia among UUM's China students?
- 3) Does career perception affect intention to stay in Malaysia among UUM's China students?
- 4) Which independent variable has the strongest relationship with the intention to stay in Malaysia of China's students?

1.4 Research Objective

The objectives to this study are comprehensive in the field of intention studies as it is

trying to find out the results and answers about talent drain problem in the group of China's students studying abroad in UUM. The main objective is to examine which among variables contributes to the intention to stay of UUM's China students, and its further influence. Associate with it, the objectives of this study can be listed below as,

- 1) To examine the relationship between personal satisfaction and the intention to stay in Malaysia among UUM's China students.
- 2) To examine the relationship between family ties and the intention to stay in Malaysia among UUM's China students.
- 3) To examine the relationship between career perception and the intention to stay in Malaysia among UUM's China students.
- 4) To identify which independent variable has the strongest relationship with the intention to stay in Malaysia among UUM's China students.

1.5 Significance of Study

This study is trying to provide a useful resolution to the intention to stay abroad and brain drain of Chinese studying abroad by analysis on the influential factors. The problem of talent drain is a growing hot topic in the process of education internationalization and our living society (Wang, 2004). The student who studies abroad can be considered as important resources of their home country. Which means,

after they acquired abundant advanced knowledge, they are very important to China if they went back and pay their contribution. On the other hand, they are also the main resource of brain drain to China. This study aims on the developing tendency that most China's students choose to stay in Malaysia after they finished their study as same as the UUM's China students. Therefore, this study can be meaningful for the Chinese government and policy-makers as data.

In fact, it is believed China needs its talent to study overseas in order to upgrade Chinese technological, economical, and educational level. At the same time, the cohesion of talent flow abroad and internal environment should be enhanced to attract these students to reduce the intention to stay abroad. By this means, the factors become especially important. Only when factors been explored the actions can be taken targeted. To change and reduce the intention to stay abroad of Chinese studying aboard needs many kinds of actions such as new policies and facilities improvement.

This study tries to analysis through systematic investigation and study, to find a more comprehensive result about factors could lead to intention to stay abroad of UUM's China students. Then, the factors can be relict to the more macro view, which the all China's students studying Malaysia and other developed countries. This study also provides an in-depth analysis to explore and discuss the relationship between the factors and the intention to stay abroad. Moreover, the study will analysis the relationship between those factors. Therefore, the study could provide useful conclusions to the administration to eliminate confusion, which link to the further step

as establishing a correct attitude to adopt positive measures to ensure the optimization problem treatment. This study will contribute the government departments and management to realize and understand completely about the contradiction of intention to stay abroad and return. Hence the study can help the government to build the strategic sense in guidelines and policy making. Finally, with the support of this study, the government can have a long-term development policy combines both reality and national interest toward the resolution of intention to stay abroad.

Furthermore, individuals can be influenced by this study. This study has analyzed the personal factors contribute to the intention to stay abroad in UUM's China students. With the study results, individual can recognize the real problems and pay attention on them. That means, this study can have an influential function directly to the individuals by resolve the problem of brain drain of Chinese studying aboard.

1.6 Organization of Chapters

The dissertation contains five chapters to research on the factors influenced intention to stay in Malaysia in Chinese studying abroad. The first chapter is the introduction to this project study which has presented the background of the study as an introduction, describes the problem statements, research questions, research objectives and the significance of the study.

For this study, Chapter 2 reviews several literatures on the topic of factors and

theories influence China students' intention to stay in Malaysia.

Chapter 3 presents the method for the study, which is the research design and procedure. The chapter mentioned the selection of the respondents, sample types and size, the development of the questionnaire for the research and data collection procedure. Chapter 3 ends with a brief description of the strategies and procedures that were used to analyze data collection from the survey.

Chapter 4 discusses the interpretation of the research findings. There are reports of the descriptive statistical analysis. The results are summarized in a number of tables conduct to the explanation and conclusion.

Chapter 5, the final chapter, discusses and concludes the research findings from the study. The findings from this study are compared to those presented in past research reviewed in Chapter 2 as literature review. This chapter also provides discussions and suggestions conduct to the further study and research in the future.

1.7 Conclusion

This chapter discusses about the initial investigation and problem description that guide researcher during the completion of the research about the factors that contribute to intention to stay. The research background, problem statement, research questions, research objectives, significance of study, and organization of chapters are explained in this chapter to establish proper understanding towards designing the

query method.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the related literature about the research problem as a foundation for developing a theoretical framework to be tested in this study. This chapter also clarifies and describes definition, related concept and theories of the factors. In this chapter, the study will introduce the review of definitions and theories and then develop the hypothesis.

2.2 Intention

The theory of reasoned action suggested that intention was a psychological precursor to the actual behavior act (Ajzen & Fishbein, 1980). This means that an individual's intention to perform or not to perform a behavioral act is the immediate determinant of action. Based on this notion an individual who nurtures the thought of quitting his present profession is more likely to do so if the right condition exists, or if the adverse condition that warranted the thought of intent persists (Ajzen & Fishbein, 1980).

Therefore, intention is performing an action one's purpose in doing so, the end or goal that is aimed at, or intended to accomplish. As Anscombe (1957) mentioned

intentional action was coextensive with action of which one could ask "why were you doing that?"

2.3 Intention to Stay

Intention to stay is simply the converse of the turnover intention (Kim, Price, Mueller & Watson, 1996). According to Mobley (1982), Steers and Mowday (1981), Black and Stevens (1989), intention to stay is significantly negatively correlated with turnover. Since intention to stay is referred to as employees' willingness to stay with an organization (Tett & Meyer, 1993), it consistently demonstrates a stronger relationship with turnover than did other turnover precursors (Tett & Meyer, 1993; Igharia & Greenhaus, 1992). Therefore, although the construct of the study was turnover intention, but the focus of investigation was from the perspective of intention to stay.

Intention to stay mirrors the employee's level of commitment to his organization and the willingness to remain employed (Hewitt, 2004). Steel and Ovalle (1984), Carsten and Spector (1987) and Iverson (1996), Dalessio, Silverman and Shuck (1986) have emphasized that more concern should be given on intention to stay rather than turnover, as whenever an employee exit, an organization has to incur the cost of recruiting and maintaining another employee. Thibaut and Kelley's (1959) theory also emphasized on the personal relationships, its costs and benefits.

What rewards did people receive from a given relationship, and what costs did they pay to obtain those rewards? Social Exchange Theory posited that good deeds should be reciprocated (Blau, 1964). Mossholder, Settoon and Henagan (2005) had pointed to Social Exchange Theory which proposed that individuals who felt that they had received benefits from others would later feel an obligation and then compensate through effort and loyalty. Effort and loyalty usually could be seen from a sheer commitment to their job and strong intention to remain with the present employer. Employee's loyalty clearly fit within the framework of SET since it focused on citizenship behavior whereby employees stop looking for a new job elsewhere since they felt obligated to stay and repay the organization for support they had received (Rhoades & Eisenberger, 2002). SET provides an avenue of transaction between sense of obligation that had led to the sense of feeling responsibility in compensating what had been given by another party which in turn would motivate positive psychological responses as suggested by several researchers (e.g. Bunderson, 2001; Coyle-Shapiro & Kessler, 2000). Through this positive psychological responses employees would tend to be more committed and loyal to the organization and stop looking for a job elsewhere (Bunderson, 2001; Coyle-Shapiro & Kessler, 2000).

2.4 Brain Drain

Brain drain is the most important conception in this study as basic and general. This concept has been defined by several scholars as below,

According to Barker (2003), brain drain is a nation's or institution's loss of scientific, technical, or leadership talent when these people relocate. This is a problem in developing countries, which use their limited resources to educate citizens only to see them migrate to nations that offer higher salaries or other desirable conditions.

Johnson (2000) defined brain drain is a situation that occurs when talented and highly skilled people migrate from one place to another, especially in search of advanced education and employment. It often occurs when young people migrate from Third World countries to other countries. The emigration of skilled and talented people has also been a problem for some advanced industrial societies, including Great Britain.

By Cervantes and Guellec (2002), brain drain is simply the departure of educated or professional people from one country, economic sector, or field for another, usually for better pay or living conditions.

Therefore, brain drain can be seen as is the large-scale emigration of individuals with technical skills or knowledge in general.

Moreover, brain drain is usually regarded as an economic cost, since emigrants usually take with them the fraction of value of their training sponsored by the government or other organizations (Spring, 2009). It is a parallel of capital flight, which refers to the same movement of financial capital. Brain drain is often associated with skilling of emigrants in their country of destination, while their country of emigration experiences the draining of skilled individuals.

2.5 Other Related Concepts

2.5.1 Demand and Supply

Why the personnel from developing to developed countries. Demand and supply is an economic concept introduced by Alfred Marshall(1842). It points out the market relationship between supply and demand which are impact on commodity prices, simply as when the market is greater than the supply of goods of the actual market demand, the price will drop; the time when demand exceeds supply, commodity is in shortage, the price will rise; when the balance between the two and when the price closest to its actual value. This concept is useful in talent supply and demand.

2.5.2 Push and Pull Factors

The movement of people is a result of the degree of connectivity within a given system, no matter what level of spatial interaction is analyzed. Connections and subsequent interactions among centers imply specific complementarities. This relationship between two points (origin and destination) means that the origin is affected by push factors and the destination point is affected by pull factors (Lee, 1966). Push-pull theory divides factors causing migrations into two groups of factors: Push and pull factors. Such as the context of labor migration, such push factors are often characterized by the lack of job opportunities in sending

areas/countries, and pull factors are opportunities presented in receiving areas/countries. Push factors are things that are bad about the country that one lives in and pull factors are things that attract one to another area.

Zimmermann (1996) distinguishes between factors that “push” people out of their home countries, and factors that “pull” them to a new or “receiving” country. Among the former, it mentioned adverse domestic conditions such as inadequate educational capacity, lower living standards, technology limitations, inadequate coordination between education and labor market, and uncertainty about the future, political unrest, armed conflict, lack of realistic manpower policies, and economic instability (Chang, 1999).

The “pull” reasons are related to better personal and professional opportunities in the host country, like favorable immigration policies for better-educated people, wage differentials, differences in the quality of life, educational opportunities for children, interaction with other professionals, political stability, and job security (Hillman and Weiss, 1999; Portés, 1991).

Moreover, the “push” – “pull” framework, contrary to the international economics literature, focuses more on personal variables. It moves “from a personal factor of production to consider that people have likes and dislikes in social interaction and that cultural preferences matter” (Hillman and Weiss, 1999:84).

2.6 Brain Drain in the World

The discussion on brain drain usually refers to two groups of people. The first group includes professionals who migrate from less developed countries or who migrate from a developed economy to a more dynamic one, and join the workforce of the developed countries immediately. The other group consists of students who leave less developed countries initially for the purpose of education and training and then decide to live and work in developed countries (Rao, 1979). Each group has different reasons and expectations for their migration. Some professionals go to developed countries to work temporarily, and others migrate on a long- term basis. The receiving countries have to carefully assess the professionals' qualifications, and judge whether they will be able to make a social and economic contribution. Both the receiving and sending countries have to make sure that the migrating professionals do not leave any obligations and financial debts at home.

Gedamu (2002) divides international intellectual migrants into three main categories. The first group includes flows of professionals leaving their home countries due to economic reasons such as lack of employment and low salaries. The second type results from political instability in home countries, and thus people do not trust their governments in creating conditions and opportunities for a promising future. They are usually disadvantaged individuals due to their ethnic, cultural, religious belongings or political affiliation in their home countries. The third cohort consists of scholars who have been sent abroad for further professional development and remain abroad for a better life, leaving their families and work at home. Some of them can

find good jobs and are able to secure a stable life, but other migrants' expectations are not met as hoped and become ashamed of returning home being empty-handed. This kind of migration results from the lack of appropriate information and misguidance.

There are two extreme opinions on the phenomenon of brain drain. First, brain drain simply reflects the operation of human capital on the international market during the 1960s (Johnson, 1968), and in the proliferation of transnational corporations in the late 20th century (Salt, 1997). It tends to move from countries where its productivity is low to countries where its productivity is high. In this vein, migrating professionals are better off in receiving countries than in home countries. Therefore, the receiving countries can benefit from their immigration with their trained skills while the sending countries do not lose anything because their services cannot be utilized at home. In the neoclassical view, migration also results from the uneven geographical distribution of labour and capital (Arango, 2004). People tend to move from countries where labour is abundant and wages are low, to countries where labour is scarce and wages are high. As a result, migrants contribute to the redistribution of labour and to the equalization of wages amongst countries.

Nevertheless, other authors like Dandekar (1968) and Patinkin (1968) assert that human capital is indispensable to a country's economic development, so the loss of professionals hinders the growth of the economy, and makes the money that the society has spent on training the lost skilled workforce wasteful. It is generally agreed that deficiency in human capital is a major reason why poor countries remain poor

(Stark, 2004) although it must also be realized that the decision to migrate is ultimately a personal choice.

2.7 Factors Affecting Brain Drain in the United Kingdom and the United States

The factors contributing to the brain drain can be coalesced under two broad categories—‘push’ and ‘pull’ factors. The ‘push–pull’ model was developed by Lewin (1951) and it has clear relevance for cross-border movements (Baruch, 1995) and in particular for students’ global movement (Mazzarol & Soutar, 2002). Baruch suggested a number of factors at the individual, organizational, and national levels that can explain the nature and direction of the forces. A host of factors—economic, social, or legal influence an individual's decision to stay abroad, some of these push people towards a move, other factors pull people back. In many cases, even when decisions about expatriation are concerned, it is the individual choice that influences the final decision. Self-directed expatriation is increasingly recognized as a common career choice (Richardson & Mallon, 2005; Suutari & Brewster, 2000). Much of self-directed expatriation is about improving one's life style and looking for new career choices. The expatriation career concept fits well with the ‘boundary less career’ approach (Stahl, Miller & Tung, 2002), where physical boundaries and national borders are no longer rigid (Arthur & Rousseau, 1996). For overseas students, in a similar way to expatriates (see Tung & Lazarova, 2006), international experience may enhance internal rather than external careers within the context of global

movements across borders (Tung, 1998). Comparing expatriate assignment versus overseas experience, Inkson, Arthur, Pringle and Barry (1997) distinguish between the two, arguing that many young people opt for overseas experience, which they associated with the boundary less career approach (Au & Fukuda, 2002).

While the standard of living in Europe and the United States is much higher than that in developing countries, this may be one of the factors, not necessarily the only one; quality of teaching is a major factor stimulating students to study in developed countries. Social and cultural factors are crucial in the integration processes as students moving from one culture to the other encounter cultural complexities (Osland & Bird, 2000; Tsuda, 1999).

The brain drain can be also studied at organizational and national levels. Understanding of the brain drain at the organizational level can be extended to enhance understanding at the national level (Dhanaraj, 2004). The major finding was that brain drain results in the loss of knowledge in organizations. Extending this finding to the national level means that developing countries may lose their most promising human capital to developed countries (Geesen, 1998).

Education policy may counter the adverse effect of brain drain on economic growth (Kar-yiu & Chong, 1999). However, it is not clear as yet how strong the problem is for people from developing countries who attend educational institutions in wealthy countries and tend to remain there, reinforcing the brain drain. An attempt is made in this research to highlight this and related issues.

2.8 Research Hypotheses Development

2.8.1 Personal satisfaction

Hypothesis 1

There is significance relationship between China's students personal satisfaction which is received from the host country and intention to stay in the host country after their studies.

A variety of factors influence the inclination of a student whether to stay in Malaysia or to return to China. Indeed, Tung's (1998) modes of acculturation in interacting with host country nationals can be expanded to include students studying abroad, taking them as self-expatriates. This study mentions the possible factors and the rationale for their inclusion in the research framework. The adjustment process of foreign students to the host country and the university environment are likely to play a more prominent role than other factors. For example, Lee and Mauer (1999) examined the impact of cultural shock as an initiation for developing an inner process of organizational perception, personal satisfaction and availability of option, culminating in an intention to quit. The importance of this factor of adjustment should be noted, as this is under the control of universities.

The adjustment process when moving to a different culture is of high relevance for performance and effectiveness (Shay & Baack, 2004).

Understanding the impact of culture is critical for international management, although culture differences do not necessarily stem only from the country of origin (Hofstede, 1980). Smooth processes would generate positive attitudes towards the host country and its people, an essential factor in an emigration decision. In a similar vein to the induction of newcomers to organizations, students who benefit from a smooth adjustment to the new country may be happy to stay in the environment where they felt welcomed. Students' orientation programs can significantly contribute in this regard (Martin & Dixon, 1994). Following from the adjustment in the host country, the overall experience of studying is expected to make an impression on the students. As a result, this study believes that the level of personal satisfaction from the university in general and the studies in particular will influence the emotional side of the decision. The adjustment process of China's students to the local environment is expected to be highly influenced by the social support that the students receive. The role of social support is an important decision such as whether to stay abroad or return home, and can hardly be overemphasized. For example, Eisenberger et al. (1990) pointed out that organizational support plays a crucial role in employees' attitudes and their performance. The role of organizational formal systems is indeed instrumental in helping people to shape their future (Gutteridge, Leibowitz & Shore, 1993). The intentions in this case stem from the bond created with the university, with certain identification, which in turn influence attitudes and behaviors relating to an intention to stay or leave (Dick, 2004). Therefore, the

level of personal satisfaction from both university and the society is considered an important drive of China students' intention to stay in Malaysia.

2.8.2 Family Ties

Hypothesis 2

There is negative significance relationship between the strength of social ties of China's students to their family members in the home country and their intention to stay in the host country after their studies.

While the university is the major institution that the China's students encounter, other factors also exist that may influence the decision. Family ties in host and home countries may be another important factor. People use social networks and are attracted to people who may serve as a source of support or a role-model for them, in particular, if these people have 'managed well' the process of settling down in a new environment. Usually, students are sponsored by their families (Monro, 2004). Thus, the practical and emotional issue of family, along with the strength of relationship with the family, is expected to serve as a strong factor influencing students' decision to stay abroad after completing their studies. As mentioned above, this fits well with Tung's (1998) modes of acculturation of expatriates (company or self assigned).

Chang and Deng (1992) report that the part of the phenomenon of the Chinese brain drain at the time of the Tiananmen square incident was due to the

family advice, which was to stay abroad. The same is true of foreign students from Europe (e.g., Greek and Turkey, see Lianos, Asteriou & Agiomirgianakis, 2004; Tansel & Gungor, 2003, respectively). However, from the expatriation literature it shows that family ties reinforce the trend of returning to the home country (Black, Gregersen, Mendenhall & Stroh, 1999; Dowling & Welch, 2004). Informal discussions over the years with foreign students shows that a significant number of students, especially from the Indian sub-continent, come from rich families (as they can afford the very high tuition fees in comparison to the Indian institutions) with the aim to get an exposure to the western way of life (both social and work), get the degree and return home to join their families and in many cases their family businesses. This is also relevant given that the majority of the middle and upper class families to which these foreign students belong to have one or two children (in the case of China only one), hence, their parents want them back for possible kinds of support (e.g., social and emotional).

2.8.3 Career Perception

Hypothesis 3

There is significance relationship between China's students career perception in the host country and intention to stay in the host country after their studies.

This study also expects the perception of China's students of the labor markets in

China and Malaysia would affect their decision to stay abroad or return home. The prospects of finding a job in either country are likely to influence China's students' choice, especially if career goals are very important to them (Rauch, 1991), and when international experience is valued (Tung & Lazarova, 2006). The perception of employability in China compared with the expected ease in finding a job at home will have a compelling bearing on the decision (Baruch, 2004).

Career perception and development also influence the stay or return as a decision to the students. It inclined to follow their own agenda, and be less influenced by external pressures such as loyalty to their country of origin. Such a protean career may flourish in a boundary less career environment, which exists within international assignments (Tung, 1998). Being in control of one's career also means an active search for better career options, wherever they are available, and proactivity in pursuing career goals (Seibert, Kraimer & Crant, 2002). Looking for a life-change was indeed a clear incentive for self-directed expatriates (Richardson & Mallon, 2005). The protean career, then, may influence the tendency of individuals to make career move decisions (Hall & Moss, 1998).

2.9 The research model

Based on the above discussion, this study now present the research model in Figure.

2.1. This model presents a comprehensive perspective of the factors that influence the

inclination of foreign students either to stay in the host country or return to the home country.

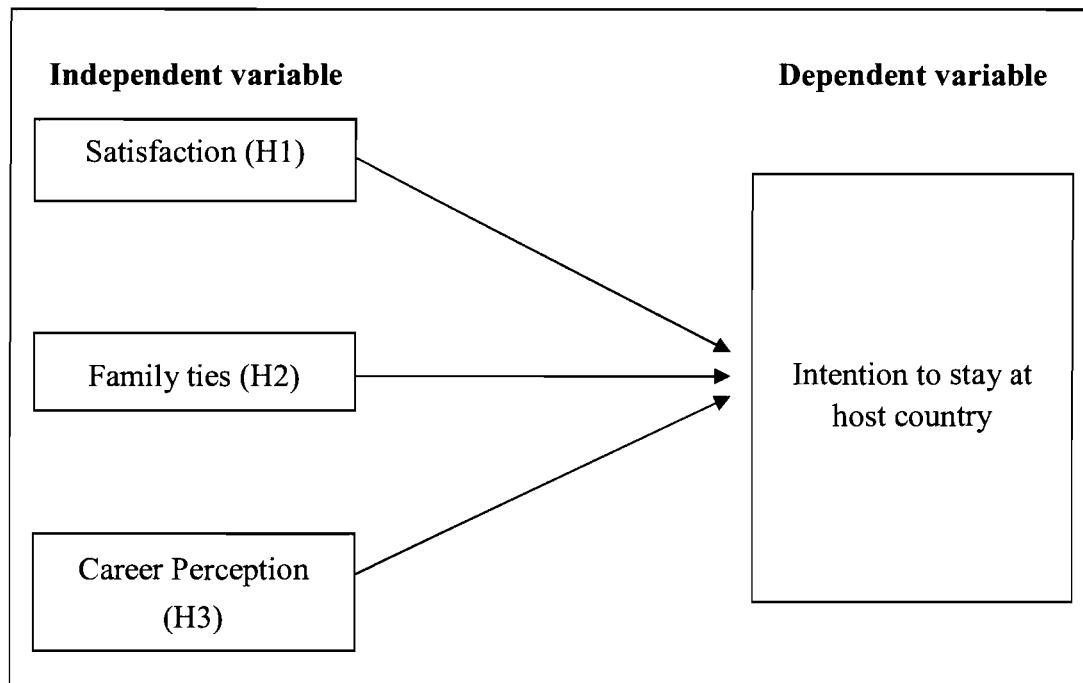


Figure 2.1 Research Framework

2.10 Conclusion

This chapter gives details about the literature of topic selected in order to complete the research. These include the definition of intention, what is intention to stay, what is brain drain, factors that promotes to intention to stay. All of this literature is crucial in order to complete the research.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter is shows the methods used to study the relationships between the independent variables and the dependent variable. This chapter outlines the research design, the sources of data, unit of analysis, the sample and sampling technique, the measurement, the collection and administration of data and finally the technique of analyzing data.

3.2 Research Design

A research design is a descriptive research study, it is a framework or blue print for conducting the research. It specifies the details or the procedures necessary for obtaining the information needed to structure and to solve research problem (Malhotra, 1999).

The purpose of this study is to examine the factors that influence UUM's China students intention to stay in Malaysia. Cavana et al., (2000) mentioned that correlation study is specifically used to identify the relationship between independent variables and the dependent variables. This type of research is a correlational study because involve independent variables such as personal satisfaction, family ties, career

perception. These independent variables may or may not influence UUM's China students intention to stay in Malaysia.

3.3 Research Method

This study used the survey method and cross-sectional study. Quantitative research involves information or data in the form of numbers. This allows a researcher to measure or to quantify a whole range of things.

3.4 Sources of Data

Primary data and secondary data were used in this study.

3.4.1 Primary Data

According to Uma Sekaran (2000), primary data is information that first obtained by the researcher on the variables of interest for the specific purpose of study. To obtain the information, researcher has distributed a set of questionnaires to the Chinese student in Malaysia.

3.4.2 Secondary Data

Secondary data refer to the information gathered by someone than the researcher

conducting the current study such as company record, publication, industry analysis offered by the media, web publications and so on (Sekaran, 2000). It is less time consuming and cheap to obtain the secondary data as it is already prepared by other experts. The secondary data is to get more information that could support the primary data, strengthen the information and also assist the researcher to interpret the primary data correctly. At times, secondary data can also give an insight to the researcher on the subject matters from difference perspective.

3.5 Population and Sampling

Population refers to the entire group of people that researcher wishes to investigate. The total populations of the study were 329 China's students (HEA UUM, 2010) that studied in Universiti Utara Malaysia. According to the sample determination table provided by Sekaran (2000), the appropriate sample size for population of 329 is 169. Thus, these 169 sample size would draw conclusions about the entire population of Universiti Utara Malaysia in Malaysia. In order to identify the subject of this research, random sampling techniques were used because it is least bias and offers the most generalizability.

3.6 Data Collection

In this study, data for the research will be conducted by using close-ended questions. According to Sekaran (1992), the survey questionnaire is an efficient data collection method because it provides opportunity for researcher to administer personally, mail to the respondent or even by distributing using electronic devices.

In order to get the enough sample which is 169. Just in case of some returned questionnaire cannot use, the questionnaires have to distribute to 248 respondents at UUM. Personally administered questionnaires were chosen in part to obtain a high response rate and as a cost-effective method of data collection. As mentioned by Sekaran (1992), by using personally administered questionnaires researcher is afforded the opportunity to introduce the research topic and same time can offer respondents' frank answer. The purpose of developing the questionnaire is to provide an accurate data for data analysis and to answer the research questions.

The questionnaire had been designed into two versions, both in Mandarin and English, all of the questions send to the China's students who is studying in UUM through email, and collect the questionnaire feedback done by the China's students.

For 248 questionnaires, 189 were returned. From these 189 set, 16 of returned questionnaires were rejected because of incomplete answers. For instance, some of them chose the same answer (score) for every question. The 173 usable questionnaires were for further analysis. The overall response rate for this survey is 76% (Table 3.1). The valid response rate for this survey was 70%. The 76% overall response rate was

higher than expected.

Population	Sample	Collected	Valid	Response rate	Valid response rate
329	248	189	173	76%	70%

Table 3.1 Summary of Response Rate

3.7 Questionnaire Design

The questionnaires is consist of six sections. In the first section, respondents asked to give demographic information. The second section contains 9 items that measure personal satisfaction. The third section contains 4 items that family ties. The fourth section contains 9 items that measure career perception. The last section contains 5 items that measure intention to stay (Table 3.2 and Table 3.3)

Table 3.2: Questionnaire information

Variable	Items	Scales	Sources
Personal satisfaction	9	Five-point Likert scale	Martin and Dixon, 1994
Family Ties	4	Five-point Likert scale	Touliatos et al., 2001 and Hofstede, 1984

Career Perception	9	Five-point Likert scale	Rauch, 1991 , Tung & Lazarova, 2006
Intention To Stay	5	Five-point Likert scale	Churchill, Ford, & Walker, 1974

Table 3.3: Layout of the questionnaires

Section	Variables	Number of items
1	• Profile Of The Respondent	7
	• Gender	
	• marital status	
	• age	
	• education background	
	• duration in Malaysia	
	• home condition in china	
2,3,4 and 5	• family income	9
	(2) Personal satisfaction	
	(3) Family Ties	
	(4) Career Perception	
	(5) Intention To Stay	5

Two scales were used in this research. First is nominal scale used in section 1, Likert

scale used for sections 2, 3, 4 and 5. Likert scale is used when responses to various items that measure a variable can be tapped on 5 points scale which can thereafter be summated across the item.

The scale below show the measure used in the Likert scale designated instrument using Likert scale with score from 1 to 5 (Cavana, Delahaye, & Sekaran, 2001). Every score shown as follows:

1	2	3	4	5
Strongly disagree	Disagree	Uncertain	Agree	Strongly agree

3.8 Data Analysis Techniques

After collecting the information from the questionnaires, a few procedures have been done such as checking the data for accuracy. Besides that the questions were being coded to enable for analysis using Statistical Packages for the Social Science (SPSS).

In order to determine whether there are significant relationships among the independent variables and dependent variable, Pearson Correlation Coefficient analysis were carried out. The scale model suggested by Davies (1971) used to describe the relationship between the independent variables and the dependent variable, are as shown below:

1. 0.7 and above – very strong relationship,
2. 0.50 to 0.69 – strong relationship,

3. 0.30 to 0.49 – moderate relationship,

4. 0.10 to 0.29 – low relationships and

5. 0.01 to 0.09 – very low relationship.

3.9 Conclusion

This chapter basically emphasis about the research approach, comprised the design of study, measurement, questionnaire design, sampling design, data collection, data analysis and reliability analysis use for this research. It also explains the important of primary data and secondary data to the research. Several independent variables are modeled with one dependent variable separately, to find whether the independent variables have a significant relationship with the dependent variable and to decide whether to reject or accept the hypotheses. Results are discussed in the next chapter.

CHAPTER 4

FINDINGS

4.1 Introduction

This chapter outlines the results of data analysis obtained from data collected from respondents. The main purpose of this study is to study the relationship between the independent variables namely personal satisfaction, family ties, career perception with the dependent variables namely intention to stay at host country.

This study aims to achieve the research objectives as well as answers the research questions highlighted in chapter one. In addition, this study intends to verify the hypotheses made in chapter two.

This chapter is divided into seven parts which includes; introduction, overview of data collection, profile of respondents, descriptive analysis, major findings, summary of findings, and conclusion.

4.2 Overview of Collected Data

A total of 248 sets of questionnaires were distributed to respondents. 189 sets of questionnaires were returned to researcher. Researcher found that among those questionnaires, 173 were usable questionnaires.

Table 4.1: Responses Rate

	Total	Percentage (%)
Questionnaires distributed	248	100
Collected questionnaires	189	76
Usable questionnaires	173	70
Discarded questionnaires	16	6.4
Uncollected questionnaires	59	23.7

4.3 Respondents' Profiles

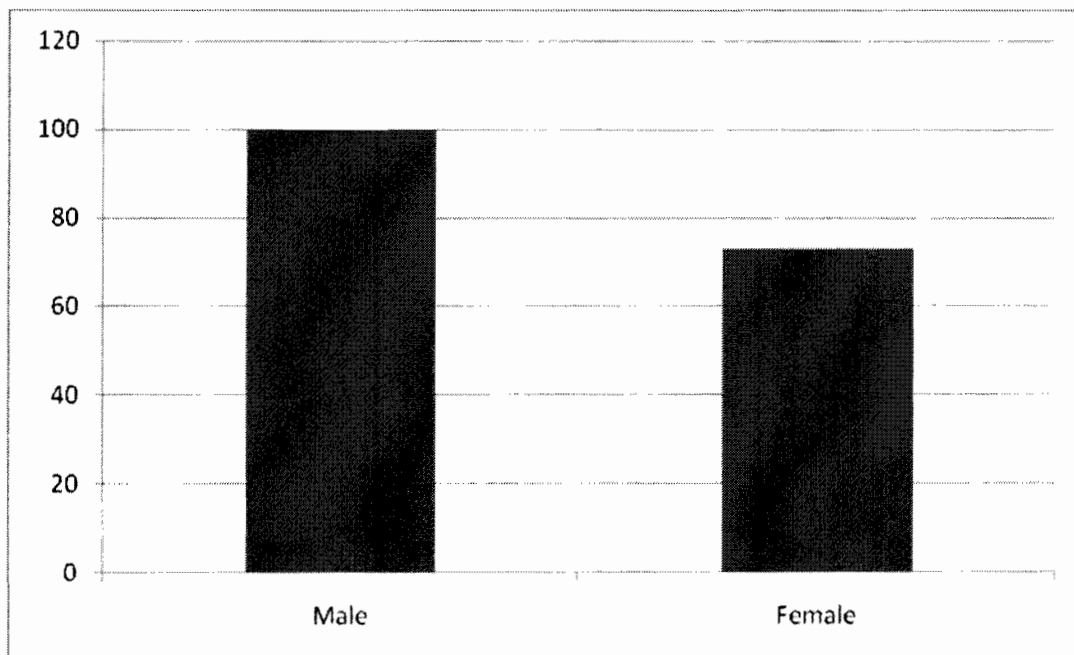
The tables and figures in this section would show the demographic profile of respondents. In this study, the demographic variables consisted of gender, marriage, age, education, duration in Malaysia, home condition, and income. All the respondents were China's students who study in UUM.

4.3.1 Gender

From Table 4.2 and Figure 4.1, it shows that 57.8% respondents are male and 42.2% are female.

Table 4.2 Gender

		Cumulative			
		Frequency	Percent	Valid Percent	Percent
Valid	male	100	56.5	57.8	57.8
	female	73	41.2	42.2	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

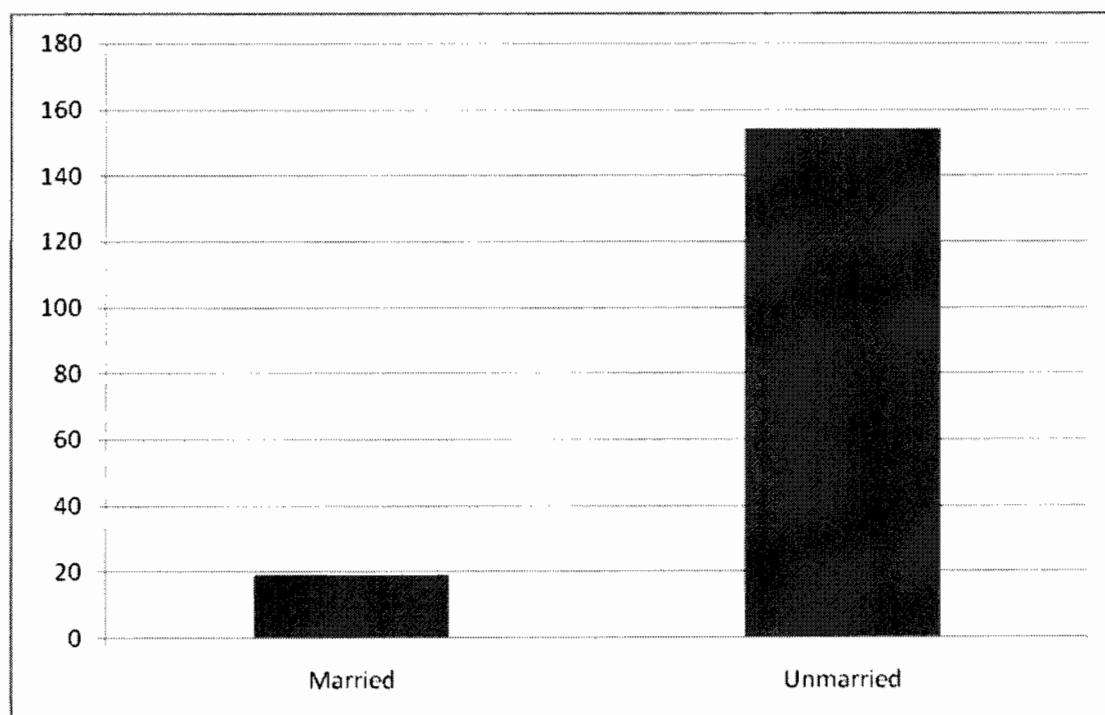
**Figure 4.1 Gender**

4.3.2 Marriage

From Table 4.3 and Figure 4.2, it shows that there are only 11% married China's students and 89% unmarried China's students study in UUM.

Table 4.3 Marriage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unmarried	19	10.7	11.0	11.0
	Married	154	87.0	89.0	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

**Figure 4.2 Marriage**

4.3.3 Age

From Table 4.4 and Figure 4.3, it shows that the age level below 20 years old is 43.9%, 20-25 years old is 46.8%, that means the majority of China's students are

young, 8.1% age level at 26-30, and there are only 1.2% age level above 30.

Table 4.4 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20 years old	76	42.9	43.9	43.9
	20-25 years old	81	45.8	46.8	90.8
	26-30 years old	14	7.9	8.1	98.8
	Above 30 years old	2	1.1	1.2	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

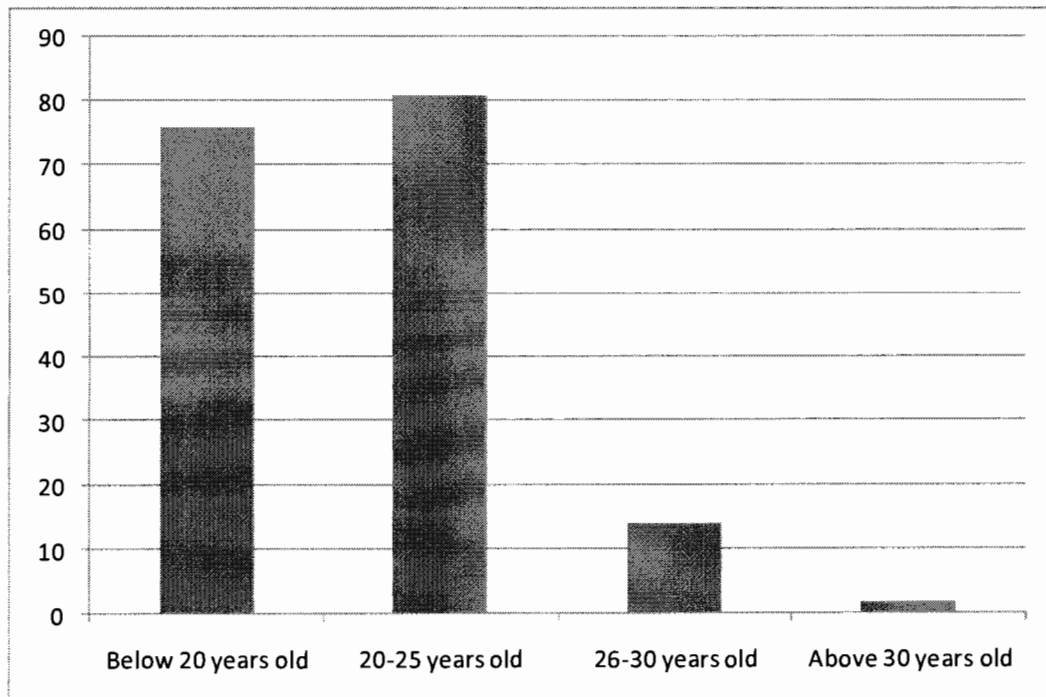


Figure 4.3 Age

4.3.4 Education

Table 4.5 and Figure 4.4 show the education level 83.8% are undergraduate degree students. And 13.3% are for master degree, and 2.9% for doctorate degree.

Most of the China's students are doing undergraduate study in UUM.

Table 4.5 Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Undergraduate	145	81.9	83.8	83.8
	Master	23	13.0	13.3	97.1
	Doctorate	5	2.8	2.9	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

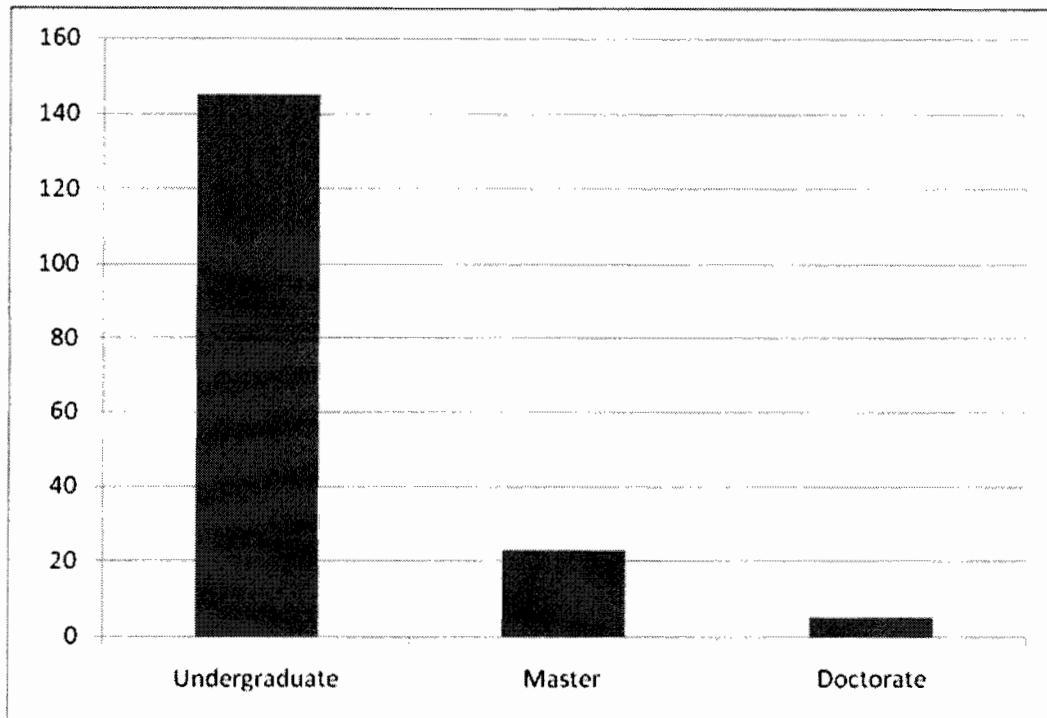


Figure 4.4 Education

4.3.5 Duration in Malaysia

Table 4.6 and Figure 4.5 show the duration of the China's students stayed in Malaysia 43.4% are stayed one year only, and 28.3% are two year. The percentage of three years and four years are 19.7% and 6.9%. Only 1.7% are stayed five years and more. From the result, it shows that the major number of students is stayed one year in Malaysia.

Table 4.6 Duration in Malaysia

		Frequency		Valid	Cumulative
			Percent	Percent	Percent
Valid	1 Year	75	42.4	43.4	43.4
	2 Years	49	27.7	28.3	71.7
	3 Years	34	19.2	19.7	91.3
	4 Years	12	6.8	6.9	98.3
	5 Years and Above	3	1.7	1.7	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

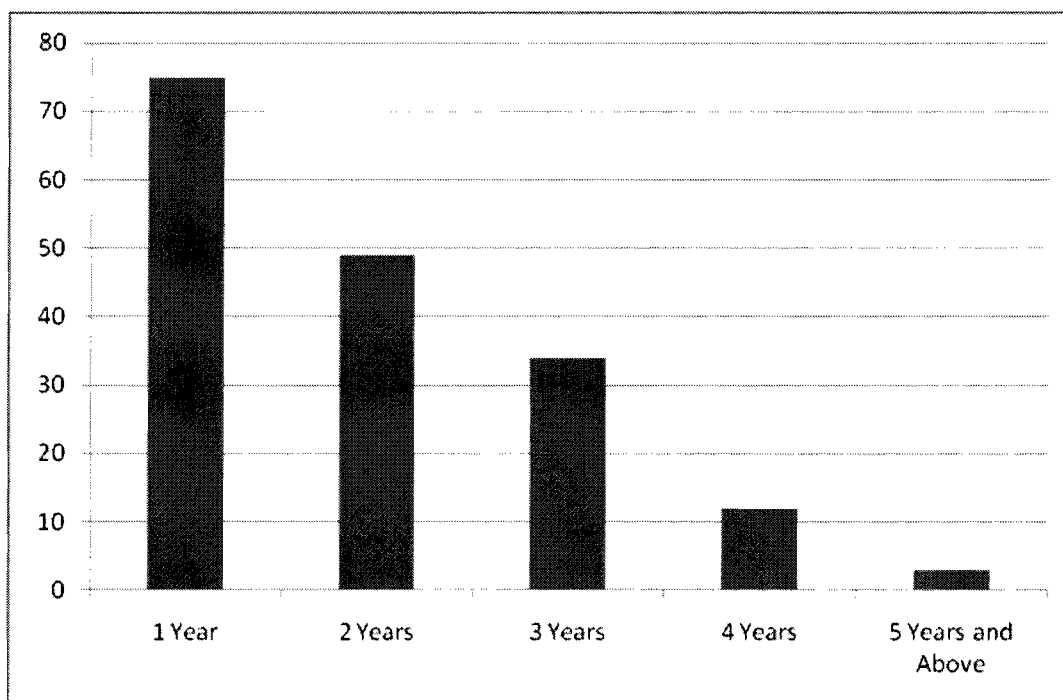


Figure 4.5 Duration in Malaysia

4.3.6 Home Condition

From Table 4.7 and Figure 4.6 we can find 60.1% of China's students are from cities in China. 38.4% of them are from towns. There is no student from village.

Table 4.7 Home Condition

				Cumulative	
		Frequency	Percent	Valid Percent	Percent
Valid	City	104	60.1	61.6	61.6
	Town	69	37.6	38.4	100.0
	Village	0	0	0	100.0
	Total	173	97.7	100.0	

Missin System	4	2.3
g		
Total	177	100.0

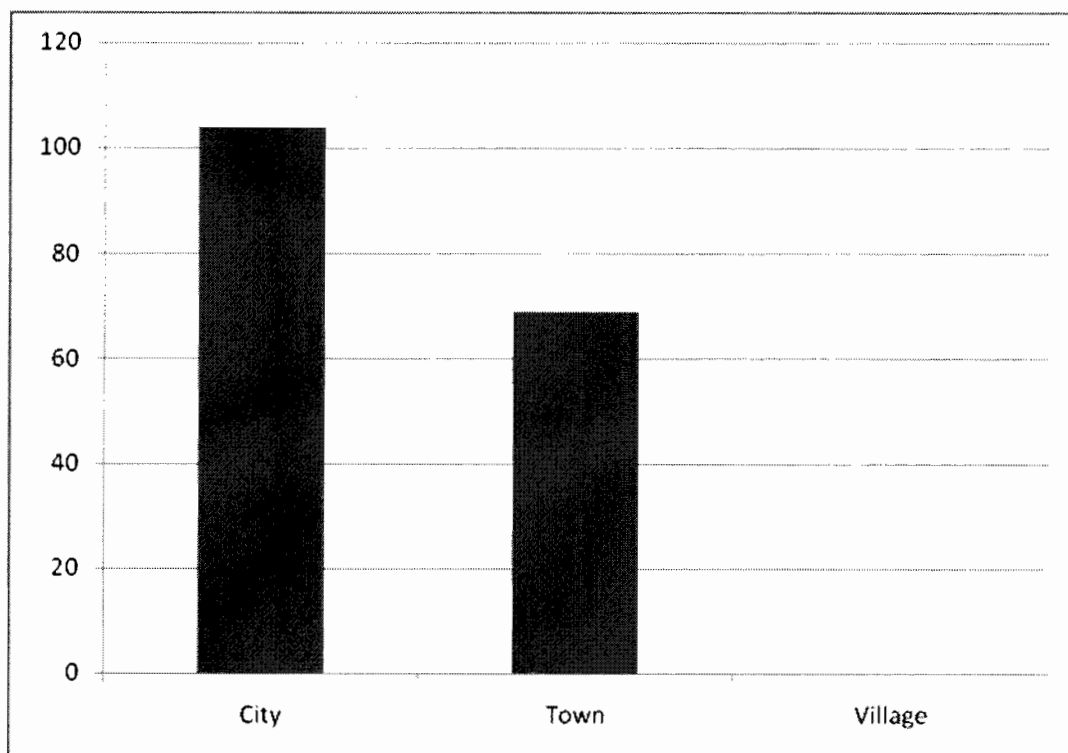


Figure 4.6 Condition in China

4.3.7 Income

Table 4.8 and Figure 4.7 show the income level of those China's students in Ringgit Malaysia. Most of undergraduate students are supported by family, therefore the income is an indicator of their family income. The income level of below 1000 is 7.5%. The 1000-2999 level is 12.7% and 3000-4999 level is 46.2%.

The level of 5000 and above is 33.5%. Based on this, it shoes that most students have a good income background.

Table 4.8 Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 1000	13	7.3	7.5	7.5
	1000 - 2999	22	12.4	12.7	20.2
	3000 - 4999	80	45.2	46.2	66.5
	5000 and Above	58	32.8	33.5	100.0
	Total	173	97.7	100.0	
Missing	System	4	2.3		
Total		177	100.0		

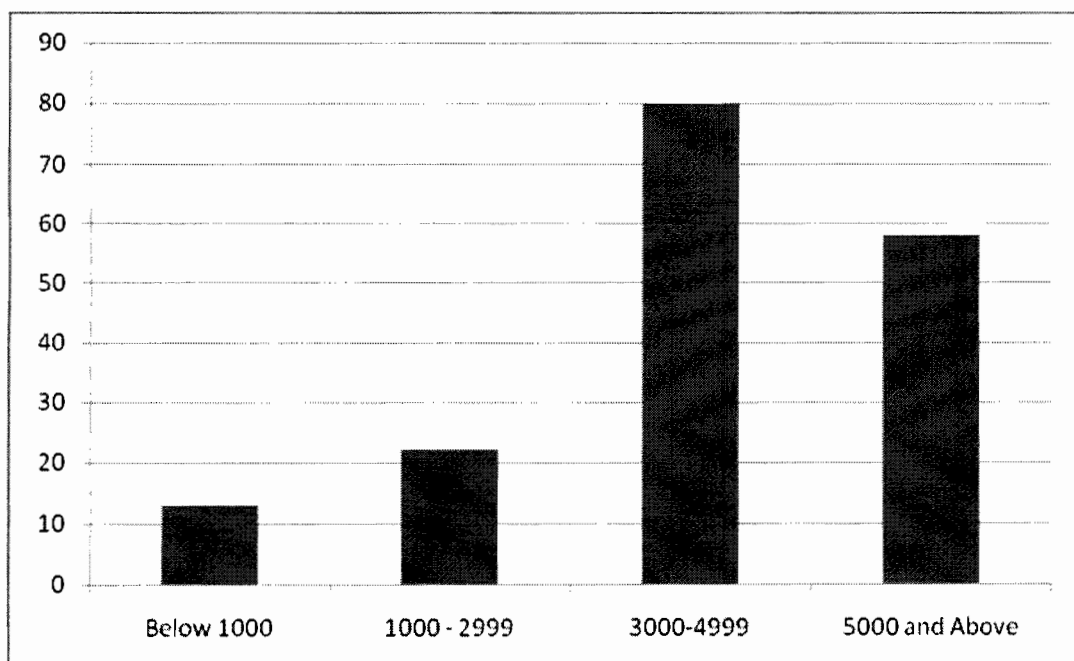


Figure 4.7 Income

4.4 DESCRIPTIVE ANALYSIS

Descriptive analysis which includes the mean and standard deviation for the independent and dependent variables is attained and recorded in Table 4.9.

Table 4.9: Descriptive Statistics of the Dependent and Independent Variables

Variable	N	Mean	Std. Deviation
Personal satisfaction	173	3.0417	.36109
Family ties	173	3.4595	.32196
Career perception	173	3.6128	.21618
Intention to stay	173	3.0786	.31743

All variables are evaluated based on a 5-point scale. The results show that the mean on Personal satisfaction (3.04), Family Ties (3.45), and Career Perception (3.61), while mean for Intention to stay is 3.07.

Besides that, the mean or the average is a measure of central tendency that offers a general picture of the data. In addition, the standard deviation, which is another measure of dispersion for interval and ratio scale data, offers an index of the spread of a distribution or the variability in the data. It is very common descriptive statistics. The standard deviation, in conjunction with the mean, is a very useful tool because of the following statistical rules, in a normal distribution (Sekaran, 2003):

- i. Practically all observations fall within three standard deviations of the average or the mean

- ii. More than 90% of the observations are within two standard deviations of the mean
- iii. More than half of the observations are within one standard deviation of the mean.

The above table shows the standard deviation for Intention to stay is .317, follow by standard deviation for the first independent variables Personal satisfaction which is .361. The value of standard deviation for second independent variables which is Family ties is .321. Whereas the third independent variable Career perception shows the value of standard deviation is .216.

4.5 MAJOR FINDINGS

The results of Pearson Correlation Analysis and Linear Regression are presented in the following section.

4.5.1 Pearson Correlation Coefficient

According to Sekaran (2003), in the research of project that includes several variables, beyond knowing the means and standard deviations of the dependent and independent variables, the researcher would often like to know how one variable is related to another. That is the researcher would like to see the nature, direction and significance of the bivariate relationship of the variables used in the study (that is, the relationship between two variables among the variables tapped

in the study). A Pearson correlation matrix will provided this information, which is it will indicate the direction, strength and significance of the bivariate relationships of all the variables in the study.

Correlation analysis is to show the strength of the association between the variables involved. Inter-correlations coefficients (r) were calculated by means of Pearson's Product Moment. According to Cohen (1988), r ranging from 0.10 to 0.29 may be regarded as indicating a low degree of correlation, r ranging from 0.30 to 0.49 may be regarded as indicating a moderate degree of correlation and r ranging from 0.50 to 1.00 may be regarded as a high degree of correlation.

Theoretically, there could be a perfect positive correlation between two variables, which is represented by 1.0 (plus 1), or a perfect negative correlation which would -1.0 (minus 1). While correlation could range between -1.0 and +1.0, the researcher need to know if any correlation found between two variables is significant or not (i.e.; if it has occurred solely by chance or if there is a high probability of its actual existence). As for the information, a significance of $p < 0.05$ is the generally accepted conventional level in social sciences research. This indicates that 95 times out of 100, the researcher can be sure that there is a true or significant correlation between the two variables, and there is only a 5% chance that the relationship does not truly exist.

The correlation matrix between dependent variable and independent variables are exhibited in Table 4.10 below. The finding from this analysis is then

compared against the hypotheses developed in this study.

Table 4.10: Person's correlation of the Dependent and Independent Variables

		Personal satisfacti on	Family ties	Career perception	Intention to stay
Personal satisfactio n	Pearson				
	Correlation	1	-.028	.069	.155(*)
	Sig. (2-tailed)	.	.713	.364	.042
	N	173	173	173	173
Family ties	Pearson				
	Correlation	-.028	1	-.086	-.183(*)
	Sig. (2-tailed)	.713	.	.261	.016
	N	173	173	173	173
Career perception	Pearson				
	Correlation	.069	-.086	1	.604(**)
	Sig. (2-tailed)	.364	.261	.	.000
	N	173	173	173	173
Intention to stay	Pearson				
	Correlation	.155(*)	-.183(*)	.604(**)	1
	Sig. (2-tailed)	.042	.016	.000	.
	N	173	173	173	173

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 1: There is significance relationship between China's students personal satisfaction which is received from the host country and intention to stay in the host country after their studies.

The relationship between student's personal satisfactions is tested against intention to stay in the host country which is in Malaysia. The results indicate that there is a significant relationship between the two variables ($r=.155$, $n=173$, $p<.05$). The relationship between the variables is significant but the correlation is weak. Hypothesis 1 is accepted.

Hypothesis 2: There is negative significance relationship between the strength of social ties of China's students to their family members in the home country and their intention to stay in the host country after their studies.

The relationship between family ties is investigated against intention to stay in the host country which is in Malaysia. The results indicate that there is a significant relationship between the two variables ($r=-.183$, $n=173$, $p<.01$). The relationship between the variables is significantly and negatively, but the correlation is weak. Hypothesis 2 is accepted.

Hypothesis 3: There is significance relationship between China's students

career perception in the host country and intention to stay in the host country after their studies.

The relationship between career perceptions is investigated against intention to stay in the host country which is in Malaysia. The results indicate that there is a significant relationship between the two variables ($r=.604$, $n=173$, $p<.05$). The relationship between the variables is significantly with strong correlation. Hence, Hypothesis 3 is accepted.

4.6 SUMMARY OF FINDINGS

The summary of the analysis is exhibited in Table 4.11 below

Table 4.11: Summary of Findings

Hypothesis	Results
H1 There is significance relationship between China's students personal satisfaction which is received from the host country and intention to stay in the host country after their studies.	Accepted
H2 There is negative significance relationship between the strength of social ties of China's students to their family members in the home country and their intention to stay in the host country after their studies.	Accepted
H3 There is significance relationship between China's students career perception in the host country and intention to stay in the host country after their studies.	Accepted

4.7 CONCLUSION

From the above findings, correlation analysis concludes that all three independents variables are significantly related to intention to stay. Among all three independent variables, the strength of career perception is having the biggest relationship with the intention to stay.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the discussion and conclusion of the study. The chapter begins with a brief overview of the study. The second section discusses the results as well as the conclusion for the study. The implications, recommendations, limitations of the study, and suggestions for possible future research are identified in section three. Therefore, this chapter include this threes parts as the conclusion of the whole study.

5.2 Overview of the study

The main purpose of this study was to find out the factors affecting the brain drain as intention to stay of China's study abroad. This study examined the relationships among personal satisfaction, family ties and career perception f were investigated to determine their relationships with intention to stay in Malaysia. To test the relationships, three hypotheses were considered. The data was collected from 189 respondents.

5.3 Discussion of the result

The purpose of this study is determine whether there is any a relationship between the

three independent variables namely personal satisfaction, family ties and career perception with the dependents variable namely intention to stay in Malaysia.

In the following discussion, results of each objective are reviewed and compared with previous literature.

First, the research result shows that there are significant association between personal satisfaction and the intention to stay in Malaysia. It means that the greater the level of personal satisfaction that China's students receive from UUM and Malaysia, the greater will be their intention to stay in Malaysia. The professors and classmates can affect the personal satisfaction to stay in Malaysia. And the quality of University has effect on personal satisfaction.

Second, the research result shows that there are negative significant association between family ties and the intention to stay in Malaysia. It means the strength of family ties of China's students to their family members in China will be negatively associated with their intention to stay in Malaysia after their studies. The family is important for the China students' intention to stay in Malaysia.

Third, the research result shows that there are significant association between career perception and the intention to stay in Malaysia. High level of career perception in Malaysia will be positively associated with higher intention to stay in Malaysia after their studies. The job and career for the China's students are very important.

Finally, after analyzing the data collected, it can be concluded that career perception factor are more contribute in intention to stay for the China's students. This is because, the value of r for career perception factor are the highest as compared to other factors which are personal satisfaction and family ties. With the value of r which is 0.604, it confirms that career perception have strong relationship with intention to stay. The China's student consider the career very much.

5.4 Limitation of the Study

This research is restricting by several limitations. The various limitations stated as follows:

5.4.1 Respondents

The data collected only from UUM's China students, because they have different campus life and different family, they cannot represent all of other China's students who study in other Malaysia's University. Considering the large number of China's students coming to Malaysia, the sample size is relatively small and there is a need for caution while analyzing the results and discussing their generalization.

5.4.2 Method performed

The method used in this study is only quantitative method, cannot stand for others thinking, it will affect the suggestion of the study.

5.4.3 Financial and Time Constraints

Financial problem is one of the limitations while completing the projects paper. With a high budget research, researcher is left with small amount of budget to spend on. All the expenses must all be considered to ensure smooth completions of this project paper, especially in the process of data collecting.

Another limitation is the insufficient of the time during the data collection process. Due to the inconvenience of students' gathering in UUM campus, the researcher must use electronic method to collect the data. This process took times and influenced by respondent's reply time.

5.4.4 Lack of Experience

This is the first time that the researcher is performing the research. The researcher does not have sufficient knowledge and experience in conducting the research. The researcher found that study on this subject is not an easy task since it requires many skills and high level of experience in all level of research. As a result, this can affects the outcomes of this research indirectly.

5.5 Theoretical and practical implications

The findings of this study would be useful at both institutional and national levels, albeit the analysis here was focused at the individual within the institution—the university. They are informative for higher education institutions in Malaysia, providing them with an understanding of how foreign students from China adjust to them and how to deal with their intentions of either staying in Malaysia or returning to their home countries China. The analysis has good news for the teachers of the universities in different countries as they are found to be providing useful support and environment to facilitate the stay of foreign students from China, at least within the sample of management education system.

The significant proportion of foreign students indicating their inclination to stay in the host countries should provide policy makers (looking after skills shortage and immigration) with an estimate of the number of people who could be available to join the work force every year. Similarly, departments of employment along with departments of education can work together to attract students in the areas of skills shortages. This will not only help get foreign students (who pay higher tuition fees than ‘home’ students), but will also help to train them in the areas (for example, medicine, nursing, IT) for which immigrants are needed. Certainly, people educated and trained in Malaysia will find it much easier to adjust than immigrants who have no exposure to China. This is because, at the deeper level, they have already gone through the ‘cultural shock’ (Deal & Kennedy, 1988), as well as they know that there

are options when they return to their home countries (e.g., Mittal, 2005).

At a more practical level, they acquire better communication skills in terms of language and about 'dos' and 'don'ts' of the given society and are perhaps ready for a smooth transition from students to productive workers. Furthermore, our findings show a relationship between national economic development and inclination to stay or return. In the case of China, significant number of students indicated a wish to return to their home countries. This could be attributed to the Chinese economies doing well in recent years and the cultural gap between China and Malaysia, and most of the China's students being the only child of their parents (due to the single child policy), and strong family ties in home country. Furthermore, there is a strong trend for overseas Chinese returning to China both in the capacity of investors and as some kind of repatriates to work at home.

Projecting from the individual level analysis to the national level, the study should be of interest to government ministries dealing with education and employment in wealthy countries, where a large number of skilled and trained people are required to support the economy, but still struggle with managing the internal labor market (Hillmert, 2002).

Moreover, the Home Office officials need to develop clear policies about how to react to work permit/visas requests from foreign nationals who study within the country. On the other hand, the study findings would be of concern to home countries, which enable their best people to travel overseas to study and hope to reap the

benefits in the future, but face the risk of eventually losing them, thus suffering from brain drain.

Again, policy makers may consider specific benefits for those returning, or combining actions of improving local education and perhaps putting obstacles to make studying overseas less attractive. To do that, China government must first develop a local higher education system of high quality.

5.6 Recommendation for Future Research

This study had provided only a small portion of idea regarding to brain drain and China's students intention to stay in Malaysia. Hence, it would be beneficial for future research to consider the following suggestions:

- 1) Expand the study into other universities to enhance the consistency of results. Not only UUM but also other Malaysian universities have large group of China's students such as Universiti Kebangsaan Malaysia (UKM), University of Malaya (UM) and Universitas Jagellonicae Acta Mathematica (UIAM). The country-wide research can provide a more reliable and accurate result.
- 2) Include other variables to measure China's students intended to stay in Malaysia so that this will increase the accuracy of understanding the drivers that could impact the brain drain. The researcher believes, other variables can also be found.

5.7 Conclusion

The four objectives in this study have been made by the results had shown the personal personal satisfaction, family ties and career perception are related to the intention to stay in Malaysia of the China's students. Among all the three drivers of intention to stay in Malaysia, career perception is found to be the strongest drivers of intention to stay in the context of the UUM's China students. Therefore, the Chinese policy-maker should provide more policy's convenience-in career development to attract China's students back to the home after they study.

As this study is focusing on the brain drain of China's students in Malaysia which considered as a rare topic to discuss, researcher hope that more research will be conducted in the future in order to gain a whole understanding of China's students in Malaysia. Moreover, other drivers may also contribute to this issue may need to study on. Researcher also believes that a country-wide study in China's students in Malaysia would be a great contribution to the issue of Chinese brain drain.

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APPENDIX

UNIVERSITI UTARA MALAYSIA

Questionnaire

Questionnaire on Intention to Stay in Malaysia

Dear Students,

First of all, thank you for your participation in this survey. The survey, which is mainly about international students' intention to stay in Malaysia, it is include personal satisfaction, family ties, and career perception.

The questionnaire is divided into three parts, in each of which various kinds of questions are expected to be answered. There are no correct or standard answers to these questions. Please express your true feeling and opinion according to the requirements of these questions.

You are assured that all the information given by you will be exclusive to this dissertation and kept confidential. The result of the survey will not bring any negative effect toward your life.

Thanks again for your support and assistance!

PART 1 : RESPONDENT'S PROFILES

Instruction: Please tick (/) in the relevant box below.

1. Gender

☐ Male ☐ Female

2. Marital status

☐ Unmarried ☐ Married

3. Age: _____

☐ Below 20 years old ☐ 20-25 years old ☐ 26-30 years old

☐ Above 30 years old

4. Education Background

☐ Undergraduate ☐ Master ☐ Doctorate

5. Duration in Malaysia

☐ 1 Year ☐ 2 Years ☐ 3 Years ☐ 4 Years

☐ 5 Years and Above

6. Home Condition in China

☐ City ☐ Town ☐ Village

7. Family Income (RM / month)

☐ Below 1000 ☐ 1000 - 2999 ☐ 3000-4999 ☐ 5000 and Above

Instruction: Answer the questions according to the activities that you and your direct supervisor participate in together. Please circle the chosen number for each statement based on the legend below:

PART 2: Personal satisfaction

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or disagree		Agree

8	I can rely on my professors.	1	2	3	4	5
9	My professors are friendly.	1	2	3	4	5
10	Professors and students have confidence in one another.	1	2	3	4	5
11	I can rely on my fellow students.	1	2	3	4	5
12	Students in the university are friendly.	1	2	3	4	5
13	I am glad to have chosen the university for my studies.	1	2	3	4	5
14	Being in the university gives me a sense of accomplishment.	1	2	3	4	5
15	I am satisfied with the quality of education at university.	1	2	3	4	5
16	The University does an excellent job of providing a good educational environment for students.	1	2	3	4	5

PART 3: FAMILY TIES

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or disagree		Agree

17	My family and I are very close.	1	2	3	4	5
18	Living with my family is important to me.	1	2	3	4	5
19	I miss my family when I stay in the Malaysia.	1	2	3	4	5
20	Family ties are very important to me.	1	2	3	4	5

PART 4: CAREER PERCEPTION

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or disagree		Agree

21	I have a good chance of getting a good job in Malaysia.	1	2	3	4	5
22	There are plenty of good jobs in Malaysia for those who want to get ahead.	1	2	3	4	5
23	There are not enough jobs in China.	1	2	3	4	5
24	Opportunities to search for a job in Malaysia are not limited.	1	2	3	4	5
25	My opportunities for advancement are limited in China.	1	2	3	4	5
26	Choosing between two careers, I would prefer the one I haven't tried yet.	1	2	3	4	5
27	For me, career success is how I am doing against my goals and values.	1	2	3	4	5
28	I navigate my own career mostly according to my plans.	1	2	3	4	5
29	If I have to find a new job, it would be easy for me to start my career.	1	2	3	4	5

PART 5: INTENTION TO STAY

1	2	3	4	5
Strongly	Disagree	Neither agree	Agree	Strongly
Disagree		or disagree		Agree

30	I'm not intend to return to my home country as soon as I finish my studies	1	2	3	4	5
31	I'm not intend to return to my home country after about a year of practical training	1	2	3	4	5
32	I'm not intend to return to my home country in a few years after I graduate	1	2	3	4	5
33	I may consider staying in Malaysia to further my career	1	2	3	4	5
34	I intend to reside in Malaysia.	1	2	3	4	5

※ THANK YOUR FOR COMPLETING THIS QUESTIONNAIRE. ※

※Your responses will be held in confidence by the researchers. ※