

**DETERMINANTS OF INTERNATIONAL STUDENT'S
SATISFACTION IN UUM 2014**

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Abstract

Nowadays, higher education is becoming increasingly globalized and internationalized. The number of international students studying in Malaysian institution of higher education is continuously growing. International students contribute their own success, campus diversity, campus internationalization and also economic of Malaysia. However, decreasing number of international students in UUM show a declining trends compare with the increasing number of international students in Malaysia. So, the purpose of the study is to examine the determinants of international student's satisfaction. There is a large body of research on student satisfaction and factors leading to student satisfaction. However, this study will focus only on all the international students in UUM, total 2053 international students in different education level and from different countries. This study is a quantitative research, a questionnaire has been developed and an online survey was used. A total of 178 usable responses were received and regression analysis is using to analyze the data. This study develops and tests a model of international student satisfaction. The findings indicate the importance of service quality related to both educational and non-educational services varies among nationality groups, therefore has a differential impact on student satisfaction. Eight factors that have been investigated in the study is accommodation, economic consideration, safety, education, technology, social, image and prestige and culture integrated. The eight factors were adopted from previous research by Arambewela & Hall (2009) and Akiko (2008).

Keyword: Higher Education, Internationalization, International Student, Student's Satisfaction, UUM Malaysia

Abstrak

Kini, sector pendidikan tinggi telah menjadi semakin globalisasi dan internationalize. Bilangan pelajar antarabangsa yang belajar di institusi pengajian tinggi Malaysia juga semakin berkembang dan mereka bukan sahaja menyumbangkan kerjayaan mereka sendiri, kepelbagaian kampus antarabangsa dan juga ekonomi Malaysia. Sebaliknya, UUM pula menunjukkan bilangan pelajar antarabangsa di UUM semakin menurun. Keadaan yang bertentangan dengan bilangan pelajar antarabangsa yang semakin bertambah di Malaysia perlu diperhatikan. Oleh itu, kajian ini adalah untuk mengenalpastikan factor-faktor yang akan menjejaskan kepuasan pelajar antarabangsa di UUM. Walaupun terdapat banyak penyelidikan yang telah menjalankan kajian mengenai kepuasan pelajar dan factor-faktor yang menjejaskan kepuasan pelajar, tetapi kajian ini hanya member tumpuan kepada semua pelajar antarabangsa di UUM sahaja. Sejumlah 2053 pelajar antarabangsa di UUM yang berbeza peringkat pendidikan dan pelbagai Negara termasuk dalam kajian ini. Kajian ini adalah kajian kuantitatif. Borang soal selidik yang disediakan akan dihantar kepada responden melalui email. Sebanyak 178 balasan jawapan soal selidik yang boleh digunakan telah diterima. Teknik Regression dalam SPSS telah digunakan untuk menganalisis data yang diterima. Kajian ini dapat membina dan menguji model kepuasan pelajar antarabangsa. Kajian ini menunjukkan kepentingan kualiti perkhidmatan kepada aspek kepuasan pelajar baik dari segi pendidikan ataupun bukan pendidikan di kalangan kumpulan pelajar antarabangsa. Lapan factor yang dikaji dalam kajian ini adalah penginapan, pertimbangan ekonomi, keselamatan, pendidikan, teknologi, social, imej dan prestij dan budaya. Lapan factor ini adalah diambil dari kajian-kajian lepas yang dikaji oleh Arambewela (2009) dan Akiko (2008).

Katakunci: Pendidikan Tinggi, Internationalize, Pelajar Antarabangsa, Kepuasan Pelajar, UUM Malaysia

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As John Donne wrote “No man is an island”, everyone needs to co-operate with others to complete certain task. This does not only refer to ask for help but also include the counterpart that provide us the information and guide us on our task. Similarly this is the first time for me to be involved in writing a proper research proposal. I’m starting with unclear path but with the guidance of my dissertation supervisor, Dr Ahmed Rageh Ismail, slowly I found out my way to go on with my research proposal. Dr Ahmed has inspired me a lot on the survey model, survey questionnaire, research method and also some of the overview of the viva section. So, the first person I would like to thank is my supervisor, Dr Ahmed Rageh for putting so much effort to guide me on my research.

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CHAPTER 1

INTRODUCTION

This chapter introduces outline of the study. The chapter will begin with problem statement, which will describe the concerning issues of study. The next step will touch on research objective and this objective is to determine what the researcher want to achieve in the study. After the objective, research questions will be demonstrated. Next, significant of study and definition of key terms will be highlighted. On the final stage of the chapter will state out the organization of chapter for the study.

1.1 Background

Service is any activities that does not directly produce the physical product but create value for customer through some activities and it involves transaction between buyer and seller with non-good activities, it is refer to intangible and it cannot be stored, repair or moved but can be felt, enjoyed and get benefit from it (Evan & Collier, 2007, P11). As mention by Falindah et al (2013), higher education also referred as services industries because the knowledge provided by higher education with using their feeling, their communication with lecturer but they can't actually touch and take the knowledge directly and keep inside their bag or brains.

In the last century before, higher education industry is taking more conservative approach on marketing sector as they did not put so much effort on doing promotion attracting consumer attention (Naude & Ivy, 1999) However in the recent years, changes in policy, governance, structure and status of higher education have been taken place all over the world (Nicolescu, 2009). Environmental changes such as privatization, diversification, decentralization, internationalization and

increased competition in higher education are common to most of the countries (Nicolescu,2009). These changes have an impact on the pattern higher education institutions operating nowadays and those are seen as the driving forces for the marketlization of higher education (Maringe, 2006).

Based on the finding of World Bank (2001), the notion of a marketplace for education is recognized as a world development and its application has encouraged academic debates on the central issues of degree to which higher education ought and can, support the knowledge economic. Statistics showed by “Member of IACSIT, Study of Factor Influencing Chinese Student’s satisfaction Toward Thai universities, 2014” which can prove the importance of education in accelerating economic growth. Therefore, higher education institute is no longer stay on their “comfort zone” and this situation cause marketing department plays a very important roles in higher education industries to reserve themselves a seat to maintain in the industry (Hemsley & Oplatka, 2006).

For being outstanding in the market, nowadays higher education institutes have involved in marketing efforts to build up a good image, to improve the level of satisfaction of students and the stakeholders, to gain competitive advantage with respect to competitors, as well as to increase their market share (Nadiri, 2007). As mentioned by Kotler & Fox (2002), the marketing concept that holds by every organization is the key to achieving organization goal consists in determining the needs and wants of target markets and delivering the desired satisfaction more effectively and efficiently than competitor. Marketing theories and concepts which have been effective in business are now being applied by many universities (Hemsley & Oplatka, 2006) with the purpose of gaining competitive advantage.

When talking about the targeted markets in higher education, it can be defined as multi clients as students, employers and society are seen to be the main beneficiaries of higher education services (Maringe, 2006, P.467) However, student is serving as the primary customer of a university services (Hill, 1995) as they were liable for the payment of “up front” tuition fees and student also is the direct recipients of the service provided (Douglas et al, 2006). For this research, international student is the main customer that wants to be study. OECD (2011) had classified foreign students as those who are not citizens of the country in which the data is collected and international students are those who left their country of origin and moved to another country for the purpose of study.

There are two core reasons for high inflow of international students study abroad in Malaysia which is pull factors and push factors (Mazzarol et al, 2001). Mazzarol & Soutar (2008) found that pull factors for international students could be the awareness and reputation of host country and its institutions, personal recommendations or word of mouth, quality of education of host country institutions and parent of guardian recommendation. Besides that, we find out that the pull factors by Mazzarol (1998) are institution reputation for quality, market profile, range of courses, alliances or coalition, offshore teaching programs, staff experience, degree of innovation, use of information technology, resources, size of alumni base, promotion and marketing efforts.

While push factors is the perception that oversea course is superior than local course, difficulty to gain entry in desired program in home country, desire for better understanding of host country and long term plan to migrate after completion of studies (Mazzarol & Soutar,2008). In the other words, Tim & Geoffrey (2002) defined push factor as poor economic condition at home country, bad law and order

situation, technological lag, difficulty in getting admission into any university at home country, intention to settle in host country permanently, study programs of area of interest are not available (P.82)

So to compete in the competitive higher education market, student's satisfaction had becomes the most important element. As Kotler & Fox (2002) mention that student's satisfaction is one of the major goals of universities since a satisfied student population is a source of competitive advantage with outcomes such as positive word of mouth communication, student retention and loyalty. The creation and the delivery of superior customer value become important in creating a sustainable advantage in the highly competitive international education market (Kotler & Fox, 2002). Student's satisfaction has becoming a very important issues for universities and their management as their aims is trying to maximize student's satisfaction and minimize dissatisfaction, therefore they can retain students and so improve the institution performance (Siti Falindah et al, 2010). No matter how many effort the universities had done, student's satisfaction is the major goal of universities and very important factor for universities as the main strategies to compete in the market especially in the environment they want to attract new customers and remain the relationship with existing customer (Kwek et al, 2010)

1.2 Problem Statement

With speedy globalization of businesses and cultures, education is not restricted to national boundaries. International student mobility has become important element of world higher education (Zeeshan et al, 2013). According to Organization of Economic Cooperation and Development (OECD), at the beginning of 1990s almost 90% of the foreign students from countries belonging to OECD choose United States as their core study destination but a drastic change had happen after the incident of September 11, 2001 in United Stated. Most of the foreign student flows have been supported by the improved capability of world pedagogy, increased awareness through information technology regarding different potential study destinations and positive changes in government's education policies in Asia continent (Verbik & Lasanowski, 2007).

As international student had plays a very important roles in economic development (Naceur,2009) and Ministry of Higher Education of Malaysia, Tan Sri Muhyiddin annouced that Malaysia aims to attract at least 200000 international students to study in Malaysia by 2020 (The Malaysia Insider, Melissa Chi,13 Sept 2011). So since year 1996 the result after restructuring of higher education, Malaysia had becoming a new destination for students from Middle East and Arab World to study abroad (Morshidi, 2008) and higher education in Malaysia had becomes the key factor in the development of the nation. Although the inflow of international students study in Malaysia keep on increasing, the number of international students in UUM had decrease since year 2013, which is from amount of 2198 to 2053. (HEA UUM, 2014).

This study would like to find out why the number of international student in Malaysia is on the increasing trend but in UUM show the decreasing trend. So this study is to identify which factor that influence international student's satisfaction in UUM positively. Student's satisfaction is one of the major goals of universities and a satisfaction student population could be a supply of competitive advantage with outcomes like positive word of mouth communication, student retention and loyalty. The creation and superior customer value that deliver had become important in creating a sustainable advantage in highly competitive international education market (Kotler & Fox, 2002) So identify the factor that can influence student's satisfaction is very important to remain competitive in the market (Kara & DeShields,2004)

1.3 Research Questions

- i. Does accommodation influence international student's satisfaction in UUM
- ii. Does safety influence international student's satisfaction in UUM
- iii. Does culture integrated influence international student's satisfaction in UUM
- iv. Does social influence international student's satisfaction in UUM
- v. Does image and prestige influence international student's satisfaction in UUM
- vi. Does education influence international student's satisfaction in UUM
- vii. Does technology influence international student's satisfaction in UUM
- viii. Does economic consideration influence international student's satisfaction in UUM

1.4 Research Objectives

The design of this study is to identify that

- i. To what extent does accommodation can influence international student's satisfaction in UUM
- ii. To what extent does safety can influence international student's satisfaction in UUM
- iii. To what extent does culture integrated can influence international student's satisfaction in UUM
- iv. To what extent does social can influence international student's satisfaction in UUM
- v. To what extent does image and prestige can influence international student's satisfaction in UUM
- vi. To what extent does education can influence international student's satisfaction in UUM
- vii. To what extent does technology can influence international student's satisfaction in UUM
- viii. To what extent does economic consideration can influence international student's satisfaction in UUM

1.5 Scope of Study

This study is a cross-sectional study because the study just takes time about 6 months to finish, the timeline for study is short. Besides that, the study only took a small sample size of whole populations, it did not involve all the population to the sample sizes. In addition, it is describe some feature of a population- student's satisfaction and discussing about the cause and effect. As an example, when the accommodation provide by university could not meet the expectation of the international student, it will cause dissatisfied on international student.

The aim of this study is to identify among the eight factors which is the factor that can positively influence the international student's satisfaction in UUM. According to Kotler& Fox (2002), the major goal of universities is student's satisfaction as the student that satisfied with the service provided by universities can help to increase the competitive advantage in the market. The population in this study is concentrate on all the international students in UUM which has total 2053 students from different countries, and the survey will conducted by online survey. A set of questionnaire will develop and send to all the respondent by email.

1.6 Significance of Study

1.6.1 Significance to Academic

In recent years, there is large body of researcher doing their study on student's satisfaction especially domestic student's satisfaction and the factors that leading to student's satisfaction but few look into international student's satisfaction and the factors that influence satisfaction. Since there are still a few studies about the international student's satisfaction but mostly is conducted at countries likes United

States, Australia and so on. There are many methods that can be used to measure student's satisfaction, as previous study done by Akiko, she is using College Student Experience Questionnaire which is developed by Professor Emeritus Dr C Robery Pace to measure the international student's satisfaction on campus in US and she is measure based on three categories: 1.academic experience 2.Student faculty relationship 3.Supportive campus environment. For Gwendolyn Dianne Wilkes study, she had measure the international student's satisfaction before and after terrorists attack of 11 Sept, 2001 in United States. Her measurement is more about safety, image and opportunity of migration. From the journal of " factor that influencing Chinese student's satisfaction toward Thai universities" which is conducted by Paweena Songsathaphorn, Chenin Chen, Athapol Ruangkanjanases and Member of IACSIT (2014), the researcher had found another new variable-Culture, that can influence international student's satisfaction. Based on the study of Arambewela & Hall (2009) which is undertaking in Australia among four groups of international students from China, India, Indonesia and Thailand. Seven factors were identified in their study which is education, social, technology, economic consideration, accommodation, safety, image and prestige. This factor had represented for both educational and non-educational issues. The conceptual framework of this study is modified from study of the few research mention above, regard to test all the possible factors that maybe effect positively on international student's satisfaction in UUM, the researcher combine all the possible variables and total become eight factors were identified in this study: education, social, technology, economic consideration, accommodation, safety, image and prestige and culture integrated.

1.6.2 Significance to Practitioner

There was an article report that Education Minister of Malaysia, Tan Sri Muhyiddin Yassin announced that Ministry of Higher Education (MOHE) aims to attract at least 200000 international students to education institutions in Malaysia by 2020(The Malaysian Insider, Melissa chi,13 Sept 2011) Besides that, from revenue calculation, so far the international students enrolment show an increase and contribute to the country revenue estimated RM2.6 billion (Ministry of Higher Education (MOHE), 2012) and the government estimated of the earning RM600 billion to the economy (BERNAMA,2012; Raduian,2012) from the enrolment of international student in Malaysia. Follow on the step to moving forward on target, Malaysia has achieved a world ranking of 11th in terms of total international student population from around the world (Melissa Chi, Malaysia Insider, 2011). So this is the purpose why this study focuses on international students rather than domestic students.

However, the data collection and sample is based on international student in UUM since the trend of population international student in UUM had an opposite trend as the numbers of international students in UUM had decrease from 2198 on year 2013 to 2053 on year 2014 (HEA UUM, 2014). This decrease trend should be concern by UUM management team to find out the reason whether is involve on services provided or quality of education. Some improvement work should be taken action when finding out the problem and factors. So the researcher would like to do the study on International student's satisfaction in UUM to find out what is the factor that will positively influence international student's satisfactions and according to the finding, UUM management team can have an appropriate action to improve on that factors.

1.7 Definition of Key Terms

1.7.1 International student

According to Organization of Economic Cooperation and Development (OECD), international students are those who travel to a country different from their own for the purpose of tertiary study.

1.7.2 Student's Satisfaction

Satisfaction evaluation is typically based on a cognitive process in which individuals compare their prior expectation of product or service outcome with perceive product or service performance (Zeithaml et al, 1993).

1.7.3 Accommodation

University refers the accommodation from the aspect of the standard of comfort in the hostel and the reasonable price that cost on students (Arambewela & Hall, 2009).

1.7.4 Economic Consideration

Economic consideration in the study regard on the experience on life involve with financing aspect such as migration opportunities for international students, casual jobs and cost of living that involve with the international student (Arambewela & Hall, 2009).

1.7.5 Education

The term of education in study assesses the curriculum and a college's overriding commitment to academic excellence (Levitz, 2008) The comprehensive scale cover areas such as the variety courses offered, the effectiveness of faculty in

and out of the classroom and the effectiveness of faculty and graduate teaching assistants (Levitz, 2008)

1.7.6 Technology

Technology in the study refers more on the advance level of the teaching method, application system in the university. The measurement scale is based on the access level and modern level of the technology (Arambewela & Hall, 2009).

1.7.7 Social

Social is defined as “an aspect of the self that manifest the subjective recognition of being in close relationship with the social world (Yeh & Inose, 2003, P.28). Human interaction element is essential to determine whether students consider service delivered satisfactory or not (Hanaysha et al, 2011). So counseling services, social activities, close working relationships with other students and international orientation programs are considered most important variable within the social construct that influence student’s satisfaction (Arambewela & Hall, 2009).

1.7.8 Image and Prestige

Image and prestige refer on the information gather about university, its course, lecturer from previous graduate students and comparative ranking with other universities. So the study will measure scale of image and prestige based on international and own country (Arambewela & Hall, 2009).

1.7.9 Safety

The term assesses a college’s responsiveness to student’s personal safety and security on campus (Levitz, 2008). This scale measures the effectiveness of both

security personnel and campus facilities (Levitz, 2008). In the study, safety is referred to accommodation safety, safety on facilities provided, and universities environment safety.

1.7.10 Culture Integrated

Culture in the study is characterized as the social adjustment and academic adjustment of international students. The scale used to measure is based on norm culture and food culture.

1.8 Organization of the Study

Chapter one is briefly discuss about the background of study, and problem statement. After the problem statement is setting, research objectives and research question is list out. Follow by the objectives, definition term of every variable is discussing. Overall of chapter one is briefly give the reader acknowledgement about what the research is going to study. Chapter two will provide a review on literature which is related to international student's satisfaction, student mobility, internationalization. The final section of chapter two is a review on the all possible factor that will influences international student's satisfaction in UUM. Chapter three will discuss on the methodology that used to measure international student's satisfaction in the study. In this chapter, a review on population and sample sizes of the study also will be focus on. Research and data analyze design will be giving a complete view in chapter three. All the result of data analysis will be report and discussing in Chapter four. Chapter five will contain a summary discussion on finding, limitation of the research, recommendation for future research and study conclusion.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter will discuss about all the variable in the study. Dependent variable is student's satisfaction, eight independent variables which is accommodation, economic consideration, education, technology, safety, image and prestige, social and culture integrated. The discussion will be begin with review on internationalization, student mobility and benefit of inflow international students. At the last section of chapter will only review on all the possible factors that will influence international student's satisfaction in UUM.

2.2 Internationalization of Higher Education

Altbach et al (2009, P.2), defines globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT) and the emergence of an international knowledge network, the role of the English language and other force beyond the control of academic institution (Pg9). When speak about emerging international knowledge network, the internationalization of higher education now had becoming the main trend (Altbach et al, 2009). The term of "Internationalization" is defining as the activities of higher education institution typically supported or affected by multilateral agreements or programs, to expand their reach over national borders (Stoltenberg, 2011). In the past several decades has been represented as "innovative" (Wende, 1999), "challenging" (Altbach & Peterson, 2007), "complex" (Bond & Browry, 2002) and "turbulent" (Knight, 2008). Internationalization within higher education has become the institutional response to these global influences which a re-forcing is examination of

the purpose of knowledge production and dissemination (Friensen, 2009). While Beerkens (2007) discuss that internationalization of higher education is the process of integrating an international dimension into the teaching, research and service function of a higher education institution.

As internationalization of higher education is progressively confronted with limits and difficulties, that directly or indirectly relate to general quality challenge in higher education (Damme, 2001). Internationalization activities and policies can serve a broad form of objectives and these embrace diversification and growth of economic input by the recruitment of fee paying foreign students likewise as broadening of curriculum and academic experience for domestic students in foreign partner institutions (Stoltenberg, 2011)

According to Stoltenberg (2011), integration of international and domestic student will facilitate international student faster adapt to a new environment and more focus on their studies. The activities that developed in the context of internationalization involve joint research projects, student exchange programs and staff mobility projects. All the projects organize that specially designed for foreign students on encourage them joint the curriculum development (Stoltenberg, 2011). In the other words, internationalization process that involve exchange programs, foreign student, global issues, overseas projects and research collaboration also very helpful for domestic students in preparing themselves for challenges in the global marketplace (Gwendolyn, 2006) This is because domestic students might helpful to become more aware and sensitive to different cultures. More interacting and communicating between international and domestic student can contribute internationalization process to university (Stoltenberg, 2011)

Follow on the trends of higher education, nowadays internationalization has become a fundamental strategic element for universities across the globe (Ayoubi & Massoud, 2007). Many universities have becoming marketing driven organization and students have become primary customer for them (Chen, 2008). Prem & Massimiliano (2009) said that the movement of students across cultures and geographic boundaries in pursuits of international education, credential and exposure has been intensified because of globalization. However, international students are an important part of internationalization process of university, as attracting international students can lead to a better learning environment also for domestic students. The cross cultural interaction can lead to diffusion of knowledge among the cultures and thus be a motivation tools for both international and domestic students.

2.3 Students Mobility

There was many research about international student mobility and it is defined as “the global flow of student is complex and multi direction” (Thiuri, 2011, P.29) as there are many reasons why students choose to further their education abroad. Historically student mobility can be traced as far back as the medieval period but international student exchange began to flourish only after the Second World War (Barnett & Wu, 1995). Since the 1990s, universities globally have become more internationally active before student mobility, staff exchange and the increasingly international dimension of the curriculum (Ayoubi & Al-Halbaibeh, 2006). International student mobility has become important element of world higher education. The internationalization of education one among of the major challenges faced by universities as a result of the increasing mobility of student worldwide (Arambewela & Hall, 2009). However, the higher education system around the world seen these challenges as threats but also an opportunities (Arambewela & Hall, 2009).

According to the prediction mention by Drucker (1997) in (Arambewela & Hall, 2009) study, traditional universities going to eliminate with the growth of open and online universities. Since the scope in cross-border education is widen and with increasing student mobility, academic mobility, program mobility and institution mobility (Naidoo, 2006)

There was two main trends involve in mobility of international students. The first one consists of students from Asia entering the major academic systems of North America, Western Europe and Australia. Countries within United Kingdom, as well as Australia and Canada have adjusted visa and immigration requirement to attract foreign students (Gornitzka et al, 2008). While the other trend is within the European Union as part of its various programs to encourage student mobility (Gornitzka et al, 2008). So Higher education institutions are forming a large number of bilateral collaboration agreements as student mobility has become more formalized.

Significant increase in student mobility needs to be understood in the context of other global phenomenon (Friesen, 2011). As one of the trends that encourage student mobility is massification and it really increase the absolute numbers of student capable of enrolling in post-secondary degree programs outside of their own countries (Altbach, 2008). In additional, the advancing of technology has enhance the speed of communication and diversified program delivery option (Altbach, 2008). Many scholars refer to the question on how higher education has responded to the challenge of massification and they defined massification as inevitable and includes greater social mobility for a growing segment of the population, new patterns of funding higher education, increasingly diversified higher education systems in most countries even generally is an overall lowering of academic standard and other tendencies (Altbach et al, 2009, P.1). However, Massification is not a new phase as it is a deep

stage of an ongoing revolution in higher education (Altbach et al, 2009). Mention by Friesen (2011), by observed in conjunction with a widespread belief that knowledge provides the basis for economic development while individuals are looking to globally accessible university resources to gain employable credentials and competences.

Follow by the increasing of internationalization means to increase student mobility and many institutions is making new partnership agreements with foreign institution to understand what is really important for the student and what makes the student feel satisfied with the university. So based on the student mobility, it is important to understand the prominent rationales behind the choice of international students coming from different countries (Kondakci, 2011). As the numbers and variety of international student increase, many international student services office find out themselves in need of ways to assess both the actual status and future need for serving a growing international student body in an environment with increasing demand (Hammons et al, 2004). Furthermore, cross border student mobility is largely benefit on the aspect of financing because nearly all place for foreign students are market based and with students paying fees or receiving a fee waiver via scholarship which international students are paying more than domestic students (Marginson, 2004). From the study of Clam & Woodside (2005), they show that the student mobility around the world is more expanding their worldview and moving them beyond an ethnocentric mentality. As when the foreign students study in a foreign country, regardless the difficulties they face, there is an opportunity to expand their critical thinking and understand different cultures (Clam & Woodside, 2005).

2.4 Theories and Models Associated with Dependent Variable

According to Stoltenberg (2011, P15), satisfaction is defined as a fulfillment of need or desire, the pleasure obtained by such fulfillment; “satisfaction is the feeling of pleasure or disappointment attained from comparing a product’s perceived performance in relation to his or her expectation, as an example if the performance fall short of expectation, the customer is dissatisfied, while if the performance matches the expectations, the customer is satisfied, if the performance exceeds expectations, the customer is highly satisfied or delighted”. However there are some expert define satisfaction as the emotional evaluation that show how far consumers believe that the use of the services can generate positive feelings (Sumaedi et al, 2011, P90). This shows that customer satisfaction is related to customer’s emotion evaluation. Hanaysha et al (2011, P3), define satisfaction as a state felt by a person who has experienced performance or an outcome that fulfill his or her expectation. Satisfaction is a function of relative level of expectation and it perceives performance and also perceive as the intentional performance which result in one’s contentment (Usman, 2010).

From previous research, customer’s satisfactions believe that is relying in the “disconfirmation of consumer expectations”, while a positive disconfirmation lead to customer satisfaction and negative disconfirmation will lead to customer dissatisfaction (Ismail et al, 2009). Ilias et al (2009) assumed that satisfaction actually issues of perception and experiences of students during the university periods. Student’s satisfaction is being shaped continually by repeated experiences in life on campus and the results of previous research reveal that students who are satisfied may attract new students by engaging in speech of positive word of mouth communication to inform their friends (Hanaysha et al, 2011). All of the definition shows that

satisfaction is a function of customer experience and expectation of various service outcomes.

By referring to Elliott & Shin (2002), they describe student's satisfaction as "the favorability of student's subjective evaluation of the various outcomes and experiences associated with education. From the statement, student's satisfaction can refer as being shaped continually by repeated experiences in campus life. Student's satisfaction that defined by Wiers et al (2002) is the assessment of student on the services provided by universities and college (P.15). In the another ways, Elliott & Shin (2002) refer that student's satisfaction is a continually changing construct in the higher education environment due to repeated interaction. So student's satisfaction is a complex construct influenced by a variety of characteristics of students and institution (Thomas & Galamboss, 2004). Student's satisfaction is an overall response not only to the learning experience of a student (Wiers et al, 2002). Roberts & Styron (2009), define student's satisfaction as an individual who is committed to student learning environment that facilitates his academic success (P.5). Since academic achievement is very important to measure student's satisfaction and Mitra (2009) show that student's satisfaction can be defined as the student's perception pertaining to the education experience and perceive value of the education received while attending an education institution (Pg263). On the research of Sumaedi et al (2011), they defines student's satisfaction as student's emotion evaluations of various outcomes and experiences associated with the education that they actually obtained compared to their prior expectation P.90) However, researcher describe that student's satisfaction in the study is referring to Elliott & Shin (2002) definition.

2.4.1 Overview of Dependent Variable

Customer satisfaction is a vital aspect for service organizations and specifically. It is extremely associated with service quality. Such development is extremely associated with the intensity of rivalries of today's business atmosphere (Lee & Hwan, 2005). Customer satisfaction is the degree to which a consumer regards on the service, product and the way during which it is delivered as useful, effective or beneficial. Customers are like to be satisfied when their perception in services provided exceeds their expectations. As mention by Fedorikhin (2004), consumers in a positive mood perceive lower probabilities of incurring losses from purchasing a new product than consumers who are experiencing a negative mood. This concept can be applies on whether the product is a durable goods or service such as education.

From the research conducted by Jones & Sasser (1995), they found that customer choice in the link between satisfaction and loyalty is linear, as satisfaction rises the customer loyalty also rises at the same time. These refer that keeping customer satisfaction is what leads to customer loyalty. Customer loyalty manifests itself in many forms of customer behavior as Jones & Sasser (1995) grouped the ways of measuring loyalty into three main categories, first is intent to re-purchase, second is primary behavior and this mean that organization have to access information on various transactions at the customer level and can truck five categories that show actual customer re purchasing behavior, amount retention and longevity, the last categories is second behavior such as customer referrals, endorsements and spreading the word are all extremely important forms of consumer behavior for an organization.

Customer satisfaction had become a strategic issues to companies in this competitive era, because customer satisfaction can affect customer trust (Omar et al,

2009), and their future behavior attention (Clemes et al, 2008). Furthermore, the increase in customer satisfaction will also affect on economic returns such as profitability, market share and return on investment (Anderson et al, 1994). Even though satisfying the wants and needs of customers is not a new organization concept, customer orientation has been underemphasized in college and universities, compared to profit oriented organizations. However, because of the increasing competitive in higher education, university administrators is changing and moving forward to utilize more customer oriented philosophy when delivering their services and for those who understand these principles will have a better chance of achieving their objectives more effectively (Kotler & Fox, 1995).

According to Braxton (2003), nowadays how to assess the achievement of student's goals was a primary issue in higher education, the researcher point of view is the achievement of student goals might be developed as a kind of criteria to measure student's satisfaction about student services at an institution. However, there is not only one population in one campus, such as different genders, ethnicities, class levels and other sub population will often express varying satisfaction levels, even if they have had similar experiences (Thiuri, 2011). So by understanding the differences among the population will strengthen satisfaction among these diverse groups. Sapri & Finch (2009) said that customer are the lifeblood of any organization, whether private or public enterprise sectors. In higher education sector, student's satisfaction plays a very important role in determining accuracy and authenticity of the system being used. So student's satisfaction assessment is vital in determining service quality at higher education institution. To remain competitive, higher education is requiring to acquire, maintain and build stronger relationship continuously with students.

To maintain the competitive position with long term benefit arising from student loyalty, student's satisfaction is a key strategic variable (Arambewela et al, 2006). Universities need to be highly student-focused in their service delivery in term of its quality and consistency which are basic properties of a service (Arambewela et al, 2006). In many institutions, student service departments have taken a role that is important to maintain enrollments and addressing the changing environments (Garland & Grace, 1994). An understanding of the consequence of what students expect and what they experience is a primary benefit of student's satisfaction assessment (Thiuri, 2011). Research on the student experience can inform institutional efforts to address the need of diverse student populations and to adapt to the changing climate in higher education (Thiuri, 2011). Follow on Kotler & Fox (2002), student's satisfaction is one of the major goals of universities as meeting and exceeding customer's expectation not only to satisfy students but eventually they become advocates who would provide a free source of promotion to the institution through their positive word of mouth communication (Sim&Idrus, 2003), student retention and also the student loyalty (Kotler & Fox, 2002). The positive word of mouth communication is using to meet the challenges of increasing global competition, rising student expectations of quality of service (Arambewela & Hall, 2009)

Conant, Brown & Mokwa (1985) pointed out that students are important consumers, so the study of student's satisfaction that has been neglected in previous higher education management, nowadays has becoming an important step in implementing a more effective marketing concept. Previously, many universities had put a lot of effort into recruiting and enrolling international students but very little expended on keeping these students satisfied (Lee, 2007). However, colleges and universities are taking the student's satisfaction as measurement when they know the

advantages of assessing student expectation and level of satisfaction, in order to maintain their position in the academic market place (Levitz, 2005). If higher education have ability to help minimize dissatisfaction and increase retention of students, it will become a very important marketing strategy to them. Mavondo et al (2004) pointed out that student's satisfaction is conceptualized as a mediator between resources and capabilities and recommendation.

Since student's satisfaction data have high utility as a baseline in different types of student outcomes assessment undertaken by institution of higher learning in response to external pressures for accountability (Upcraft & Schuh, 1996). Therefore, it is a another choice for administrators upon college and universities to collect data on student's satisfaction for monitoring their institution's progress in many areas of campus life and student development (Thiuri, 2011). Student's satisfaction is not only important on domestic student but also for international student (Gwendolyn, 2006). As student's satisfaction of international student is an important factor that contribute to universities success (Gwendolyn, 2006). In additional, the growing number of international student had added advantage to the important of international student's satisfaction because the growing number of international student not only help the successful of universities but also related to economic impact (Gwendolyn, 2006).

Douglas et al (2006), mention that there are four main reasons for collecting student's feedback. The first reason is to provide auditable evidence that student have the opportunity to give the comment on their courses and the information is using to bring about improvement, the second is to encourage student reflection on their learning, the third reason is to allow institution doing benchmarking and provide indicator that will contribute to the reputation of the university in the market place, the last reason is to provide student an opportunity to express their level of

satisfaction with the academic experience (Douglas et al, 2006). So many college and universities use student's satisfaction data to inform decision making and assess institutional effectiveness (Beltyukova & Fox, 2002). According to the report by Vavra (1997) mention that many practitioner prefer a composite measure of satisfaction because it is more statistically reliable than any single measure. While Hartman & Schmidt (1995) reported that student's satisfaction is multidimensional and depends on the clarity of student goals.

Typically, there are numerous measure of satisfaction, which include in depth psycho social need such as education goals, financing support, mentoring, keeping up with news from home, homesickness, relationship with local people, recreational opportunities, ability to find a place to worship and stores that selling familiar foods (Gwendolyn, 2006). In additional, there is also an extensive question that related to the campus, class room. Department of study, classmates, quality of study program, faculty and staff. However from the research that study by Ilias et al (2008), they identified that the main factors that could affect the level of students satisfaction were student perception on learning , teaching, support facilities for teaching and learning, learning environment, support facilities and external aspect of being a student. In the word, the mutual interactions among student services and student living and learning activities and environment would cause student success and student's satisfaction (Jeng, 2005). The more effort an administration expended for student services, the better would be the feeling about the administrative system by the student and the more likely there would be better student achievement (Jeng, 2005). As student dissatisfaction lead to negative student activities such as bad grade, unpleasant relationship between the student and staff, faculty and friends (Letcher & Neves, 2010). From the study of Letcher & Neves (2010) also mention that “psychologist

have found that student's satisfaction help to build confidence and that confidence helps student to develop useful skill and acquire knowledge.

2.5 Discussion on Independent Variables

2.5.1 Accommodation

According to a study by Arambewela & Hall, (2009), accommodation can influence international student's satisfaction in university and the authors are measure the accommodation factor based on two aspects, standard and cost. In their research, they mentioned that international students will assume that accommodation is prepared and available university or private agency. In additional, they also expect the accommodation complied with minimum standard of comfort and renting at reasonable cost (Arambewela & Hall, 2009). So based on the condition of previous research, it shows that students will be satisfied when the accommodation provided by universities is meeting their expectations but they will be dissatisfied if the accommodation provided by universities is below than their expectation.

There were still a few studies that make direct reference to accommodation as the factor influence international student's satisfaction. The previous study by Vincent O (2010), show that the standard of accommodation is measuring based on the facilities of the room, such as air condition, the bathroom available for use and so on, the management office should make sure that every facility in the room provided can functioning well and meet the student minimum expectation. Besides that, if the limited number of bathrooms did not accommodate the large number of residents living in the hostel, this condition may be will cause the international student late for classes or other functions (Vincent O, 2010). So all the condition that will give

disappointment for international student on their accommodation will bring dissatisfaction for the student.

Besides the internal concern of accommodation, the external problem by accommodation also very important on influence international student's satisfaction. Price et al (2003) said that public transport service that available for student is a very important service for international student and this service also can adding advantage to the accommodation factor since the availability of public transport around the accommodation can bring convenient for the international students. Catering facilities, vending machine, recreation centre and the sport facilities should be also appropriate prepare around the accommodation by higher education management to increase the student's satisfaction degree (Sapri, Kaka & Finch, 2009).

There were some examples about accommodation that dissatisfied the international student in previous research by Vincent O (2010), as the international student is required to vacate their residence hall during the summer and spring break but the school did not accommodate them since they have no place to go during the break and not enough fund to visit their home country for only a short break. They are forcing to move out from the residence hall and stay at their friend's house. So this condition had given major inconvenient for them (Vincent O, 2010).

2.5.2 Economic Consideration

Economic consideration refer as a factor that can influence international student's satisfaction in research of Arambewela & Hall (2009). This factor is measure from the aspect of migration opportunities, casual jobs and cost of living (Arambewela & Hall, 2009). From the section of migration opportunities, Hammons et al (2004) mention that the international students stay far away from their family

member and they need supports when they live in an unfamiliar environment. While the main problem that always meet by international students is legal problems that related to immigration restrictions and economic limitations related to visa status (Hammons et al, 2004). So to increase the international student's satisfaction, the institution should have a department that can helping the international student explain about the immigration procedures and paperwork for those international student that desire to attend the institution (Vincent O, 2010). The institution advisor should know the outcome of misinformation to international student may jeopardize them from stay in the country, so information and procedure should be deliver in a very carefully and appropriate ways (Vincent O, 2010).

For the aspect of casual jobs, it is refer to the part time jobs availability for the international students. As an example, in Australia, they allow the international students to work up to 20 hours per week and almost all international students take advantage of this facilities (Arambewela & Hall, 2009). According to Burke (1986), he found that the lack of opportunities for part time job is concern to may international students because most of the postgraduate students have been in the workforce in their country before attending to their academic, and they expect to find a part time job in the area of interest in which they are professionally qualified. So the negative experience will resulting from the failure to secure such position impacts on the overall satisfaction of students (Arambewela & Hall, 2009). Another research that done by Selvadurai (1998), also show that part time jobs is important on influencing student's satisfaction refer on an example despite on the federal government's impeding international student access to financial aid, some of the institution have organized work- studies programs on campus to employ student in part time positions in libraries or learning centers. Furthermore, the author suggest that the institution

should prioritize international students for these programs to satisfying their needs and this can be a more effective manner on open avenues for increased enrollment of foreign students in universities (Selvadurai, 1998).

The last section is cost of living as measurement scale for economic consideration can be explain on the example in study done by Altbach et al (2009), Norway has the advantage of no tuition fees and provides a huge incentive to prospective student who want to study abroad but the high cost of living present a challenge because even the tuition is free but the students need to bear indirect cost such as living expenses in the condition loss of income. Financial assistance is a big issue for international students and there is nothing the institution can do to change the law (Jean, 2014). Since financial aids is viewed as a necessity to assist students to pursue their academic goal unless they are supported by graduate assistantship or other scholarship by their owns country (Rice et al, 2009). Rice et al (2009) pointed out that when financial support is threatened, it is difficult for international student to pursue the academic dream.

2.5.3 Education

Education is the core services that provided by universities. So according to Arambewela & Hall (2009), education is ones of the factors that can influence internationals student's satisfaction. Based on the study conducted by Akiko (2008), she had identified four primary determinants of student's satisfaction, which is satisfaction with presentations and lectures, test and assignments, human relations skill of professors and teaching techniques. All the determinant above is related with the education aspect and Hearn (1985) found that simulating course work and good teaching were important for student's satisfaction than opportunities for faculty

student interaction or perception of instructor's knowledge of their subject matter. Classroom educational research has also found that student's satisfaction may be related to how well the classroom environment matches student preferences (Gabel, 1994).

Banwet & Datta (2003) found that universities core service delivery method is still the lecture and student intention to re-attend or recommend lectures was depend on their perception of quality and the satisfaction they got from attending the lecturer class previously. So the most important theme was the quality of the lecturer including classroom delivery, feed back to students during the section and on assignment and also the relationship with student in the classroom (Douglas et al, 2006). Besides that, teaching and learning support materials were also ranked highly, as the particularly supplementary handout materials and the use of blackboard for enhancing student learning and those are the mostly associated with the explicit service delivered to the students and facilitating goods (Douglas et al, 2006). The explicit service also includes the knowledge levels of staff, staff teaching ability, the consistency of teaching quality irrespective of personnel, ease of making appointment with staff, the level of difficulty of the subject content and the workload.

The education construct highlights the fact that feedback from lecturers, good access to lecturers and quality of teaching are perceived to be the most important variables influencing student's satisfaction. McManus (2006) found that universities need to understand student expectation in these areas to provide them with a suitable learning environment by giving the student diversity universities will need to adapt teaching methods to include non-traditional teaching techniques to cater the specific demand of international students. While Davies (2007) said that provide evidence on how lecturer response or feedback to student is consider as an important part of the

learning experience and lecturers are accepted as the regular point of contact for all international students. Geall (2000) consider easy access to lecturer should not only for their academic issues but also should concern on their personal issues, as a new international student can be overwhelmed with the amount of new information and may find it very challenging to cope alone. Both academic and social dimensions seem to be intertwined as dissatisfaction with the social dimension can lead to dissatisfaction with the academic dimension too (Stoltenberg, 2011).

However, creating an environment for learning should be the priority of any teaching institutions (Gwendolyn, 2006). The student's satisfaction may be impact by poor classroom facilities of which an instructor may have limited resources to change, impact by the ability to find food or a place to worship in the community, other students, professors or foreign student's ability to communicate verbally (Elliott & Shin, 2002). Overall the education in the study will be measure based on feedback of lecturer, good access to lecturer and quality of teaching technique by universities.

2.5.4 Technology

In many developing countries, new technologies are also often considered the key for increasing access to higher education (Stoltenberg, 2011). As the impact of ICT has significantly changed the speed of production, use and distribution of knowledge (World Bank, 2002) Additional technology is helping in production of skilled labor through online education which in turn can decrease higher education advantages (Stoltenberg, 2011). Technology is the tangible element that related with the education service which include technology and computer in classroom, library facilities and so on (Stoltenberg, 2011). Higher education institution can attract students with designing world class libraries, classrooms, computer laboratories and

other facilities, since student spend a considerable amount of their time using these universities facilities thus providing potential opportunity to influence students satisfaction (Stoltenberg, 2011). So from the study by Arambewela & Hall (2009), technology is one of the factors that can influence international student's satisfaction, as with preparing a modern and adequate computer facilities in universities can help to increase student's satisfaction.

Most of the postgraduate courses students require the constant use of computer, even some subjects require computer applications and analysis. So the presence of modern and adequate computer facilities enhances the attractiveness of universities among students and international student expect reasonably modern computer equipment with adequate quantities to be made available for their use when required (Arambewela & Hall, 2009). When universities do promotion and given high expectation for student through their promotion material and local agent, regard to the availability of basic facilities such as computer equipment, if the reality is matching with the promotion material then student's satisfaction is meet. Harvey (2001) considers this variable to be important in the formation of student's satisfaction.

Based on the research done by Wiers et al (2002), they show that the quality of university support facilities such as student support system for registration, book purchasing, academic registration program and also library system, those are very important in achieving student's satisfaction. Faced with the impact of digital and network technologies, international students studying in the new environment require guidance to explore the quality of information useful to achieve their academic. Despite the fact that the responsibilities are shifted to student, the users of the new world technology demand more attention, as to success in their academic, a research libraries with a sophisticated library system must be preparing by a universities for the

students (Jean, 2014). However, to measure the easy access of technology in universities, the level of user friendly programs or system is involve in the measurement scales.

2.5.5 Social

According to Yeh & Inose (2003), they defined social connectedness as an aspect of the self that manifest the subjective recognition of being in close relationship with the social world (P16). For international student to success facing the challenges and live in an unfamiliar environment, social connectedness will help them create a comfortable and diverse learning environment where student interact with others, participate in extracurricular activities and exchange ideas and values (Russell et al, 2010). Social connectedness establishes a welcoming climate that motivates students to participate in activities outside the classroom (Jean, 2014). Student attach high importance to making new friends and meeting new people and this is the most important influencer of their satisfaction while taking about social life and one of the most important influencer in general (Joran, 2011). Most of the student evaluate and judge the service quality to be satisfactory by comparing what they want or expect against what they are really getting (Hanaysha et al, 2011). Gruber et al (2010) believe that the behaviors and attitudes of customer contact employees primarily determine the customer's perceptions of the service quality provided and this also means that human interaction element is essential to determine whether student consider service delivered satisfactory or not.

Das et al (1986), international student needs counseling as physical, psychological, social and emotional need in the experience to adapt into the new social and cultural environment. As Lee & Rice (2007) found in their study that

informal social networks are very important to the foreign student who are using university support system when problem arise and their report show that minority international student complain that being treated like uninvited guest and suggest that these students lack trust in the professional avenues of help open to them. Harrison (2009) pointed out that academic advisor might cause international students to feel that advisors are not concerned about serving their need, as the three main perception of poor advisement that international student have experience is inaccessibility, lack of guidance, poor feedback and excessive demands. So the statement show that the performance of advising staff was considered as dissatisfied may cause dissatisfaction and the absence of good advising staff performance may lead to dissatisfaction (Paweena et al, 2014).

The office performance had a direct impact on academic and technical staff within the faculty. These implicit service includes the treatment of students by staff, friendliness, approachability, concern shown if the student has a problem, respect for feelings and opinions availability of staff, capability and competence of staff (Douglas et al, 2006), While another predictors of quality for students were found to be office professional appearance, staff dress smartly, never too busy to help and office opening hour are personally convenient. Besides that, staff responsiveness and availability was considers as important. As an example some staff always available and quick to respond to email, while others were never around and would take weeks to respond to email and this would be the major cause of dissatisfaction (Douglas et al, 2006). Since staff care is defined as the extent to which students interact with staff and feel that the staff cares about them as an individual (Trudeau, 1999, P5). Typically the administration of this infrastructure is the responsibility of the staff, it is anticipated that staff care will demonstrated a positive relationship to student's satisfaction and

there could be a high degree of correlation between staff care and infrastructure. Previous studies have empirically demonstrated that administrative service exerts a significant influence over student's satisfaction (Mavondo & Zaman, 2000).

Trice (2001) found that the key dimension contribute to international student's satisfaction consist international student face unique academic issues, international student face adjustment to a new culture, international student greatly affected by the language barrier and international student face problems such as integration with local people as well as financial difficulties. As an example, lack of international alumni financial assistance in the event they needed funding for book and campus fees, the residence hall did not accommodate them with housing during semester break holiday, cafeteria staff or local people who “ made fun” of their language barriers and so on (Vincent O, 2010).

Orientation of international students actually plays a very important role in their academic and social success (Sami, 1986). He observed that student who participated in orientation had a stronger sense of importance because the orientation was directly related to cultural and regional background (Sami, 1986). The integration activities of international and domestic students can help international students faster adapt to a new environment and turn their focus on studies. Meanwhile for domestic students it might also helpful to become more aware and sensitive to different cultures. This together can create an international learning environment where students would not feel the gap between international and domestic student division (Stoltenberg, 2011).

2.5.6 Image and Prestige

According to Anderson & Sullivan (1993), image and prestige is the significant factors that can influence international student's satisfaction. Thus some of the higher education institutions have changed their quality management to convey a stronger quality image (Ford et al, 1999). The images formed are based on the information gathered about the university, its courses, teachers and comparative ranking with other universities (Arambewela & Hall, 2009). So some universities have built up a reputation for certain academic disciplines which impacts on its image and prestige (Arambewela & Hall, 2009). Kim & Feldman (2011) found that providing academic support programs to meet international student's needs is not the only element to promote their success as it is a continuous way to increase student retention rate by improving the quality of services and close any identified gaps. So nowadays to compete in a competitive academic market, universities need to maintain their students and strengthen the institution's reputation.

However, the opinion of students differs as the recognition of an institution is partly based on the strength and capacity of the university to deliver what is expected. The diversity of courses, reputation of its teachers and the strength of the alumni population in the home country of a given university are some of the factors contributing to the image and prestige of an institution (Arambewela & hall, 2009). Image has a strong impact on the retention of current students and the attraction of potential students (James et al, 1999). Mazzarol et al (2001), identified that image and prestige as a key factor of choice, as high international image and prestige of a university are attractive to student because this factor could help them create better career opportunities for them. The attractive universities rely on its quality and reputation in their own country and internationally (Paweena et al, 2014). To gaining

international image and prestige for an educational institution is a long and arduous process requiring a commitment to excellence in the delivery of education and quality research output (Arambewela & Hall, 2009).

By identifying the aspects of choice criteria, the higher education can attract potential international students by delivering the essential criteria required through effective marketing strategies. It makes sense to adopt a marketing policy to suit the specific requirements and culture of prospective students in these countries. So it is a key reason as this is the importance student assign to the academic aspects of their service experience and the resulting impact that academic attributes have on the image and reputation of a university (Gamage et al, 2008).

2.5.7 Safety

The term of safety and security assesses a college's responsiveness to student's personal safety and security on campus and this scale measures the effectiveness of both security personnel and campus facilities (Levitz, 2008). As an example, if the residence hall on campus have poor lighting, the student will feel unsecure when they walking from classes to their residence halls at night and some of the residence hall are consider as not safety to live in if the facilities for fire such as fire alarms and fire exit is not prepare adequately (Vincent O, 2010).

Safety is the major concern to international student and their families as their parent are worried about the safety because they will have little control over their children when they are far away from them (Arambewela & Hall, 2009). Furthermore, racial tolerance and acceptance as well as the cultural mix are also considered from a safety perspectives. However, Kless (2004) feel that international educator recognize that national security is the primary concern and the country's policies should be

balanced and carefully maintained. Example from United States, the year after the terrorist attack, as a result the decline trends happen on the international student enrollment (Gwendolyn, 2006). From the previous study show that if the international student not satisfied on the safety aspect on the universities or countries, it may influence the enrollment of international student in future.

2.5.8 Culture Integrated

In accordance with De Mooij (2002) accepted theories of cultural differences, it is acknowledged that there would be variation within the measurement of satisfaction among international student population based on country of origin. There are many students mention “the process of studying not only represents acquisition of certain skills and theoretical knowledge but it also related to personal growth and social development (Wiers et al, 2002). So universities produce more than its academic program as it is the sum of the student’s academic, social, physical and even spiritual experiences (Elliott & Shin, 2002). However, tertiary education involve adjustment to new academic and social environment and the demand of these new environments can create stressors that may strain interpersonal relationship, under self-esteem and jeopardize academic performance, such demand even more complex for international students, who have adapt to a new culture, language, academic and social environment (Mori, 2000).

For those international students, study in a foreign country is not only going to school but it is mean to adapt a new culture and lifestyle (Akiko, 2008). The metaphor used by Scott (1997) “jumping into cold water” describe the drastic changes many international student encounter to foreign country and start a new life in a foreign land causes a variety of adjustment problems to international students. They

experience psychological problem such as homesickness and loneliness, financial problems and difficulties to adapting to new roles (Akiko, 2008).

Mckinlay et al (1996) identified “ cultural shock” as a reaction to a change in cultural environment and the term was first used by Oberg (2006), who believed that the condition was precipitated by the anxiety that result from losing all our familiar signs and symbols of social intercourse. It has been described as an emotion reaction caused by an inability to understand, control or predict another person’s behavior (Niehoff, 1971). Most of the international students report some degree of culture shock when they arrive and begin their studies typically manifest as stress, anxiety and feelings of powerlessness, rejection and isolation (Selvadurai, 1992). Low level of satisfaction will cause when the customer service delivery of the student support service workers on campus and how they failed to create a nurturing campus climate by not being friendly, patient and understanding of the international students, cultural differences and language barriers (Vincent O, 2010).

Besides culture, some international students were least satisfied with the cafeteria and food service area because of the food culture differences (Vincent O, 2010). As an example, the international student from China further their study on India will feel unsatisfied on the food, this is because may be most of them did not enjoy the curry flavor since they were less having curry when stay in china. The problem that faced by international students in host countries have been widely documented such as academic, hardship in replacing the network of family, friends and relatives and transferring to an environment where they are regarded as strangers and sometimes even a intruders, political, cultural differences, climatic problem and also food (Adelegan & Park, 1985). Tian & Wang (2010) mention that the cultural differences have direct influence on the level of student’s satisfaction regarding their

perception of services and to satisfy the customer with the same background is not that easy, then to satisfy the customer with different cultural background will be even more difficult. The one major reason of such a high number of students from Middle East and Arab countries coming to Malaysia for studies because Malaysia is an Islamic country so they found its culture very similar to their country and also they think that Malaysian culture is very acceptable to international student.

2.6 Overview on Variable

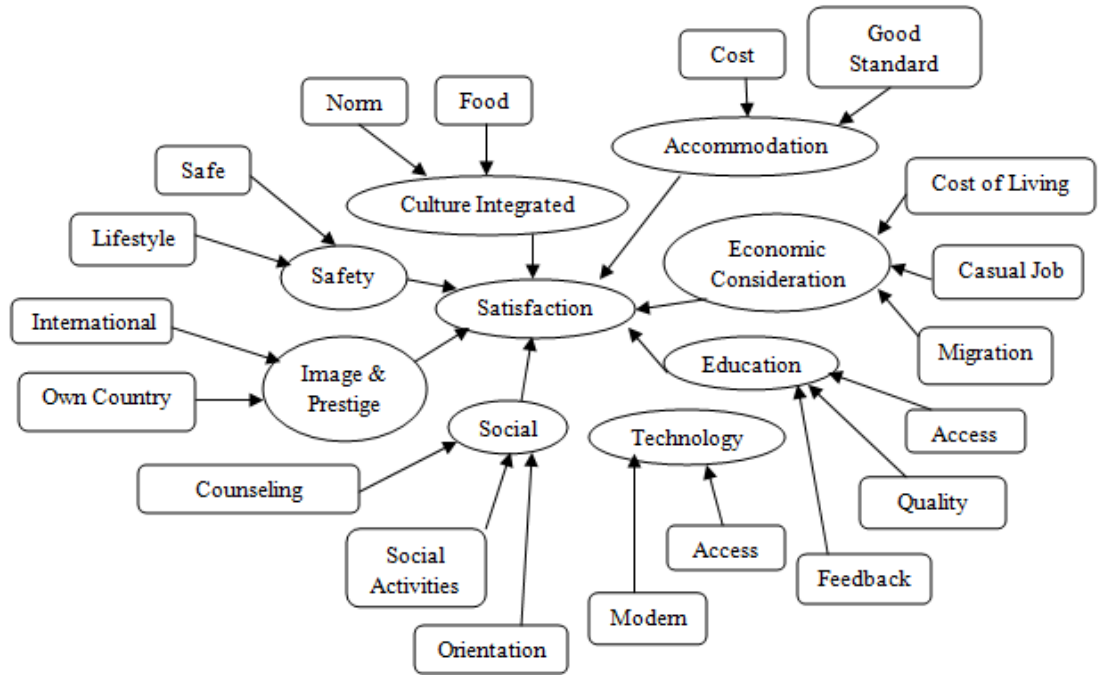


Figure 2.0: Structural Model Of Students' Satisfaction

Figure 2.0 is diagram that adopted from the study by Arambewela & Hall (2009). The diagram shows the eight possible factors that can influence international student's satisfaction. This study is not only focus on the services provided by universities but also the overall environment that will influence international student's satisfaction. Based on the services sector, the factors that influence international students satisfaction is accommodation, economic consideration, education, technology and social. All the services that provides to international students in order to assist them in a new and unfamiliar environment and all the services provide can help to comfort international student from Psychological aspect. However, besides from services aspect, environment aspects such as safety, image and prestige and cultural integrated also influences the international satisfaction directly.

2.7 Research Framework

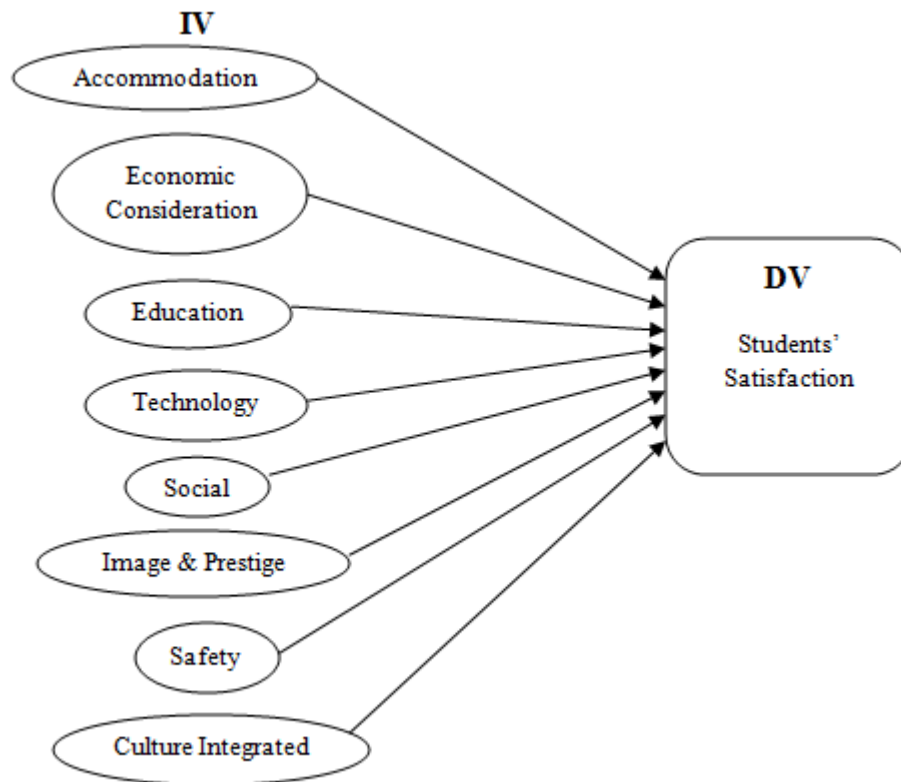


Figure 2.1: Variables Diagram

The diagram on figure 2.1 is explaining about the variable in the study. According to Sekaran (2013), dependent variable is the variable that lends itself for investigation as a viable factor, through the analysis, the researcher can done the finding on what variable that influences it. While independent variable is the one that influence the dependent variable in either a positive or negative way. So when we look into our studies that want to determine the international student's satisfaction, Factor that influence international student's satisfaction is IV and international student's satisfaction is DV. This is because the student's satisfaction is always influence by the factor. The IV of the study is the eight factors in the study which is accommodation, economic consideration, education, technology, social, image and prestige and safety.

2.8 Hypothesis Development

Hypothesis is a formal statement that presents the expected relationship between an independent and dependent variables (Creswell, 1994). A research question is essentially a hypothesis asked in the form of a question. A hypothesis is a statement or explanation that is suggested by knowledge or observation but not yet been proved or disproved. Hypothesis is developing as a clear statement of what is intended to be investigated and it should be specified before research is conducted and to allow the study identify the research objectives, the relationship of problem statement and literature review.

- H1: Accommodation will positively influence UUM international student's satisfaction
- H2: Economic consideration will positively influence UUM international student's satisfaction
- H3: Education will positively influence UUM international student's satisfaction
- H4: Technology will positively influence UUM international student's satisfaction
- H5: Social will positively influence UUM international student's satisfaction
- H6: Image and Prestige will positively influence UUM international student's satisfaction
- H7: Safety will positively influence UUM international student's satisfaction
- H8: Culture Integrated will positively influence UUM international student's satisfaction

2.9 Chapter Summary

The purpose of this chapter was to review the literature on the trends of internationalization and factors that can influence international student's satisfaction in UUM. The review focus on the following topic: 1) describe the internationalization 2) student mobility 3) overview on dependent variable- student's satisfaction. For the factors that will influencing international student's satisfaction is 1)accommodation 2)economic consideration 3)education 4)Technology 5)social 6)image and prestige 7)safety 8)culture integrated.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to present the research methodology used in the study of determinants of international student's satisfaction in UUM, where the research design will be explained. The population and sample sizes for the study also will be show on this chapter. The sampling method, data collection method and data analysis method will be explained in details in this chapter.

3.2 Research Design

Table 3.0: Table of Variables and Measurement

LATENT VARIABLE	MEASURED VARIABLE	SOURCE
ACCOMMODATION	REASONABLE COST	ARAMBEWELA & HALL, 2009
	GOOD STANDARD	ARAMBEWELA & HALL, 2009
ECONOMIC CONSIDERATION	CASUAL JOBS	JEAN, 2014
	COST OF LIVING	STOLTENBERG, 2011
	OPPORTUNITIES FOR MIGRATION	VINCENTO, 2010
EDUCATION	VALUABLE FEEDBACK FROM LECTURER	ARAMBEWELA & HALL, 2009
	GOOD ACCESS TO LECTURER	ARAMBEWELA & HALL, 2009
	HIGH STANDARD OF TEACHING WITH QUALITY LECTURER	ARAMBEWELA & HALL, 2009
TECHNOLOGY	ACCESS TO COMPUTER FACILITIES	ARAMBEWELA & HALL, 2009
	AVAILABILITY OF MODERN FACILITIES	STOLTENBERG, 2011
SOCIAL	COUNSELLING ACTIVITIES	ARAMBEWELA & HALL, 2009
	SOCIAL ACTIVITIES	AKIKO, 2008
	INTERNATIONAL ORIENTATION PROGRAMS	YU-WAN, 2007
IMAGE AND PRESTIGE	IMAGE AND PRESTIGE INTERNATIONALLY	PAWEENA et al, 2014
	IMAGE AND PRESTIGE HOME COUNTRY	Padlee et al, 2013
SAFETY	SAFETY	ARAMBEWELA & HALL, 2009
	LIFESTYLE	ARAMBEWELA & HALL, 2009
CULTURE INTEGRATED	FOOD	VINCENTO, 2010
	NORMS	AKIKO, 2008

This is a cross sectional study as the study take a very short timeline to complete, only 6 months is taking to complete the survey. Besides that, only a very

small sample size is involves in the study, although the population of study is large, the sample is small among the population. Besides that, the study is more on discussing about the student's satisfaction and the factors affecting the student's satisfaction, so it is a causal study.

This study is conducted by using quantitative research method. According to Creswell (2003), quantitative research is mean for testing objective theories by examining the relationship among variables and these variables are measured by using instrument and data statistical procedures.

3.3 Population and Sample

The study was conducted at University Utara Malaysia (UUM), undergraduate and post-graduate programs were offered in UUM. UUM is serving total 2053 international students, 644 are undergraduate students and 1409 are postgraduate students. The university has three colleges: College of Business, College of Arts and Sciences and College of law, Government and International Studies. College of Business in UUM includes School of Business Management, School of Islamic Business, School of Accountancy, School of Economics, Finance & banking, School of technology & Logistic Management. College of Arts and Sciences in UUM include School of Computing, School of Education and Modern Language, School of Multimedia technology & Communication, School of Quantitative Sciences and School Of Social Development. College of Law, Government and International studies include School of Government, School of Law, School of International Studies and School of Tourism, Hospitality & Environmental management.

Based on the data of population international students in UUM, Indonesia is the country that has most students in UUM which is total 452 students, 283

postgraduates and 169 undergraduates. While Nigeria is the second country that has most students in UUM which is total 257 students, 48 undergraduates and 209 postgraduates. The third country that has most students in UUM is Iran, which is total 203 students and all the students are postgraduate. A table will be prepare on table 3.0 to show the population of international student in UUM that in countries categories and table 3.1 to show the total of international students in categories of undergraduate and postgraduate.

Table 3.1: Population of International Students in UUM

COUNTRY	TOTAL
ALGERIA	25
AUSTRALIA	3
BAHRAIN	2
BANGLADESH	37
BRUNEI	1
CAMBODIA	1
CANADA	2
CHAD	10
CHILE	1
CHINA	144
CZECH REPUBLIC	1
DJIBOUTI	5
DOMINICA	1
EGYPT	7
ERITREA	4
INDIA	10
INDONESIA	452
IRAN	203
JORDAN	131
KENYA	2
KOREA	1
LEBANON	3
LIBYAN	79
MALDIVES	2
MAURITANIA	2
MYANMAR	1
NETHERLANDS	2
NIGERIA	257

OMAN	6
PAKISTAN	67
PALESTINIAN	22
PHILIPPINES	8
REPUBLIC OF IRELAND	1
RUSSIA	1
SAUDI ARABIA	86
SINGAPORE	1
SOMALIA	158
SOUTH AFRICA	4
SRI LANKA	7
SUDAN	10
SYRIAN ARAB REPUBLIC	9
TANZANIA	4
THAILAND	139
TUNISIA	1
UNITED ARAB EMIRATES	1
UZBEKISTAN	20
VIETNAM	1
YEMEN	114
ZIMBABWE	4

Table 3.2: Total of Undergraduate and Postgraduate International Student

LEVEL OF EDUCATION	TOTAL
UNDERGRADUATE	644
POSTGRADUATE	1409
	2053

3.4 Sampling Method

The sampling method that using in the study is convenient sampling on non-probability sampling technique where subject are selected because of their convenient accessibility and proximity to researcher. It would be ideal to test the entire population when the population is too large and it is impossible to include every individual in the study (Sekaran, 2013).

In the study, there are total 2053 international students in UUM but 157 students have no email register in the data provide by HEA, so this group of 157 students was excluded in the survey. Besides that, 344 students have register under the same email address, so 344 students also excluded in the survey of the study. 150 students email address was unavailable when sending email so the total sample sizes of the survey is 1402 international student is including in the survey. Table 3.2 and table 3.3 will show the respondent categories by gender and countries.

3.5 Data Collection Technique

The research approach that used in the study is quantitative method. According to Aliaga & Gunderson (2002), they describe quantitative research as “explaining phenomena by collecting numerical data that are analyzed using mathematically based method”. The same ways in the study, the questionnaire was developed by an online survey website. The questionnaire develops according in different variable and in a ways of seven rating scales for the respondent to answer the questions. Since all the international students in UUM can manage to understand English, so all the question is written in English. All the questionnaire will be sending to respondent by email. So total 1552 questionnaire was sending out by email to respondent but 150 email was reported that sending fail. So the total respondent only have 1402 students but only 178 students that reply on the questionnaire survey. There was only 12.7% of respondent rate on the survey conducted in the study.

3.6 Data Analysis Techniques

Research will be using regression method to analyze the data. To test for the reliability, I will also using SPSS to conduct the data analyze process. Regression analysis is one of the most frequent used methods in research, it allows market

researchers to analyze relationships between one independent and one dependent variable. Mostly, dependent variable is about the outcome we care about it, while the independent variables are the instruments we have to achieve these outcomes with. The advantage that using regression analysis are researcher can indicate if independent variable have a significant relationship with the dependent variable and indicate the relative strength of different independent variables effects on a dependent variable (Mooi & Sartedt, 2011).

3.7 Chapter Summary

This chapter is overall explaining about how the study was conducting on. As the research design is show at the beginning of chapter to help the reader know about what types of research design in the study. Population was explaining in the second topic of the chapter and the sample size of the study also shown in this chapter. The data collection technique and data analysis technique was describe in the end of chapter about how the study data collection was conducting and how to do the data analysis of these survey.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter will be discuss about the result of data analysis and all the variable in the study will be analyze by using SPSS. Every variable will be test on the reliability to ensure all the data is reliable to use in the next stage of survey. For the variable that not reliability will be exclude in the next stage of survey. After all the reliability test, multiple regression will be run on the variable that reliable. The result of multiple regressions will also be discuss further in the chapter.

Table 4.0: Total Respondent by Gender

GENDER	
MALE	132
FEMALE	46
TOTAL	178

Table 4.1: Total Respondent by Countries

COUNTRY	
NIGERIA	38
INDONESIA	26
JORDAN	14
OTHERS	100
TOTAL	178

4.2 Reliability

Cronbach's alpha was used to test for reliability and it is a coefficient of reliability or consistency, test the ability of a set of items to measure a single one dimensional construct. In other words, it is a test of internal consistency (Santos, 1999). According to Sekaran (2003), alpha coefficients that less than 0.6 is consider poor. So a variable measure is considered reliable if it has a Cronbach's alpha score above 0.7. Table 4.2 show the Cronbach's Alpha scores for all the eight variables that will influence the international student's satisfaction in UUM.

Table 4.2: Cronbach's Alpha

VARIABLE	NO OF ITEM	CRONBACH'S ALPHA
ACCOMMODATION	3	0.845
SAFETY	3	0.753
CULTURE INTEGRATED	6	0.753
IMAGE & PRESTIGE	3	0.841
SOCIAL	7	0.893
TECHNOLOGY	10	0.924
EDUCATION	18	0.782
ECONOMIC CONSIDERATION	2	0.291

There were eight variables that tested in the reliability test and only seven variables is reliable and one variable not reliability. Variable accommodation with 3 survey items had an alpha reliability of 0.845. Safety with 3 survey items had an alpha reliability of 0.753. Culture integrated with 6 survey items, had an alpha reliability of 0.753. Image and prestige with 3 survey items, had an alpha reliability of 0.841. Social with 7 survey items, had an alpha reliability of 0.893. Technology with 10 survey items had an alpha reliability of 0.924. Education with 18 survey items had an

alpha reliability of 0.782. So all the variable that have alpha reliability above 0.7 is consider as reliability. However, for the variable of safety actually have 7 survey items but when reliability test on the 7 items, alpha reliability is only 0.374. So after drop four of the survey items, the alpha reliability only increase to 0.753 and this variable is still accepted. Variable economic consideration will be remove from the survey as the alpha reliability is only 0.291, so it is consider as not reliable. However, all the others seven variable, accommodation, safety, culture, education, technology, image and social is consider as stable and consistence in measurement. Hypothesis 2 is rejecting, because the data of economic consideration variable is not reliable and not suitable to do the measurement in the following stage.

4.3 Regression

The starting point of multiple regression analysis is the conceptual model that researcher has developed in an earlier stage of the research process (Sekaran, 2013). Multiple regression analysis provides a mean of objectively assessing the degree and the character of the relationship between the independent variables and the dependent variable (Sekaran, 2013). The regression coefficients indicate the relative importance of each of the independent variables in the prediction of the dependent variable (Sekaran, 2013). According to Sekaran, 2013, the variable is coder as significant, if the significant value is lower than 0.05. Multiple regressions were used to test the hypothesis on the study. Table 4.1 shows the result of the multiple regression analysis.

Table 4.3: ANOVA result for Regression Analysis

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.282	1	.282	.178	.674 ^b
	Residual	260.254	164	1.587		
	Total	260.536	165			
2	Regression	11.608	2	5.804	3.800	.024 ^c
	Residual	248.928	163	1.527		
	Total	260.536	165			
3	Regression	12.319	3	4.106	2.680	.049 ^d
	Residual	248.217	162	1.532		
	Total	260.536	165			
4	Regression	19.062	4	4.765	3.177	.015 ^e
	Residual	241.475	161	1.500		
	Total	260.536	165			
5	Regression	19.062	5	3.812	2.526	.031 ^f
	Residual	241.475	160	1.509		
	Total	260.536	165			
6	Regression	23.251	6	3.875	2.597	.020 ^g
	Residual	237.285	159	1.492		
	Total	260.536	165			
7	Regression	23.255	7	3.322	2.212	.036 ^h
	Residual	237.281	158	1.502		
	Total	260.536	165			

Table 4.4: Regression Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033 ^a	.001	-.005	1.25973
2	.211 ^b	.045	.033	1.23579
3	.217 ^c	.047	.030	1.23782
4	.270 ^d	.073	.050	1.22468
5	.270 ^e	.073	.044	1.22850
6	.299 ^f	.089	.055	1.22162
7	.299 ^g	.089	.049	1.22547

Table 4.5: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.604	.258		17.854	.000
	ACCOMMODATION	.029	.068	.033	.422	.674
2	(Constant)	3.650	.432		8.444	.000
	ACCOMMODATION	-.005	.068	-.005	-.070	.944
	SAFETY	.247	.091	.212	2.723	.007
3	(Constant)	3.501	.485		7.215	.000
	ACCOMMODATION	-.002	.068	-.003	-.033	.974
	SAFETY	.226	.096	.194	2.353	.020
	CULTURE	.065	.096	.055	.682	.496
4	(Constant)	3.268	.492		6.637	.000
	ACCOMMODATION	.015	.068	.017	.215	.830
	SAFETY	.170	.099	.146	1.729	.086
	CULTURE	-.057	.111	-.048	-.516	.607
	IMAGE	.199	.094	.205	2.120	.036
5	(Constant)	3.268	.496		6.594	.000
	ACCOMMODATION	.014	.069	.017	.210	.834
	SAFETY	.170	.101	.146	1.688	.093
	CULTURE	-.057	.116	-.048	-.490	.625
	IMAGE	.200	.119	.206	1.684	.094
	SOCIAL	-.001	.135	-.001	-.006	.995
6	(Constant)	3.042	.511		5.954	.000
	ACCOMMODATION	.017	.069	.019	.244	.808
	SAFETY	.139	.102	.119	1.363	.175
	CULTURE	-.067	.116	-.057	-.582	.561
	IMAGE	.158	.121	.162	1.309	.192
	SOCIAL	-.068	.140	-.064	-.484	.629
	TECHNOLOGY	.197	.118	.175	1.676	.096
7	(Constant)	3.056	.591		5.175	.000
	ACCOMMODATION	.018	.072	.020	.246	.806
	SAFETY	.140	.104	.120	1.349	.179
	CULTURE	-.067	.116	-.057	-.579	.564
	IMAGE	.158	.121	.163	1.306	.194
	SOCIAL	-.067	.141	-.064	-.477	.634
	TECHNOLOGY	.199	.123	.176	1.618	.108
	EDUCATION	-.008	.158	-.005	-.048	.962

According to table 4.3, there were seven model tested for the multi regression from SPSS. Model 1 consist only one variable, which is accommodation. Model 2 consist two variables, which is accommodation and safety. Model 3 consist three variables, which is accommodation, safety and culture. Model 4 consist four variables, which is accommodation, safety, culture and image. Model 5 consist five variables, which is accommodation, safety, culture, image and social. Model 6 consist 6 variables, which is accommodation, safety, culture, image, social and technology. Model 7 consist seven variables, which is accommodation, safety, culture, image, social, technology and education.

The significant value of model 1 is 0.674, model 2 is 0.024, model 3 is 0.049, model 4 is 0.015, model 5 is 0.031, model 6 is 0.020 and model 7 is 0.036. So according to the significant value, model 1 is rejecting because the significant value is higher than 0.05, but the others model is significant. As model 2 has significant value 0.024, model 3 is 0.049, model 4 is 0.015, model 5 is 0.031, model 6 is 0.020 and model 7 is 0.036. Since model 7 has all the variable we want to test, so model seven is accepted as every hypothesis is involve in the model.

From table 4.5, look at the beta value, to analyse which hypothesis is going to accept or reject. So from the SPSS analyse result of regression, the beta value of accommodation is 0.020, safety is 0.120, culture is -0.057, image is 0.163, social is -0.064, technology is 0.176, education is -0.005. So according to the beta value get from the multiple regression analysis, technology have the highest beta value, follow by image and last is safety while others variables have quite low beta value. Beta value show that how many contribution of the variables contribute to the student's satisfaction and from the result show that, technology is the most influence to international student's satisfaction, image also in second ranking that can influence

the international student's satisfaction, while safety is also can influence the international student's satisfaction. So the study will accept the variable o technology, image and safety. From the result, H4, H6 and H7 were accepted in the study. Table 4.6 will list out the result of all hypothesis.

Adjusted R square in all the seven model. The adjusted R square for model 1 is -0.005, Model 2 is 0.033, Model 3 is 0.030, Model 4 is 0.050, Model 5 is 0.044, Model 6 is 0.055 and Model 7 is 0.049.

Table 4.6: HYPOTHESIS TEST RESULT

H1	Accommodation will positively influence UUM international student's satisfaction	Reject
H2	Economic consideration will positively influence UUM international student's satisfaction	Reject
H3	Education will positively influence UUM international student's satisfaction	Reject
H4	Technology will positively influence UUM international student's satisfaction	Accept
H5	Social will positively influence UUM international student's satisfaction	Reject
H6	Image and prestige will positively influence UUM international student's satisfaction	Accept
H7	Safety will positively influence UUM international student's satisfaction	Accept
H8	Culture integrated will positively influence UUM international student's satisfaction	Reject

4.4 Chapter Summary

This chapter is discussing about the result of the survey, all the data was collecting from the respondent through online. The reliability of data is done through SPSS and economic consideration variable have to reject. Since the reliability value is lower than 0.6, and this mean that hypothesis 2 is rejected from the survey. Multiple regressions analysis also done on the seven variables. According to the ANOVA result, model 7 is accepted but through the beta value, the variables that can accept are technology, image and safety, the others variable is rejected. Lastly, the result from the survey that accepted is hypothesis 4, hypothesis 6 and hypothesis 7. The other hypothesis was rejected from the study.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter will give a conclusion for the whole study based on the analysis result on chapter 4. Besides that, the limitation of the study will be explained in the chapter and according to the conclusion, researcher will give some recommendation for reader on the future study.

5.2 Discussion and Conclusion

When student mobility increase in worldwide, higher education industries becoming more internationalization (Jean, 2014). While higher education is becoming increasingly internationalized and globalized, the number of international student studying in Institution of higher education in Malaysia continues to grow (Padlee et al, 2013). The international student market plays a very important role for higher educational institution in generating revenue for the higher education sector (Arambewela et al, 2005) and government Malaysia realize the importance of international students to the national income. So government set up a plan which know as Strategic Plan of Malaysian Higher Education in the intention to achieve the goals, vision and mission for Malaysia to become a hub of educational excellence of higher education by the year 2020 (MOHE, 2011). By 2020, the government estimated of earning RM600 billion (Raduian, 2012) for the enrolment of international student in Malaysia higher education.

However, when the numbers of international student enrolment in Malaysia continues to grow and number of international student in UUM is in decreasing trends.

So this study is focusing on the international students in University Utara Malaysia (UUM). UUM was established on 16 Feb 1984 with the specific mission of providing a leadership role for management education in the Malaysia (HEA UUM). So UUM is also known as a management university. The university is located in Sintok, Kedah. There were total 30670 students in UUM and 6.7% is international student, which is 2053 international students. The purpose of the study is to find out the determinant of international students satisfaction in UUM because of the decreasing population trends of international student in UUM.

Besides from recruiting and bringing in international students, it is also very important to serve them, retain them and graduate them. So in the study, researcher would like to find out what is the determinant that can influence international student's satisfaction rather than propose a new marketing technique to increase the new enrollment of international student. As mention by Halen & Rozhan (2003), meeting student's satisfaction could provide a free source of promotion to the institution through their positive word of mouth and this is the best marketing tool in attract new customer or retain the customer.

There were a lots of researcher had done the finding on the aspect of student's satisfaction. As an example, DeShields JR, Kara & Kaynak (2005) used a modified version of Keaveney & Young (1997) student's satisfaction and retention model, which consisted of a broad set of independent variables that in response was related to student's satisfaction. They tested the model and focused on the links between faculty performance, advising staff performance and classes and they consider that these factor were the most important variables and critical in influencing students experience with a college and university and will turn impact on overall student's satisfaction. While from the study of Akiko (2008), she mention that the variables that

will influence student overall satisfaction is campus environment, academic experience and interpersonal relationship. Campus environment include the safety, cleanliness, academic experience include lecturer quality, language barrier and interpersonal academic include social with local people, culture integrated. However, many previous researcher had do some research on the language barrier that would influence international student. Based on the study of Arambewela and Hall (2009), they tested and develop a model of student's satisfaction and found the importance of service quality factors related to both educational and non-educational services, which largely impacted on student's satisfaction. Seven factors were identified in their study, accommodation, economic consideration, technology, safety, social and image (Arambewela and Hall, 2009).

The conceptual framework of this study was based on the previous studies and modified from Arambewela and Hall (2009) studies in this regard to fit the environment of the study. So there were total eight factors in this study which is accommodation, economic consideration, education, safety, technology, social, image and culture integrated. All the eight factors in the study were assumed to have impact on student's satisfaction. So to examine on the variables, total 2053 of international students was include as the population but 157 students from the population have no email register with HEA UUM and 344 students register under the same email, so 1552 student left in the population group. So when sending the questionnaire by email to the international students, 150 emails was unavailable and fail to receive the email, left only 1402 in the sample sizes of the survey. However, from total 1402 students, only 178 students respond to the email, the respond rate only have 12.7%.

The questionnaire was developed by online survey software and sending for the respondent by email. After collect all the data, the information data from

respondent is testing for the reliability. So after the data reliability test, the variable of economic consideration is rejected, based on the value of reliability is lower than 0.6, hypothesis 2 is rejected at the first stage of analysis. After the reliability test, multiple regressions is running on the seven variables that is reliable to test the others seven hypothesis. However, according to the data analysis result, model 7 is accepted in the test but only three variables accepted in the survey of the study which is technology, image and safety. According to the analysis result, technology is the most influence to international student's satisfaction as the beta value is the highest, 0.176. While image and safety also have quite high beta value which is 0.163 and 0.120. So hypothesis 4, hypothesis 6 and hypothesis 7 accepted in the study. As a conclusion, technology, image and safety is the most influence factor that affect student's satisfaction and choice of higher education.

5.3 Limitation

Although the study had provides some point and finding for marketing research knowledge development, there are still some limitation of this research. First, the study only examined the international students at UUM. Thus no comparison can be made between other institution and the sample size is small. The study is only done specifically with the international student in UUM and the responses and result is only unique to that environment. Through the response rate of the study is quite low as only 12.7% of the student in the small sample size is responding to the survey. There may exist some bias on the sample, as the survey was offered only online. Only those students who feel most comfortable with using technology and responding to questions online may have answered. If the study can have larger scale will be more benefit.

Another limitation for the study is interviews were not part of the study and there was a limitation by the researcher for using cross sectional study that only captures students opinion at a sole point in time. As interviews could have provided insight from different perspectives and additional information could have brought significant results. In additional, the research is conducting at universities that located in more country side, maybe the result will be different if the survey conducted at city. The limitation of choosing only one university as sample sized because I have limited sources to get the international student detail from other university. Besides that, another limitation that I had met is the sampling method using in my research. Since the population group is too large and I need to use convenient sampling on my research to get the data gather faster, so that I can finish my survey in limited of time. There was also some limitation on the variables. As some satisfaction items under each factor might be overlapped or not clearly divided. Moreover, the independent variables in the model might not cover all important satisfaction determinants.

5.4 Recommendation

5.4.1 Recommendation for Practitioner

The first major recommendation for UUM management is the technology facilities of UUM. Since the major factor that influence international student's satisfaction in UUM is technology, UUM management should put more effort in technology facilities such as system in the library, the technology facilities in class and the add drop courses management system. As mention by Wierslds et al (2002) assert the quality of university support facilities is very important in achieving student's satisfaction and the tangible element that associated with education technology is computers, classrooms and library facilities (Stoltenberg, 2011). As

regarding to the facilities, students have ranked the importance of IT facilities very highly with reflecting the usefulness of connection to the internet for research purpose and software packages for producing high quality word processed documentation for coursework assignments and dissertations (Douglas et al, 2006). So UUM have to pay more attention on the technology aspect in order to satisfy the international students.

For the safety aspect, UUM management team should ensure the safety regard on building of residence hall of the student, whether the lighting of the building is enough, the fire exit door is easy to reach and the fire alarms setting is functioning. As mention by Vincent O (2010), the safety of universities is including the building of residence hall lighting and fire facilities in the building. Researcher believes that if UUM management team can do well in those aspects that mention in the study, the image and prestige of UUM will be increase. Since the diversity of courses, reputation of lecture and the strength of the alumni population in the home country is some of the factor that contributing to the image and prestige of the institution (Arambewela & Hall, 2009)

5.4.2 Recommendation for Future Research

Deputy Prime Minister of Malaysia, YAB Tan Sri Dato Haji Muhyiddin Mohd Yassin had announced that the visit Malaysia year 2014 on 6th January, 2014 (Global News, 2014). As he also point out that The Visit Malaysia Year 2014 campaign is not only to create happy memories and wonderful experiences but also to extend the bridge of friendship and promote better understanding of each other's cultures and heritage (Global News, 2014). Government Malaysia aims Visit Malaysia Year 2014 to contribute 36 million receiving on arrival and 168 billion in tourist receipts by 2020 (Global News, 2014).

Based on the plan, Malaysian government promotes various types of tourism such as culture and heritage tourism, medical tourism and also education tourism. Education tourism is one of the types of tourism that has been closely considered. Since the flow of international students to Malaysia has increased steadily from 1996 (Mosbah et al, 2014). According to MOHE, number of international students in Malaysian international schools and higher education total 65000 in 2008 with 30% increase over 2006 and 87000 in 2010 (Robertson, 2008). In 2011, Malaysia was ranked 11th with more than 90000 international students enroll and that is 2% of the world share (MOHE, 2012). In addition, the impact of September 11 has led to an increasing number of new applications to Malaysia especially from Middle Eastern countries (Sirat, 2008).

However, two major incidents had happened on the Visiting Malaysia year 2014, which is incident MH370 and kidnap issues in Sabah. For the recommendation for further study, researcher can do some finding to find out whether the happening of the two incidents will affect the education tourism in Malaysia. Since the happening of the both incidents is involve in the safety factor, and according to the study, safety is one of the factors that can influence international student's satisfaction. So future researcher can have focused the research in this factor to find out the influences of the happening of incident on the number of international student in Malaysia.

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APPENDIX A

Page 1

This is a questionnaire use for Ong Chee Hui- Student of MSC dissertation survey
INTERNATIONAL STUDENTS SATISFACTION IN UUM
Please write your answer in English only.

1) Gender

2) Age

3) What is your course of study?

4) How you know about UUM?

5) What is your nationality?

6) Accomodation provided by UUM is convenient
This is the first answer choice

7) The standard of accomodation provided by UUM is better than
This is the first answer choice

8) The cost of accomodation in UUM is to be worth.
This is the first answer choice

9) My belongings are safe and secure at UUM
This is the first answer choice

10) UUM classroom are comfortable
This is the first answer choice

11) UUM public areas are secure
This is the first answer choice

12) UUM public areas are comfortable
This is the first answer choice

13) There are enough signs at UUM for locating different sites
This is the first answer choice

14) UUM premises are tidy
This is the first answer choice

15) The canteen premises are tidy
This is the first answer choice

16) Malaysia's people are friendly
This is the first answer choice

17) Malaysia's people are passion
This is the first answer choice

18) The food in Malaysia are delicious
This is the first answer choice

19) Malaysia's food are similar with my own country's taste
This is the first answer choice

20) The weather in Malaysia is fine
This is the first answer choice

21) I love the culture in Malaysia
This is the first answer choice

22) UUM has a good reputation
This is the first answer choice

23) I have enough information about the studies from this institution
This is the first answer choice

24) Study in UUM had improve my working capability to work in
This is the first answer choice

25) UUM provides opportunities to participate in international activities
This is the first answer choice

26) I can communicate well with the administrator in UUM
This is the first answer choice

27) The information system for international student in UUM is
This is the first answer choice

28) Orientation program provide for new international student is useful							
This is the first answer choice							

29) The teaching staff in UUM are welcoming							
This is the first answer choice							

30) The counseling service for international student in UUM is							
This is the first answer choice							

31) UUM staff are helpful							
This is the first answer choice							

32) There are enough necessary tools and equipment for studies in							
This is the first answer choice							

33) UUM tools and equipment work properly							
This is the first answer choice							

34) UUM teaching aids are available as planned							
This is the first answer choice							

35) I can get help in the use of equipment when i need it							
This is the first answer choice							

36) I am satisfied with my opportunities to use IT (email and software)							
This is the first answer choice							

37) UUM's computers and network function well							
This is the first answer choice							

38) I receive help in problem related to the information systems							
This is the first answer choice							

39) Classroom arrangement are well organized							
This is the first answer choice							

40) The system and machine in library is easy to access							
This is the first answer choice							

41) I can get help in using the library service when i need it							
This is the first answer choice							

42) I have opportunity to get guidance for my learning difficulties							
This is the first answer choice							

43) I get sufficient information about matter related to my studies							
This is the first answer choice							

44) I have achieved the objectives that i set for my learning							
This is the first answer choice							

45) Teaching groups sizes are enough for my learning							
This is the first answer choice							

46) Various teaching method have been used (pairwork,groupwork)							
This is the first answer choice							

47) I have received sufficient feedback on my studies							
This is the first answer choice							

48) I have the opportunity to give lecturer feedback on courses							
This is the first answer choice							

49) My interest in study foreign languages and cultures has grown							
This is the first answer choice							

50) The assessment criteria of courses have been explained to me at							
This is the first answer choice							

51) The supply of book in library is sufficient							
This is the first answer choice							

52) The range of professional journal is sufficient							
This is the first answer choice							

53) The library open hour suits me							
This is the first answer choice							

54) Lecturer professional skills were up to date							
This is the first answer choice							

55) Work during the lesson and in workshop was efficient							
This is the first answer choice							

56) I got enough supportive feedback from the teacher							
This is the first answer choice							

57) Group work session help my learning							
This is the first answer choice							

58) Lecturer assessed students equally							
This is the first answer choice							

59) Lecturer were competent on the topic							
This is the first answer choice							

60) What is your main source of income?(scholarship from own country, support from family, part time job, saving, other)

61) About how much your monthly living cost? (Except tuition fee)

62) Did part time job important for you in UUM to solve your financial problem?

63) Do you currently work in campus as teaching assistant or research assistant?

64) What is the main reason for you to come abroad UUM continue your study?

65) What is your overall satisfaction on uum?							
This is the first answer choice							

APPENDIX B

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.845	3

Item Statistics

	Mean	Std. Deviation	N
Accommodation is convenient	3.4940	1.69043	166
Better than expectation	3.0843	1.60079	166
Accommodation cost is worth	3.9639	1.66567	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Accommodation is convenient	7.0482	8.470	.756	.740
Better than expectation	7.4578	8.832	.775	.725
Accommodation cost is worth	6.5783	9.664	.612	.878

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
10.5422	18.771	4.33254	3

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.374	7

Item Statistics

	Mean	Std. Deviation	N
Belongings are secure at UUM	4.4217	1.62272	166
Classroom are comfortable	4.6084	1.46794	166
Public area are secure	4.6325	1.39823	166
Public area are comfortable	4.4819	1.53632	166
Sign locating are enough in UUM	3.8554	1.57351	166
Premises are tidy	4.5904	5.01522	166
Canteen premises are tidy	3.7831	1.41463	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belongings are secure at UUM	25.9518	51.149	.139	.353
Classroom are comfortable	25.7651	53.260	.074	.376
Public area are secure	25.7410	51.042	.200	.335
Public area are comfortable	25.8916	47.176	.354	.275
Sign locating are enough in UUM	26.5181	48.530	.273	.303
Premises are tidy	25.7831	24.231	.154	.527
Canteen premises are tidy	26.5904	48.340	.338	.288

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
30.3735	56.999	7.54977	7

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.527	6

Item Statistics

	Mean	Std. Deviation	N
Belongings are secure at UUM	4.4217	1.62272	166
Classroom are comfortable	4.6084	1.46794	166
Public area are secure	4.6325	1.39823	166
Public area are comfortable	4.4819	1.53632	166
Sign locating are enough in UUM	3.8554	1.57351	166
Canteen premises are tidy	3.7831	1.41463	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belongings are secure at UUM	21.3614	17.990	.262	.489
Classroom are comfortable	21.1747	18.666	.269	.485
Public area are secure	21.1506	17.789	.380	.433
Public area are comfortable	21.3012	18.078	.290	.474
Sign locating are enough in UUM	21.9277	19.619	.153	.542
Canteen premises are tidy	22.0000	18.364	.319	.462

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.7831	24.231	4.92255	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.542	5

Item Statistics

	Mean	Std. Deviation	N
Belongings are secure at UUM	4.4217	1.62272	166
Classroom are comfortable	4.6084	1.46794	166
Public area are secure	4.6325	1.39823	166
Public area are comfortable	4.4819	1.53632	166
Canteen premises are tidy	3.7831	1.41463	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belongings are secure at UUM	17.5060	13.100	.331	.471
Classroom are comfortable	17.3193	13.443	.374	.446
Public area are secure	17.2952	12.634	.506	.368
Public area are comfortable	17.4458	15.400	.154	.576
Canteen premises are tidy	18.1446	15.385	.201	.544

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.9277	19.619	4.42933	5

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.576	4

Item Statistics

	Mean	Std. Deviation	N
Belongings are secure at UUM	4.4217	1.62272	166
Classroom are comfortable	4.6084	1.46794	166
Public area are secure	4.6325	1.39823	166
Canteen premises are tidy	3.7831	1.41463	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belongings are secure at UUM	13.0241	8.424	.461	.412
Classroom are comfortable	12.8373	9.276	.444	.434
Public area are secure	12.8133	8.298	.639	.273
Canteen premises are tidy	13.6627	13.546	-.014	.753

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
17.4458	15.400	3.92429	4

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.753	3

Item Statistics

	Mean	Std. Deviation	N
Belongings are secure at UUM	4.4217	1.62272	166
Classroom are comfortable	4.6084	1.46794	166
Public area are secure	4.6325	1.39823	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Belongings are secure at UUM	9.2410	6.293	.567	.694
Classroom are comfortable	9.0542	7.276	.520	.739
Public area are secure	9.0301	6.720	.672	.575

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.6627	13.546	3.68050	3

Reliability**Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.753	6

Item Statistics

	Mean	Std. Deviation	N
Malaysia's people are friendly	4.0361	1.72641	166
Malaysia's people are passion	3.7771	1.60067	166
Malaysia's food are delicious	3.0843	1.53113	166
Malaysia's food similar own country's taste	2.3193	1.50570	166
Weather is Fine in Malaysia	3.9036	1.62268	166
love Malaysia culture	4.2711	1.56631	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Malaysia's people are friendly	17.3554	27.467	.576	.692
Malaysia's people are passion	17.6145	28.857	.550	.701
Malaysia's food are delicious	18.3072	28.299	.628	.680
Malaysia's food similar own country's taste	19.0723	32.916	.329	.757
Weather is Fine in Malaysia	17.4880	31.500	.370	.750
love Malaysia culture	17.1205	29.682	.512	.711

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
21.3916	40.870	6.39296	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.841	3

Item Statistics

	Mean	Std. Deviation	N
UUM has good reputation	4.4880	1.45951	166
Have enough information for UUM	4.0422	1.47444	166
Improve working capability in international working environment	4.2651	1.51825	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
UUM has good reputation	8.3072	7.305	.710	.774
Have enough information for UUM	8.7530	7.460	.671	.811
Improve working capability in international working environment	8.5301	6.881	.735	.749

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.7952	15.037	3.87770	3

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.893	7

Item Statistics

	Mean	Std. Deviation	N
Opportunities participate in international activities	3.6807	1.62570	166
Well communicate with UUM admin	3.6627	1.53960	166
Complete information system in UUM	3.4880	1.46779	166
Orientation program is useful	3.9398	1.57133	166
Teaching staff are welcoming	4.4096	1.46089	166
Satisfied counseling service	3.5843	1.46953	166
Staff are helpful	4.0181	1.58964	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Opportunities participate in international activities	23.1024	51.717	.672	.879
Well communicate with UUM admin	23.1205	53.125	.650	.882
Complete information system in UUM	23.2952	51.991	.753	.870
Orientation program is useful	22.8434	53.309	.623	.885
Teaching staff are welcoming	22.3735	51.835	.766	.868
Satisfied counseling service	23.1988	52.184	.741	.871
Staff are helpful	22.7651	52.666	.645	.883

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
26.7831	70.074	8.37102	7

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.924	10

Item Statistics

	Mean	Std. Deviation	N
Necessary Equipment for studies is enough	4.3855	1.47571	166
Tool and Equipment work properly	4.3072	1.45505	166
Teaching Aids are available as planned	4.1988	1.42370	166
Can get help in the use of equipment	3.9036	1.48622	166
Opportunities to use IT at UUM is satisfied	4.0843	1.58558	166
Computer and network function well	3.4940	1.54428	166
Receive help in problem related to information system	3.6928	1.46749	166
Well classroom arrangement	4.3193	1.38406	166
Easy access to system and machine in library	4.7892	1.29713	166
can get help when using the library service	4.7711	1.34232	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Necessary Equipment for studies is enough	37.5602	99.812	.763	.913
Tool and Equipment work properly	37.6386	100.075	.766	.913
Teaching Aids are available as planned	37.7470	101.802	.719	.916
Can get help in the use of equipment	38.0422	98.816	.794	.911
Opportunities to use IT at UUM is satisfied	37.8614	98.993	.728	.915
Computer and network function well	38.4518	104.686	.551	.925
Receive help in problem related to information system	38.2530	101.584	.701	.916
Well classroom arrangement	37.6265	100.696	.788	.912
Easy access to system and machine in library	37.1566	105.381	.654	.919
can get help when using the library service	37.1747	105.042	.641	.920

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.9458	124.488	11.15742	10

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.782	18

Item Statistics

	Mean	Std. Deviation	N
Have Opportunity to get guidance for my learning difficulties	4.2048	3.41391	166
Get sufficient information related to studies	3.9759	1.31634	166
Achieve the objective i set for my learning	3.8735	1.41495	166
Teaching group sizes are enough for learning.	4.1687	1.39540	166
Various teaching method have been used	4.0301	1.47884	166
receive sufficient feedback on my studies	3.9096	1.34760	166
have opportunity to give lecture feedback on courses	3.9880	1.47705	166
Interest in study foreign language and cultures has grown	4.0422	1.49079	166

Assessment criteria of courses have explain at the begining of course	4.2470	1.45825	166
Book suply in library is sufficient	4.5241	1.33349	166
Range of professional jpurnal is sufficient	4.2771	1.42543	166
Library open hour suits me	4.6928	1.34239	166
Lecturer professional skills were up to date	4.2169	1.49381	166
Work during lesson and workshop was efficient	4.0542	1.35403	166
Enough supportive feedback from the lecturer	4.1506	1.40828	166
Group work session help my learning	4.0241	1.52535	166
Lecturer accessed students equally	4.0542	1.57348	166
Lecturer were competent on the topic	4.5301	1.95301	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Have Opportunity to get guidance for my learning difficulties	70.7590	156.790	.183	.815
Get sufficient information related to studies	70.9880	162.897	.580	.760
Achieve the objective i set for my learning	71.0904	161.283	.580	.759
Teaching group sizes are enough for learning.	70.7952	166.515	.435	.768
Various teaching method have been used	70.9337	165.577	.430	.768
receive sufficient feedback on my studies	71.0542	165.203	.494	.765
have opportunity to give lecture feedback on courses	70.9759	165.066	.445	.767

Interest in study foreign language and cultures has grown	70.9217	166.242	.407	.769
Assessment criteria of courses have explain at the beginning of course	70.7169	164.774	.460	.766
Book suply in library is sufficient	70.4398	170.793	.331	.774
Range of professional jpurnal is sufficient	70.6867	169.659	.335	.774
Library open hour suits me	70.2711	174.126	.231	.780
Lecturer professional skills were up to date	70.7470	169.148	.328	.774
Work during lesson and workshop was efficient	70.9096	167.161	.432	.768
Enough supportive feedback from the lecturer	70.8133	167.135	.412	.769
Group work session help my learning	70.9398	170.093	.294	.776
Lecturer accessed students equally	70.9096	163.610	.448	.766
Lecturer were competent on the topic	70.4337	167.993	.243	.782

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
74.9639	184.120	13.56908	18

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	166	92.7
	Excluded ^a	13	7.3
	Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.172	4

Item Statistics

	Mean	Std. Deviation	N
The main source of income	1.8494	.98237	166
Monthly living cost (Except tuition fee)	3.2711	1.04098	166
Did part time job important to solve financial problem	1.3554	.48009	166
Do you work in campus as teaching assistant or research assistant	1.9518	.21482	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The main source of income	6.5783	1.385	.139	.026

Monthly living cost (Except tuition fee)	5.1566	1.236	.152	-.007 ^a
Did part time job important to solve financial problem	7.0723	2.431	.006	.207
Do you work in campus as teaching assistant or research assistant	6.4759	2.615	.014	.192

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.4277	2.671	1.63417	4

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.192	3

Item Statistics

	Mean	Std. Deviation	N
The main source of income	1.8494	.98237	166
Monthly living cost (Except tuition fee)	3.2711	1.04098	166
Did part time job important to solve financial problem	1.3554	.48009	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The main source of income	4.6265	1.314	.149	.000
Monthly living cost (Except tuition fee)	3.2048	1.182	.154	-.023 ^a
Did part time job important to solve financial problem	5.1205	2.398	-.009	.291

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
6.4759	2.615	1.61696	3

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	166	92.7
Cases Excluded ^a	13	7.3
Total	179	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.291	2

Item Statistics

	Mean	Std. Deviation	N
The main source of income	1.8494	.98237	166
Monthly living cost (Except tuition fee)	3.2711	1.04098	166

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The main source of income	3.2711	1.084	.171	.
Monthly living cost (Except tuition fee)	1.8494	.965	.171	.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
5.1205	2.398	1.54839	2

```
COMPUTE SAFETY=(Safety_1 + Safety_2 + Safety_3) / 3.
EXECUTE.
```

```
REGRESSION
```

```
  /DESCRIPTIVES MEAN STDDEV CORR SIG N
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Satisfaction
  /METHOD=ENTER ACCOMMODATION
  /METHOD=ENTER CULTURE
  /METHOD=ENTER IMAGE
  /METHOD=ENTER SOCIAL
```

```

/METHOD=ENTER TECHNOLOGY
/METHOD=ENTER EDUCATION
/METHOD=ENTER SAFETY.

```

[DataSet1] C:\Users\SONY\Desktop\spss 1.sav

- a. Dependent Variable: Overall satisfaction
- b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033 ^a	.001	-.005	1.25973
2	.121 ^b	.015	.003	1.25492
3	.237 ^c	.056	.038	1.23217
4	.238 ^d	.057	.033	1.23554
5	.280 ^e	.079	.050	1.22489
6	.281 ^f	.079	.044	1.22863
7	.304 ^g	.093	.052	1.22325

- a. Predictors: (Constant), ACCOMMODATION
- b. Predictors: (Constant), ACCOMMODATION, CULTURE
- c. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE
- d. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL
- e. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY

f. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION

g. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION, SAFETY

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.282	1	.282	.178	.674 ^b
	Residual	260.254	164	1.587		
	Total	260.536	165			
2	Regression	3.838	2	1.919	1.219	.298 ^c
	Residual	256.698	163	1.575		
	Total	260.536	165			
3	Regression	14.579	3	4.860	3.201	.025 ^d
	Residual	245.957	162	1.518		
	Total	260.536	165			
4	Regression	14.760	4	3.690	2.417	.051 ^e
	Residual	245.777	161	1.527		
	Total	260.536	165			
5	Regression	20.480	5	4.096	2.730	.021 ^f
	Residual	240.056	160	1.500		
	Total	260.536	165			
6	Regression	20.521	6	3.420	2.266	.040 ^g
	Residual	240.015	159	1.510		
	Total	260.536	165			
7	Regression	24.113	7	3.445	2.302	.029 ^h
	Residual	236.423	158	1.496		
	Total	260.536	165			

a. Dependent Variable: Overall satisfaction

b. Predictors: (Constant), ACCOMMODATION

c. Predictors: (Constant), ACCOMMODATION, CULTURE

d. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE

e. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL

f. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY

g. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION

h. Predictors: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION, SAFETY

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.604	.258		17.854	.000
	ACCOMMODATION	.029	.068	.033	.422	.674
2	(Constant)	4.116	.414		9.934	.000
	ACCOMMODATION	.028	.068	.032	.412	.681
	CULTURE	.138	.092	.117	1.503	.135
3	(Constant)	3.649	.443		8.235	.000
	ACCOMMODATION	.039	.067	.045	.590	.556
	CULTURE	-.033	.111	-.028	-.296	.767
	IMAGE	.243	.091	.250	2.660	.009
4	(Constant)	3.619	.452		7.999	.000
	ACCOMMODATION	.042	.067	.049	.631	.529
	CULTURE	-.045	.117	-.038	-.389	.698
	IMAGE	.216	.119	.223	1.821	.070
	SOCIAL	.046	.133	.043	.344	.731
5	(Constant)	3.286	.480		6.845	.000
	ACCOMMODATION	.039	.067	.045	.586	.559
	CULTURE	-.060	.116	-.051	-.516	.607
	IMAGE	.165	.121	.169	1.364	.174
	SOCIAL	-.041	.139	-.039	-.295	.768
	TECHNOLOGY	.226	.116	.201	1.953	.053
6	(Constant)	3.233	.577		5.600	.000
	ACCOMMODATION	.035	.072	.040	.490	.625
	CULTURE	-.061	.116	-.051	-.521	.603
	IMAGE	.164	.121	.169	1.354	.178
	SOCIAL	-.043	.140	-.041	-.310	.757
	TECHNOLOGY	.220	.122	.195	1.805	.073
	EDUCATION	.026	.156	.016	.165	.869
7	(Constant)	2.923	.609		4.802	.000
	ACCOMMODATION	-.018	.079	-.021	-.229	.819
	CULTURE	-.080	.117	-.068	-.685	.494
	IMAGE	.193	.122	.198	1.578	.117
	SOCIAL	-.034	.139	-.032	-.244	.808
	TECHNOLOGY	.230	.122	.204	1.894	.060
	EDUCATION	-.051	.163	-.030	-.311	.756

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
7 SAFETY	.150	.097	.147	1.549	.123

a. Dependent Variable: Overall satisfaction

Excluded Variables ^a						
Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics	
					Tolerance	
1	CULTURE	.117 ^b	1.503	.135	.117	1.000
	IMAGE	.233 ^b	3.063	.003	.233	.998
	SOCIAL	.191 ^b	2.473	.014	.190	.987
	TECHNOLOGY	.256 ^b	3.381	.001	.256	.998
	EDUCATION	.154 ^b	1.914	.057	.148	.925
2	SAFETY	.107 ^b	1.170	.244	.091	.728
	IMAGE	.250 ^c	2.660	.009	.205	.662
	SOCIAL	.190 ^c	1.945	.053	.151	.621
	TECHNOLOGY	.257 ^c	2.998	.003	.229	.784
	EDUCATION	.128 ^c	1.496	.137	.117	.823
3	SAFETY	.102 ^c	1.122	.264	.088	.727
	SOCIAL	.043 ^d	.344	.731	.027	.368
	TECHNOLOGY	.191 ^d	1.967	.051	.153	.606
	EDUCATION	.070 ^d	.800	.425	.063	.757
	SAFETY	.145 ^d	1.606	.110	.126	.707
4	TECHNOLOGY	.201 ^e	1.953	.053	.153	.544
	EDUCATION	.067 ^e	.743	.459	.059	.726
	SAFETY	.145 ^e	1.600	.112	.125	.707
5	EDUCATION	.016 ^f	.165	.869	.013	.659
	SAFETY	.138 ^f	1.531	.128	.121	.706
6	SAFETY	.147 ^g	1.549	.123	.122	.641

a. Dependent Variable: Overall satisfaction

b. Predictors in the Model: (Constant), ACCOMMODATION

c. Predictors in the Model: (Constant), ACCOMMODATION, CULTURE

d. Predictors in the Model: (Constant), ACCOMMODATION, CULTURE, IMAGE

e. Predictors in the Model: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL

f. Predictors in the Model: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY

g. Predictors in the Model: (Constant), ACCOMMODATION, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION

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REGRESSION
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  /NOORIGIN
  /DEPENDENT Satisfaction
  /METHOD=ENTER ACCOMMODATION CULTURE IMAGE SOCIAL TECHNOLOGY EDUCATION
SAFETY.
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Regression

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		Statistics are based on
	Cases Used	cases with no missing values for any variable used.

Syntax	REGRESSION /DESCRIPTIVES MEAN STDDEV CORR SIG N /MISSING LISTWISE /STATISTICS COEFF OUTS R ANOVA /CRITERIA=PIN(.05) POUT(.10) /NOORIGIN /DEPENDENT Satisfaction /METHOD=ENTER ACCOMMODATION CULTURE IMAGE SOCIAL TECHNOLOGY EDUCATION SAFETY.	
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[DataSet1] C:\Users\SONY\Desktop\spss 1.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Overall satisfaction	4.7048	1.25659	166
ACCOMMODATION	3.5141	1.44418	166
CULTURE	3.5653	1.06549	166
IMAGE	4.2651	1.29257	166
SOCIAL	3.8262	1.19586	166
TECHNOLOGY	4.1946	1.11574	166
EDUCATION	4.1647	.75384	166
SAFETY	4.5542	1.22683	166

Correlations

		Overall satisfaction	ACCOMMODAT ION	CULTURE	IMAGE
Pearson Correlation	Overall satisfaction	1.000	.033	.117	.231

Sig. (1-tailed)	ACCOMMODATION	.033	1.000	.008	-.048
	CULTURE	.117	.008	1.000	.579
	IMAGE	.231	-.048	.579	1.000
	SOCIAL	.185	-.113	.604	.766
	TECHNOLOGY	.254	-.040	.462	.613
	EDUCATION	.152	.273	.322	.380
	SAFETY	.095	.522	.034	-.121
	Overall satisfaction	.	.337	.067	.001
	ACCOMMODATION	.337	.	.460	.269
	CULTURE	.067	.460	.	.000
	IMAGE	.001	.269	.000	.
	SOCIAL	.008	.074	.000	.000
	TECHNOLOGY	.000	.307	.000	.000
	EDUCATION	.026	.000	.000	.000
	SAFETY	.112	.000	.332	.060
	Overall satisfaction	166	166	166	166
	ACCOMMODATION	166	166	166	166
N	CULTURE	166	166	166	166
	IMAGE	166	166	166	166
	SOCIAL	166	166	166	166
	TECHNOLOGY	166	166	166	166
	EDUCATION	166	166	166	166
	SAFETY	166	166	166	166

Correlations

		SOCIAL	TECHNOLOGY	EDUCATION	SAFETY
Pearson Correlation	Overall satisfaction	.185	.254	.152	.095
	ACCOMMODATION	-.113	-.040	.273	.522
	CULTURE	.604	.462	.322	.034
	IMAGE	.766	.613	.380	-.121
	SOCIAL	1.000	.648	.399	-.109
	TECHNOLOGY	.648	1.000	.480	-.039
	EDUCATION	.399	.480	1.000	.333
	SAFETY	-.109	-.039	.333	1.000
Sig. (1-tailed)	Overall satisfaction	.008	.000	.026	.112
	ACCOMMODATION	.074	.307	.000	.000
	CULTURE	.000	.000	.000	.332
	IMAGE	.000	.000	.000	.060
	SOCIAL	.	.000	.000	.081
	TECHNOLOGY	.000	.	.000	.311

N	EDUCATION	.000	.000	.	.000
	SAFETY	.081	.311	.000	.
	Overall satisfaction	166	166	166	166
	ACCOMMODATION	166	166	166	166
	CULTURE	166	166	166	166
	IMAGE	166	166	166	166
	SOCIAL	166	166	166	166
	TECHNOLOGY	166	166	166	166
	EDUCATION	166	166	166	166
	SAFETY	166	166	166	166

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SAFETY, CULTURE, EDUCATION, ACCOMMODATION, TECHNOLOGY, IMAGE, SOCIAL ^b	.	Enter

a. Dependent Variable: Overall satisfaction

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304 ^a	.093	.052	1.22325

a. Predictors: (Constant), SAFETY, CULTURE, EDUCATION, ACCOMMODATION, TECHNOLOGY, IMAGE, SOCIAL

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	24.113	7	3.445	2.302	.029 ^b

Residual	236.423	158	1.496		
Total	260.536	165			

a. Dependent Variable: Overall satisfaction

b. Predictors: (Constant), SAFETY, CULTURE, EDUCATION, ACCOMMODATION, TECHNOLOGY, IMAGE, SOCIAL

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.923	.609		4.802	.000
ACCOMMODATION	-.018	.079	-.021	-.229	.819
CULTURE	-.080	.117	-.068	-.685	.494
IMAGE	.193	.122	.198	1.578	.117
SOCIAL	-.034	.139	-.032	-.244	.808
TECHNOLOGY	.230	.122	.204	1.894	.060
EDUCATION	-.051	.163	-.030	-.311	.756
SAFETY	.150	.097	.147	1.549	.123

a. Dependent Variable: Overall satisfaction


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Culture_6) / 6.
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COMPUTE IMAGE=(Image_1 + Image_2 + Image_3)/3.
EXECUTE.
COMPUTE SOCIAL=(Social_1 + Social_2 + Social_3 + Social_4 + Social_5 + Social_6
+ Social_7)/7.
EXECUTE.
COMPUTE TECHNOLOGY=(Tech_1 + Tech_2 + Tech_3 + Tech_4 + Tech_5 + Tech_6 + Tech_7
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EXECUTE.
COMPUTE EDUCATION=(Edu_1 + Edu_2 + Edu_3 + Edu_4 + Edu_5 + Edu_6 + Edu_7 + Edu_8
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+ Edu_18)/18.
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REGRESSION
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  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
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  /DEPENDENT Satisfaction
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Regression

Notes

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	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any variable used.
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Notes

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[DataSet1] C:\Users\SONY\Desktop\spss 1.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Overall satisfaction	4.7048	1.25659	166
ACCOMMODATION	3.5141	1.44418	166
SAFETY	4.3391	1.07854	166
CULTURE	3.5653	1.06549	166
IMAGE	4.2651	1.29257	166
SOCIAL	3.8262	1.19586	166
TECHNOLOGY	4.1946	1.11574	166
EDUCATION	4.1647	.75384	166

Correlations

		Overall satisfaction	ACCOMMODAT ION	SAFETY	CULTURE
Pearson Correlation	Overall satisfaction	1.000	.033	.211	.117
	ACCOMMODATION	.033	1.000	.181	.008
	SAFETY	.211	.181	1.000	.319
	CULTURE	.117	.008	.319	1.000
	IMAGE	.231	-.048	.377	.579
	SOCIAL	.185	-.113	.407	.604
	TECHNOLOGY	.254	-.040	.408	.462
	EDUCATION	.152	.273	.398	.322
Sig. (1-tailed)	Overall satisfaction	.	.337	.003	.067
	ACCOMMODATION	.337	.	.010	.460
	SAFETY	.003	.010	.	.000
	CULTURE	.067	.460	.000	.
	IMAGE	.001	.269	.000	.000
	SOCIAL	.008	.074	.000	.000
	TECHNOLOGY	.000	.307	.000	.000
	EDUCATION	.026	.000	.000	.000
N	Overall satisfaction	166	166	166	166
	ACCOMMODATION	166	166	166	166
	SAFETY	166	166	166	166
	CULTURE	166	166	166	166
	IMAGE	166	166	166	166
	SOCIAL	166	166	166	166
	TECHNOLOGY	166	166	166	166
	EDUCATION	166	166	166	166

Correlations

		IMAGE	SOCIAL	TECHNOLOGY	EDUCATION
Pearson Correlation	Overall satisfaction	.231	.185	.254	.152
	ACCOMMODATION	-.048	-.113	-.040	.273
	SAFETY	.377	.407	.408	.398
	CULTURE	.579	.604	.462	.322
	IMAGE	1.000	.766	.613	.380
	SOCIAL	.766	1.000	.648	.399
	TECHNOLOGY	.613	.648	1.000	.480
	EDUCATION	.380	.399	.480	1.000
Sig. (1-tailed)	Overall satisfaction	.001	.008	.000	.026
	ACCOMMODATION	.269	.074	.307	.000
	SAFETY	.000	.000	.000	.000
	CULTURE	.000	.000	.000	.000
	IMAGE	.	.000	.000	.000
	SOCIAL	.000	.	.000	.000
	TECHNOLOGY	.000	.000	.	.000
	EDUCATION	.000	.000	.000	.
N	Overall satisfaction	166	166	166	166
	ACCOMMODATION	166	166	166	166
	SAFETY	166	166	166	166
	CULTURE	166	166	166	166
	IMAGE	166	166	166	166
	SOCIAL	166	166	166	166
	TECHNOLOGY	166	166	166	166
	EDUCATION	166	166	166	166

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ACCOMMODATION ^b	.	Enter
2	SAFETY ^b	.	Enter
3	CULTURE ^b	.	Enter
4	IMAGE ^b	.	Enter
5	SOCIAL ^b	.	Enter
6	TECHNOLOGY ^b	.	Enter
7	EDUCATION ^b	.	Enter

- a. Dependent Variable: Overall satisfaction
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.033 ^a	.001	-.005	1.25973
2	.211 ^b	.045	.033	1.23579
3	.217 ^c	.047	.030	1.23782
4	.270 ^d	.073	.050	1.22468
5	.270 ^e	.073	.044	1.22850
6	.299 ^f	.089	.055	1.22162
7	.299 ^g	.089	.049	1.22547

- a. Predictors: (Constant), ACCOMMODATION
b. Predictors: (Constant), ACCOMMODATION, SAFETY
c. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE
d. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE
e. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL
f. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL, TECHNOLOGY
g. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.282	1	.282	.178	.674 ^b
	Residual	260.254	164	1.587		
	Total	260.536	165			
2	Regression	11.608	2	5.804	3.800	.024 ^c
	Residual	248.928	163	1.527		
	Total	260.536	165			
3	Regression	12.319	3	4.106	2.680	.049 ^d
	Residual	248.217	162	1.532		
	Total	260.536	165			
4	Regression	19.062	4	4.765	3.177	.015 ^e
	Residual	241.475	161	1.500		
	Total	260.536	165			

5	Regression	19.062	5	3.812	2.526	.031 ^f
	Residual	241.475	160	1.509		
	Total	260.536	165			
6	Regression	23.251	6	3.875	2.597	.020 ^g
	Residual	237.285	159	1.492		
	Total	260.536	165			
7	Regression	23.255	7	3.322	2.212	.036 ^h
	Residual	237.281	158	1.502		
	Total	260.536	165			

a. Dependent Variable: Overall satisfaction

b. Predictors: (Constant), ACCOMMODATION

c. Predictors: (Constant), ACCOMMODATION, SAFETY

d. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE

e. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE

f. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL

g. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL, TECHNOLOGY

h. Predictors: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL, TECHNOLOGY, EDUCATION

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.604	.258		17.854	.000
	ACCOMMODATION	.029	.068	.033	.422	.674
2	(Constant)	3.650	.432		8.444	.000
	ACCOMMODATION	-.005	.068	-.005	-.070	.944
	SAFETY	.247	.091	.212	2.723	.007
3	(Constant)	3.501	.485		7.215	.000
	ACCOMMODATION	-.002	.068	-.003	-.033	.974
	SAFETY	.226	.096	.194	2.353	.020
	CULTURE	.065	.096	.055	.682	.496
4	(Constant)	3.268	.492		6.637	.000
	ACCOMMODATION	.015	.068	.017	.215	.830
	SAFETY	.170	.099	.146	1.729	.086
	CULTURE	-.057	.111	-.048	-.516	.607
5	IMAGE	.199	.094	.205	2.120	.036
	(Constant)	3.268	.496		6.594	.000
	ACCOMMODATION	.014	.069	.017	.210	.834

6	SAFETY	.170	.101	.146	1.688	.093
	CULTURE	-.057	.116	-.048	-.490	.625
	IMAGE	.200	.119	.206	1.684	.094
	SOCIAL	-.001	.135	-.001	-.006	.995
	(Constant)	3.042	.511		5.954	.000
	ACCOMMODATION	.017	.069	.019	.244	.808
	SAFETY	.139	.102	.119	1.363	.175
	CULTURE	-.067	.116	-.057	-.582	.561
	IMAGE	.158	.121	.162	1.309	.192
	SOCIAL	-.068	.140	-.064	-.484	.629
	TECHNOLOGY	.197	.118	.175	1.676	.096
	(Constant)	3.056	.591		5.175	.000
	ACCOMMODATION	.018	.072	.020	.246	.806
	SAFETY	.140	.104	.120	1.349	.179
7	CULTURE	-.067	.116	-.057	-.579	.564
	IMAGE	.158	.121	.163	1.306	.194
	SOCIAL	-.067	.141	-.064	-.477	.634
	TECHNOLOGY	.199	.123	.176	1.618	.108

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
7 EDUCATION	-.008	.158	-.005	-.048	.962

a. Dependent Variable: Overall satisfaction

Excluded Variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	SAFETY	.212 ^b	2.723	.007	.209	.967
	CULTURE	.117 ^b	1.503	.135	.117	1.000
	IMAGE	.233 ^b	3.063	.003	.233	.998
	SOCIAL	.191 ^b	2.473	.014	.190	.987
	TECHNOLOGY	.256 ^b	3.381	.001	.256	.998
2	EDUCATION	.154 ^b	1.914	.057	.148	.925
	CULTURE	.055 ^c	.682	.496	.053	.896
	IMAGE	.179 ^c	2.174	.031	.168	.844
	SOCIAL	.123 ^c	1.440	.152	.112	.798
	TECHNOLOGY	.204 ^c	2.454	.015	.189	.820

3	EDUCATION	.086 ^c	1.001	.318	.078	.799
	IMAGE	.205 ^d	2.120	.036	.165	.615
	SOCIAL	.130 ^d	1.269	.206	.100	.557
	TECHNOLOGY	.213 ^d	2.361	.019	.183	.701
4	EDUCATION	.076 ^d	.859	.392	.068	.752
	SOCIAL	-.001 ^e	-.006	.995	.000	.352
	TECHNOLOGY	.160 ^e	1.608	.110	.126	.573
5	EDUCATION	.037 ^e	.409	.683	.032	.715
	TECHNOLOGY	.175 ^f	1.676	.096	.132	.526
	EDUCATION	.038 ^f	.414	.679	.033	.696
6	EDUCATION	-.005 ^g	-.048	.962	-.004	.643

a. Dependent Variable: Overall satisfaction

b. Predictors in the Model: (Constant), ACCOMMODATION

c. Predictors in the Model: (Constant), ACCOMMODATION, SAFETY

d. Predictors in the Model: (Constant), ACCOMMODATION, SAFETY, CULTURE

e. Predictors in the Model: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE

f. Predictors in the Model: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL

g. Predictors in the Model: (Constant), ACCOMMODATION, SAFETY, CULTURE, IMAGE, SOCIAL, TECHNOLOGY