

FACTORS INFLUENCING INTERNATIONAL STUDENTS' DECISION TO STUDY AT TAIWANESE UNIVERSITIES

BY

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This study investigates the factors influencing international students' decision to study at Taiwanese universities, as internationalization of education is becoming population.

The research used the mixed methods approach to gather both quantitative and qualitative data. The research participants consisted of 478 international students from two Taiwanese universities, 200 international students randomly selected the number based on Yamane (1967) from a public university, 278 international students from a private university. These two universities were chosen as the study research sites. In the process of data collection, a specially designed questionnaire and semi-structured interviews were used to collect the data. The research was conducted in the second semester of 2018 academic session (In Taiwan). The questionnaire was analyzed with mean and S.D, while the interviews content were analyzed into themes related to what influencing the interviewees' decision-making. The themes were ranked according to frequencies.

The questionnaire data found three top factors influencing international students' decision to study in Taiwan. First was' Scholarships'' (\bar{x} =4.44), followed by the factors of "Society and Culture" (\bar{x} =4.27), and "Language Skills" (\bar{x} =4.06). The three factors found at the bottom of the list were "Recommendation and Support" (\bar{x} =3.39) followed by "Desired Programs/Courses" (\bar{x} =3.36) and "International Environment" (\bar{x} =3.69).

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These three factors were not as strong as other factors in attracting international students to Taiwan. A comparison of the Means of all 11 factors using "Friedman Test" showed that all the means were significantly different (P=0.05).

On the other hand, the semi-structured interviews found different three top factors influencing international students' decision. First was "Personal Factors" followed by "Language Skills" and "Recommendation and Support". The "Language Skills" Factor found to be a prime mover in both quantitative and qualitative data.

Recommendations for future studies included repeating the studies with different groups of international students to learn more about the factors influencing their decision to study higher education in various countries. For the research consumers especially Taiwanese universities. The factors that needs closest attention is "Language Skills" International students wanted to pick up both language English and Chinese when they came to study here. Universities must make sure that students have opportunities to acquire both languages both in and outside class. The second factor is "Society and Culture" also attracts students to Taiwan. Besides languages students want to learn about society and cultural aspects.

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ABBREVIATIONS

Abbreviation	Meaning
MOE	Ministry of Education
UNESCO	United Nations Educational Scientific and Culture
	Organization
MOFA	Ministry of Foreign Affairs
MOST	Ministry of Science and Technology
UEC	Unified Examination Certificate
ASEAN	Association of Southeast Asian Nations
WTO	World Trade Organization
HE	Higher Education
RSS	Royal Statistical Society
IOC	Item Objective Congruence
SD	Standard Deviation

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CHAPTER 1

INTRODUCTION

This chapter presents the background and rationale of the study, research objectives, research questions, scope of the study, limitations, operational definitions, and expected outcomes of the study.

1.1 BACKGROUND AND RATONALE OF THE STUDY

It is crystal clear that the world is now borderless. We have, in fact, talked about the power of globalization since the last few decades of the 21th Century although there were few facets of the borderless world. Without doubt, right now everyone is fully convinced that all the peoples of the world are living together in a global village. Communication can be done in an instant. Travelling becomes a past time for many.

Consequently, in connection to the dynamic period of globalization, student mobility has emerged. The phenomenon of 'study abroad' becomes a common activity. Students have more freedom to choose where to study; therefore, it is interesting to know what makes some students decide to study in another country instead of one's own. International students represent the primary source of university internationalization in many countries. Besides, recently education has become a commodity of several countries. Take, for example, the United Kingdom and Australia. For many students, it is a privilege to study in developed countries, they believe that there are gains from this student mobility. Many educational institutions point out the study abroad experience of students and the cross-cultural deliver of knowledge are important parts of both higher education (Chou, 2014, November; Ho, 2010; O'Rourke & Lammarino, 2010). Nowadays, it can be said that the international student market is becoming increasingly competitive. In the 21st century, studying abroad has become an international trend; we can see a steady flow of student mobility to countries such as United States, Canada, China and so on (Choudaha & Chang, 2012). Lee (2012) believes that "Study Abroad" programs were offered as part of the curriculum requirement, offering students the opportunity to gain academic credit through international knowledge. Besides, for some, when knowing a single language, the mother tongue is not sufficient, it is a way to learn another language. Taiwan is no exception; the statistical data from the Ministry of Education of Taiwan (MOE, 2013) showed that numbers of international students who enrolled at the university are increasing. Therefore, "studying in Taiwan" has become a noticeable issue and a worthy phenomenon to study.

The phenomenon has caught the attention of the researcher as a Taiwanese herself. According to MOE (2015, 2018), statistics show that more and more international students are coming to Study in Taiwan. This indeed arouses the researcher curiosity not only in trying to understand the purposes of international students studying abroad but also in learning what kind of international education development will be proper for them because Taiwan should attract international students to the country if it boasts of quality education. The researcher's study will certainly contribute to the already existent pool of knowledge about how universities can attract international students.

1.1.1 Importance of Education

According to Dewey (1916) "Education is not preparation for life; Education is life itself". Education is the ability to think, to make, to learn and to try again (Chitra, 2016). Education is a process which changes people's lives, so the purpose of an educational system is not just to cultivate the talent needed for the next generation, but even more so to enable each student to receive more opportunities to learn and to develop. Education will help own increase one's chance in the work. Actually, it is the only way that created a conscious mind in us about what is right or wrong (Adamovic,

2014). "Education motivates self-assurance and provides us with the things we need to partake in today's world. It makes us more independent and aware of what is going on in the world today, along with the awareness of opportunities and rights. It offers a greater understanding of one's capability and potential as well" (Essay, 2006, p1).

Reda (2015) refers to some reasons why education is extremely important. First, education secures your future and can stable your life. You need to get more education. It can lead you to have a happy life and enjoy the great things in the world. If you want to have a good job, education will help you bring a good social reputation and a few benefits in your life. Second, education makes you intelligent and is very important for the quality of life, engaging you to make decisions on your own, making you a self-dependent person, and also helping you become financially independent. Third, education makes you confident in expressing your opinions and ideas. If you are educated and get an education degree, you will be respected and taken seriously.

In short, education can bring many major benefits, both at the personal level and at the national and international level. Education in each country is different, probably because of language, culture, and region. Education is built on how people can learn from each other before they can grow and progress. According to the United Nations Educational Scientific and Cultural Organization (UNESCO) in their 2009 World Conference on Higher Education report, over 2.5 million students were studying in another country. This points out that there are many attractions in study abroad. Factors such as quality, international competences and different environments can be pull factors for many.

1.1.2 Studying Abroad Attraction

Many students choose to study abroad for "global competence" which is necessary for understanding international issues and succeeding professionally in the global marketplace (Henard, 2010). In early 1930's, study abroad was very important: it was a key support factor in influencing international comprehension (Meras, 1932). Studying abroad offers, several main challenges for study abroad decision making (Tank, 2017). When students study abroad, they will gain many types of experience. The researcher herself is also studying abroad to acquire a great experience in life. Similarly, university students who are studying abroad may look for various aspects of benefits. By studying abroad, students have the opportunity to study in a foreign nation and learn about the culture of the other country.

According to International Student (2018a), everyone who studied abroad believed that spending time abroad had an impact on his/her life although the exact long-term benefits were unknown. Studying abroad is usually a decision for a young person's life. Studying abroad and international students are closely related. According to some reports of studying abroad, students have significantly high rates of academic, intercultural and benefits of the language. This included continuing education for foreign language careers with international employers and continued communication with the host country.

There are many factors that affect international students' choices of studying abroad, and the factors are quite complex. This study was aimed at identifying the factors influencing international students to study abroad and the purposes of finally choosing Taiwan to study. The theory, the "Push-Pull Theory" can be used to explain the phenomenon. This theory discusses why people in one region move to another environment. One reason may be the influence of the 'Push' factors in the original living environment. For example, education provided in their own home country is not of high quality, the living environment an imperfect, unemployment rate high, jobs not easy to fined or the national income low. On the other hand, the "Pull' factor, which may include the new environment, the better quality of education and the affinity of the people. These factors are likely to make students study in another country. In other words, the unfavorable factors in the home country may push one out, while the favorable factors in the host country may draw the students to the host country.

1.1.3 Flow of International Students

Different institutions have their own definitions for the term "International students". There are show in the following cares:

The United States, which has the world's largest international student population, has more than 1,000,000 international students in the education system. For the United States, "International students" refers to any students enrolled at institutions of higher education in the USA (International student, 2018a).

By immigration control and Refugee Recognition Act (Japan, Gateway study in Japan, 2017), international students in Japan are foreign students who have 'student' visas and study at any types of educational institutes be it a university, a graduate school, or a college of technology in Japan.

In Australia, "A student is an international student if he or she is not a New Zealander or an Australian citizen, who has registered into courses offered by a local institution .The institution will help the student to apply for the student visa type for studying in Australia" (The University of Auckland, New Zealand, n.d.)

According to the United Nations Educational Scientific and Cultural Organization (UNESCO), "An international student is defined as someone who has participated in educational activities in a destination country, where the destination country is different from their country of origin" (2015).

Certainly, the destinations for most students who wished to study overseas decades ago were the United States, the United Kingdom, Canada, Australia and New Zealand, the five countries which could demonstrate high quality in education. However, the trend seems to reverse. In the 2015-2016 ranking of Times Higher Education World Universities, no American university has more than 35% of international students. In contrast, schools in Asia, Oceania and Europe have more international students from all over the world, that push their decisions. A range of

factors including international student choice and international education destination are listed in many western studies (Liu & Kamnuansilpa, 2018).

According to Bista (2016), international students in another country pursue further studies experience a number of challenges forcing them to adjust to new social and academic environments. International students are treated as customers in the international education market. Trying to recruit more international students is like selling them education as a product. As a result, Liu and Kamnuansilpa (2018) conducted a study with this topic in the area of marketing. McCarthy (1964) firstly proposed 4ps (product, price, place, and promotion). Boom and Bitner (1981) extended this theory to 7ps', by adding 3ps (people, process, and physical evidence). This study involves services marketing. International students were found to evaluate the quality of international schools in various countries, make future plans on where to study. According to Mathew (2016), the international student flow is influenced by various push and pull factors.

1.1.4 International Students in Taiwan

In 2014, Taiwanese government established a 2020 goal of 150,000 international higher education enrollments. This is a reason why there are more international students than before in Taiwan (Magaziner, 2016). Taiwan tried and hit this target. Then, Taiwan's higher education has seen vigorous development within its academic system and services to compete strongly in highly competitive international higher education market. Therefore, Taiwan's university offers high quality teaching staff and curricula academic capacity and facilities (MOE, 2016). Recently, Taiwanese university is increasing the number of degree courses, the English and Chinese course, and the government is also offering a number of scholarship to international students. Some of the top Taiwan universities also offered their own international scholarship (Chou, 2014). In 2007, the number of international students in higher education in Taiwan was 16,000. In 2015, it increased to 46,000, which was lower than that of 55,000 in South Korea. UNESCO, in 2017, indicated that the number of international

students in higher education in Taiwan was 56,000, an increase of 10,000 compared with the number in 2015 (MOE, 2018).

The degree of Taiwan's education internationalization and international competitiveness depends on the number of international students coming to study in Taiwan, and it represents the strength and ability of the country to attract international students (Zhou, 2011). The policies advocated by the government have a great influence on Taiwan's education and even affect international students' enrollment. Like many developed countries, Taiwan has focused more attention on international educational programs. The researcher is interested in identifying the reasons other than government policies. There are many reasons for international students' decision to study in Taiwan universities. According to the government of Taiwan survey of international students, other factors why they study in Taiwan include the high quality academic resources, the rich cultural environment, and future job opportunities. However, that surveyed research did not put emphasis on the importance of those factors. Instead, they only surveyed opinions regarding certain factors and considered whether or not the factors were influential.

1.1.5 Problem Statement

International education by itself can attract more international students but it is better to understand what factors influence international students' decision to study abroad. The natural flow may not be useful. The reason why students choose these university must be that they have a good impression of this university. The researcher is Taiwanese. With an increase in international students in her country, she is curious to know what attracts them. Obviously, she does not want the answer to be only "Scholarships". If Taiwan wants to remain strong in international education field, it is wise to know all the factors. The researcher intends to find out the factors that have affected international students' decision in choosing universities in Taiwan. In this way, her study will be useful in some ways for the Taiwanese Government when policies related to improvement of higher education to attract international students are to be made. There have been various studies on international students' college choices and study abroad decision-making (Mathew, 2016). This study was a specific at two Taiwanese universities. The study is designed to gather the international students' decision, how they understand and value Taiwan education. The researcher prefers to understanding the factors influencing international students' choice of studying in Taiwan is valuable for institutions of high education. Furthermore, this study can help in improving, and making the quality of education better. After identifying the determining factors, those involved in education can improve the systems. For this reason, higher education in Taiwan, on the whole, will benefit from the findings of the study being conducted.

1.2 RESEARCH OBJECTIVES

1.2.1 To investigate the factors influencing the decision by international students who choose to study at Taiwanese Universities.

1.2.2 To prioritize the factors that can draw international students to study in Taiwan.

1.3 RESEARCH QUESTIONS

1.3.1 What are the factors influencing international students' decision to study at Taiwanese universities?

1.3.2 Which are the factors among those identified the prime movers of international students to studies in Taiwan?

1.4 SCOPE OF THE STUDY

1.4.1 Location of the Study

The study was carried out at two universities in Taiwan. One is a public university; another is a private university. Both universities have a high number of international students. The public university has 380 international students, while the private one has 733.

1.4.2 Population and Samples of the Study

The population of the study comprised of 1,113 international students studying at two Taiwanese universities. These International students include Malaysian, Indonesian, Japanese, Thailand, India, American and others.

The sample groups were calculated by "Yamane's formula"(1967). In the public university, 200 questionnaires were sent and in the private university 278 questionnaires were sent.

1.4.3 Data Collection and Data Analysis Techniques

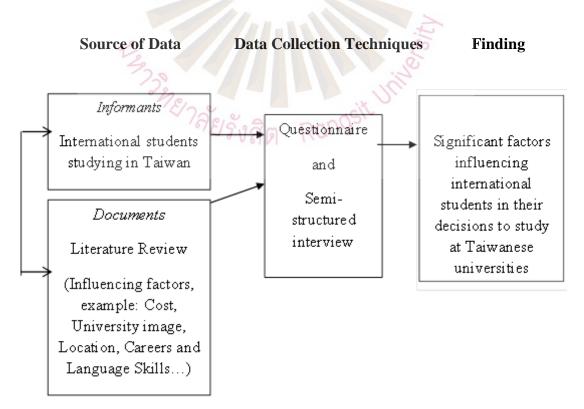
The research used the mixed methods approach using two instruments. One was a 35 items questionnaire for 478 respondents and the other was the semistructured interviews for 20 international students (volunteer approach for students to participate in interviews). The questionnaire dates were analyzed using a computer program to find the mean score and standard deviation (S.D) of each item. The total score of each of the eleven factors was used to rank them from the most important to the least important in influencing the decisions of international students about where to study. The interview data's were analyzed through content analysis. The factors ranking was confirmed by "Friedman test".

1.4.4 Timeframe

The study was conducted during the second semester of 2018 Academic session (In Taiwan, First semester: September-February; Second semester: March-June).

1.4.5 Conceptual Framework

For this study, there were two sources of data, data collection techniques and findings. The sources of data included informants and documents; the data collection techniques were the instruments of the study; findings depended on the significant factors influencing international students' decision. The conceptual framework is shown in Figure 1.1



CONCEPTUAL FRAMEWORK OF THE STUDY

Figure 1.1 Conceptual Framework of the Study

1.5 LIMITATIONS OF THE STUDY

1.5.1 The survey was carried out with only two universities in the northern region of Taiwan. This study did not cover the population of international students from all over Taiwan.

1.5.2 It is a small-scale study, just two universities in Taiwan. The findings can not generalized and applied to other universities.

1.6 BASIC ASSUMPTIONS

This study adopts several assumptions which included:

1.6.1 In the research, participants, regardless of the diverse background, are assumed to be willing to co-operate with the researcher.

1.6.2 In the interview, participants were assumed to be able to explain what factors are influencing their decision to study at Taiwanese universities.

1.6.3 This questionnaire did not include items of sensitive issue. The participants were assumed to know the correct answers to the question and answered truthfully, because all were based an item and experiences.

1.6.4 The information they gave was treated as confidential by the researcher and their was confirmed by the Ethic Confiscate the researcher got from Rangsit university DPE. No. RSU/ERB: 2019-045.

1.7 OPERATIONAL DEFINITIONS

Operational Definitions include the following:

Influencing Factors in this study refers to what type of reason influencing international students' decision. In this study, 11 theme factors were Cost, Society and Culture, International Environment, Language Skills, Careers, Recommendation and Support, Scholarships, Desired Programs, University Image, Location and Personal Factors.

International Students in this study refers to those who are not Taiwanese students from other countries. They leave their countries and come to Taiwan to pursue their studies on one of the targeted universities in the study.

Decision in this study refers to the students' ability to choose where to study. The decision is very important in this study because students are expected to be able to say what make them decide in that way.

Taiwanese Universities in this study refers to one public university and one private university that are the study's research sites.

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1.8 SIGNIFICANCE OF THE STUDY

1.8.1 The findings will provide an insight into the universities which may shed some light on educational system improvement at the universities of Taiwan to support international students.

1.8.2 This study will help list down various significant factors that influence international students' decision to study in Taiwan. Such as language skill factor, international students want to improve their language. In this way, Taiwan can

improve its language system that benefits not only the local students but also the international ones.

1.8.3 This study according to the receive factors and it will contribute to identifying the needs of international students providing need supports and services.



CHAPTER 2

LITERATURE REVIEW

The purpose of this chapter is to review from various sources of information as well as related topics factors influencing international students' decision to study abroad. In the beginning, the chapter describes why education in this age has been internationalized and as a result, there seem to increasing extent students choosing to study abroad. Next, the policies of the Taiwanese MOE explored to find out whether they display the welcoming of the international students and quality of Taiwanese higher education. Then, factors influencing international students' decision to study abroad explored from various studies and reliable sources available. After that, the theories concerning the factors that influence push-pull were discussed. The last part of the chapter, the conclusion sums up the major factors derived from the literature review.

- 2.1 Internationalization of Education
- 2.2 International Students on the Rise
- 2.3 Taiwanese Education System
- 2.4 Factors Influencing International Students' Decision
- 2.5 Related Theories
- 2.6 Related Studies
- 2.7 Conclusion

2.1 INTERNATIONALIZATION OF EDUCATION

There are many definitions of the internationalization of education. The definitions vary but the goals are to improve teaching and learning as well as include global culture issues to accommodate students who do not study in their own countries.

2.1.1 Definition of Internationalization Education

Smith (2015) says, "Education is the wise, hopeful and respectful cultivation of learning undertaken in the belief that all should have the chance to share in life." In the global context, education has reached people everywhere. The internationalization of higher education can be defined as "the process of combining international thinking into the teaching" (Ho, Lin, & Yang 2015; Oyo, 2014). According to Pare and Wenrong (2014), international education has two major forms: (1) Development of world-mindedness and open mindedness as the goal of formal international education and (2) International issues of global importance and multicultural education solved by International education. Tahira and Masha (2015) defined internationalization of high education including cross-culture and integrating an international into the teaching. Normally, high education institutions target was the recruitment of international students, then they importance on internationalization education to attracted international students to study in their institution. (Li & Bray, 2007).

Sukanya (2016) says internationalization of education in the country can be accomplish through six approaches. First, the most common approaches in an activity scheme for internationalization high education include study abroad, institutional networks, development projects, and branch campuses. Second, internationalization of education focuses on the learning outcomes or goals to be achieve, for instance, improved student competencies, increased education profile and international agreements and partnerships. Third, it involves the basic functions of internationalization, for instance, standards of income generation, cultural diversity, and students' development. Fourth is the process of integrating international fluoroscopy into teaching-learning and service functions at the universities. Fifth focuses on the promotion of and support for international and intercultural performance on the university campus. Sixth deals with internationalization abroad through the use of the cross-border delivery channel, for example, face-on-face teaching and distance learning. In conclusion, there are many formats of delivery of internationalization of education. This is what this research is interested in what shape of curriculum and what type of knowledge delivery will be attractive and most effective to internationalization of education.

2.1.2 Benefits of Internationalization Education

Internationalization education has many benefits (Ho et al., 2015; Sukanya, 2016; Tachira & Masha, 2015). In the worldwide, the internationalization of education is still a major growth industry (Liu & Kamnuansilpa, 2018). International education offers great potential for learners to develop their abilities (e.g. cognitive skills), and to meet the social and workplace demands of the 21th century (Sukanya, 2016). It provides students with new knowledge and enhanced academic competence. Moreover, international education facilitates the development of students' intercultural competence and communication skills. Students' also could gain a better understanding of different culture through international education. International education plays important rule in producing knowledgeable graduate. (Tabira & Masha, 2015; Sukanya, 2016). Internationalization of higher education help developing countries to develop their society and economy with academic exchanges. In terms of academic research, students can build extensive research networks with research partners abroad student can be experiencing different teaching approaches and assessment methods. In addition, they can develop their abilities to think critically and creatively (Yates, 2002).

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International trends in higher education (Griffith, 2018, p.6) reports internationalization education has become an embedded and widely accepted part, regional level as well as a level of individual universities. In addition, NAFSA (2013) report internationalization education is improving research, teaching and innovation. Some researches point out internationalization education benefits an "advance learning and scholarship, build understanding and respect among different peoples, and enhance constructive leadership in the global community". Chapple (2015) says the main benefits of internationalization education include enhancing cross-cultural understanding, global awareness, and academic progress in other subjects, creative thinking, cognitive skills, emotional development and career

opportunities. Benefits of internationalization education to students include enrichment knowledge, language ability, and students' competitiveness. An institution can promote university prestige, arrange a multicultural campus, and earn revenues from tuition fees and allowance (Ho et al., 2015).

2.1.3 Decision to Study Abroad and Resulting Benefits from Studying Abroad

"Studying abroad helps you understand different cultures and how the student thinks, work and act in other countries. These experiences will be very beneficial in future work situations" (Kallstrom, 2009). When students study abroad, they will gain many experiences (Tan, 2014). Most students saw that an overseas course was better than their own one and this was an important factor influencing their decision to study abroad (Yang, 2007). In addition, Mazzarol and Soutar (2002) showed the results of the survey undertaken, in four countries: Taiwan, India, China and Indonesia, then refers to the decision process through which the international students wanting to study abroad go through. A final decision was influenced by a "push factor" The host country is more attractive than the home country. Chen (2017) indicated most students' decision-making involves parents and other relatives. Most students would go through four distinct stages: 1) Strong intention to study abroad, 2) The decision of the country in which to study, 3) Selection of an institution or university, and 4) Choice of the city.

Another important influence is the idea that by going through an international education they will gain a better understanding of "western culture" (Sukanya, 2016). According to Institute of International Education (IIE) (2017), surveys studying abroad supports students develop the language skills needed to succeed in future opportunities. In addition, Mathew (2016), a better understanding of factors influencing international students' decision to study aboard could be a good step towards developing the model of international student's choice of university. To achieve the goals, the government should offer "Scholarship" for international students and look for cooperation with

other countries to increase the number of international students (Chen, 2017; Lozano, 2008; MOE, 2015).

According to Lozano (2008), the U.S offers study abroad programs in many colleges for students to learn more about other countries. The students' exchange programs are an important way of competing in the global market place and maintaining U.S economic strength. Students' study abroad can improve and promote positive results in lives. Studying abroad can promote intellectual, cultural and personal expansion (Ho et al., 2015). Kasravi (2009) did a survey on the value of study abroad and two levels of benefits identified; the individual and social benefits of study abroad, such as knowing own self and improving international relations; second, the institutional value; a better sense of community enhanced cross-cultural competence and increased global understanding. Lozano (2008) found that the decision to study abroad not only enhanced students' cross-culture thinking but also improved understanding of global knowledge.

Kallstrom (2009) discusses some benefits of studying abroad including 1) Cultural experience: the cultural experience is a unique benefit related to study abroad. 2) Access to unique knowledge: different programs are offers, 3) Advanced career future: future opportunities can be expected, 4) Personal development, it is great time to be independent and 5) Status and Prestige: study abroad can increase student's position and power. According to Kasravi (2009), study abroad will transform students' self-image, academic goals, professional goals, and approach about their roles in society.

2.2 INTERNATIONAL STUDENTS ON THE RISE

Global statistics reveal that the total number of international students reached just number six million during 2016-2017, and those studying in the United States (US) exceeded one million for the first time in history (IIE, 2017). International student mobility not only promotes the internationalization of institutions but also influence the outlooks, succeeding careers and lifestyles of the students themselves (Mei & Mark, 2007). The number of international students continues to steadily increase (Heather, Michael, & Stephen, 2016). UNESCO (2009) proposes that there will be 215 million international students moving internationally in 2020 (Cordier, 2011). According to Sukanya (2016), it was estimated that by 2025 15 million international students will be studying abroad, in 2007 statistics show the figure of international students was approximately two million. According to many developing countries actions, many nation governments allocate an amount of money to support university to recruit international students (MOE, 2017; Sukanya, 2016). Deitchman (2014) defined international students as "those who have crossed borders for the purpose of study". Between 2006 and 2011, international students continued to increase with nearly 183 million individuals enrolled in tertiary education worldwide.

Based on research that two million international students are currently studying in Australia. In 2025, it is predicted that there will be approximately 15 million students' studying at of their (Tabira & Masha, 2015). In 2016, the top places of origin for international students studying in the US were Asian countries (China, India, South Korea, Vietnam, Taiwan, Japan and so on). In Japan, they pointed out that quality of education is as important as an increase in the number of international students. In 2008, Government of Japan set a goal of attracting 300,000 international university students by the year 2020. However, Japan's effort has focused on increasing the number of international students and promote the quality of the high education services provided (Ho et al., 2015). Singapore sets the number of foreign university students to 150,000 in 2015, with the target of transforming Singapore into an educational center for the region (MOE, 2015).

The Taiwan Government is now to attract more international students and has set an ambitious goal to achieve 150,000 international students by 2020 (Chou, 2014, November). For example, one university there has over 200 MOUs (Memorandum of Understanding) and related cooperation agreements with institutions of higher education and research from over 55 countries, and international students from over 55 countries numbers by 600 international students. In this university, they comprise about 6% of their student body. According to McBride (2016) the country expect more students coming to study in Canada, the number raising from 239,131 in 2011 to more than 450,000 by 2022 (IIE, 2018a)

2.3 TAIWANESE EDUCATION SYSTEM

Taiwan has an outstanding educational system, especially higher education. Good education will affect a person's thinking and well-being. Higher education in Taiwan has undergone changes since 1987, in lying to cope with the relationship with China (Chou, 2014). The higher educational system of Taiwan has faced structural transformation in the last twenty years. They has been an increase number of universities to 150, they course on academic pursuit and occupational training. (MOE, 2017).

In Taiwan, the students who graduated from Taiwanese education system got some high scores in the world of comparative international tests, especially in more technical fields such as math and science (MOE, 2013). Taiwan's higher education is diversified, from humanities, society, medicine, education and even the economy.

Many countries have attached great importance to the international education market. Taiwan is no exception. In Taiwan, the common language of instruction is Mandarin Chinese. According to some reports of international student, "Language" is one factor affecting international student decision study at Taiwanese University. According to Tsai, Trang, and Kobori (2017), the factors influencing international students to decide to study at Taiwanese Universities may be because of relatively low tuition fee at tertiary level, good Mandarin Chinese learning environment and Taiwan's favorable living conditions. In recent years, Taiwan's higher education institutions have continuously recruiting outstanding international students. There are many important benefits not only for the local institutions and the country but also for local students and society as a whole. Additionally, Ko (2018) points out that the number of international students in Taiwan was the higher at 17,742 at 2007. Students from Vietnam comprised the largest group, followed by those from Malaysia, Indonesia, Japan and the US. In Asia, the social form is closer to collectivism. Since the 2010 academic year over 20,000 international students have been attracted to come to Taiwan to study for a degree or learn Mandarin Chinese each year, and this number continues to rise annually (Study in Taiwan, 2017). According to the government of Taiwan survey, there are more international students study in Taiwan from Asian countries than in Western countries. According to the Quacquarelli Symonds (QS) (2014), Taiwan has nine universities that are ranked within top five hundred best universities in the world.

According to the "New Southward Policy" of the Ministry of Education in Taiwan(MOE) (2016) the MOE of Taiwan has actively sought international students to come to Taiwan in recent years. International students (degree students and nondegree students) in colleges and universities have a total of 110,182 students studying in Taiwan. Among them, ASEAN (Association of Southeast Asian Nation), South Asia and New Zealand students account for 25.91% of the total number of international students. It has reached hundreds of thousands of people in 70 countries and regions on five continents, with the largest number of students in Southeast Asia. In order to increase the number of international students, the MOE has planned three major points. The first, expanding the market, in order to attract students from the ASEAN South Asian countries to attend the bachelor's degree. For this, the government plans to select some subsidized schools to design a suitable system for foreign students. Offer of "Scholarships: and "Internship Opportunities" follow. The MOE has expanded various scholarships to attract outstanding students from various countries to study in Taiwan. The third platform, expansion and the platform of ASEAN and Southeast Asia, to carry out a multi-pronged cooperation plan. In order to truly grasp the demand for the education service market in countries such as ASEAN and South Asia, the MOE guides all universities and colleges to follow this policy, so that international students will come to Taiwan to attend colleges and universities, which will be helpful for the future market and economy (MOE, 2006).

According to the current education system, students may study for up to twenty years, including primary education, junior high school, senior secondary school, college or university, master's degree and doctoral degree. Currently, there are 158 universities and colleges, 51 public and 107 private, which indicates an oversupply in the market (Huang, Chang, & Liu, 2018). Chou (2014) Since Taiwan's entry the WTO (World Trade Organization) in 2001, students are increasing mobile and higher education institutions in Taiwan are now facing international competition. During the 30 years from 1987 to 2017 higher education has changed dramatically. Factors affecting them are oversupply, and national declining birthrate involves decreasing enrollment at universities and colleges (Huang et al., 2018).

According to Chou (2014), Taiwan's MOE has launched a series of reforms, policies that aim to advance excellence in higher education and policy changes to balance the market institution. For higher education, the government of Taiwan launched the following national plans to enhance the quality of higher education, encourage universities to pursue teaching excellence and connection with global.

Taiwan has experience foundation innovation of its educational system in the wake of political liberalization and democratization (Chang, Lin & Chen, 2013; MOE, 2013). In addition, Taiwan's modern education system is close to the American education system (MOE, 2006; Tsai, 2010). The MOE of Taiwan launched "Higher education innovation and transformation" in 2015 (Huang et al., 2018, p.176) Education in Taiwan, the aim of MOE (2015) in Taiwan is to promote international competitiveness and enhance citizens' educational standard in Taiwan, to meet the global educational trend, to achieve localized learning and to promote amount opportunities in education.

2.3.1 Government Policies Concerning International Students

In 2002, the MOE of Taiwan first launched the "Enhancing Global Competitiveness Plan", which intended to foster international exchange and increase the number of international students studying at Taiwanese universities (MOE, 2006). President Ying-Jeou Ma proposed the "Golden Decade National Vision which included an "Education Innovation Plan" in 2011. This plan was launched to attract international students to Taiwan (Hou, 2016). Then, the government in Taiwan encourages schools to establish an international environment (courses taught in English), including internationalized campuses, courses, and management systems (Joint and double degree programs), and promote global cooperation and exchanges (encouraged to offer scholarships), including international cooperation in research and teaching, teacher and student community and other common programs (MOE, 2017).

Launched in 2004, the Taiwan Scholarship is jointly administered by the MOE, the Ministry of Foreign Affairs (MOFA) and the Ministry of Science and Technology (MOST) (MOE, 2017). MOE of Taiwan policies has earmarked US\$31.45 million for programs to advance education ties under the New Southbound Policy. It attracted students who come from South and Southeast Asia through such measures as offering scholarships. The ministry's goal is to increase the number of international students in Taiwan from the countries covered under the policy from roughly 28,000 in the 2015 academic year to 58,000 in 2019 (MOE, 2017)

In the future, the MOE of Taiwan will also continue to establish positive partnership relations with schools and other national governments so that the planning and determining of education policies can even better fit the practical needs of education scene, benefiting the implementation and promotion of each kind of education policy, and the joint boosting of the renewal and development of education to attract more international students decide to study in Taiwan (MOE, 2018).

Universities in Asian countries (China, Taiwan, Malaysia, Korea, Indonesia and so on) are increasingly adopting English course to promote international competitiveness in innovation and knowledge production (Chapple, 2015). In Taiwan, international programs increased more than after policies have driven, especially courses taught in English (Hou, 2016). The government is also focusing on advertising Taipei as an attractive student city, along with promoting the nation's use of Mandarin of Chinese (MOE, 2016). According to the MOE (2018) international cooperation and collaboration as achievement, and connect with internationalization, especially for institutions of higher education.

2.3.2 Popular Fields of Study among International Students

According to Tan (2014) international students' study fields were often business and management (21.8%), engineering (18.8%) and mathematics and computer science (9.5%), which are the most popular fields of study in the US.

In 2015, the MOE of Taiwan calculated the status of foreign students studying in Taiwan University in 2014. Statistics show that the departments are generally concentrated. There are three types of departments, the first group is "Social Sciences, Business and Legal Fields", the second is" Manufacturing and Construction", and the third is "Humanities and Art".

2.4 FACTORS INFLUENCING INTERNATIONAL STUDENTS' DECISION

The researcher point out a large number of the factors influencing international students' decision to study abroad, the major factors were: (1) Cost (tuition fee/ living), (2) University Image (prestige/quality), (3) International Environment, (4) Location, (5) Desired Programs, (6) Careers (future opportunities), (7) Society and Culture (make new friends from different countries), (8) Language Skills, (9) Recommendation and Support (families, friends and professors), (10) Scholarships and (11) Personal factors. In addition, there are some individual minor factors.

The details are shown below, According to Lu, Mavondo, and Qui (2009) the "Cost" of undertaking study abroad is an important issue for potential undergraduates. Liu (2018) confirms that scholarships are attractive factors as many consider the "Cost of tuition fees and living expenses" before applying to the university.

International Students consider the "University Image" factors influencing their decision, Kallstrom (2009) found students look for quality education and many of them believed that overseas education programs were better than the local ones. In Methew (2016) reports to the global ranking order of recommendation are reflected factors that influenced international students' decision the destination country to studying abroad. The image of university, like prestige, quality, instructors and environment, was the strong factors influence international students' decision to study and choice the universities (Tan, 2014).

Tan (2014) refers to the international student said their main goal was to learn English in an English speaking country (International Environment). Zhou and Zhang (2018) refer to the country international environment that is a major condition for international students' decision to study.

Liu and Kamnuansilpa (2018), "Location" factor may influence international students' decision to study abroad. (Shanka, Quintal and Taylor, 2005). Methew (2016) and Liu and Kamnuansilpa (2018) were survey the environment that was conducive to study, safety, and security.

Phang (2013) points to the range of available "Programs/Courses" also influencing student decision, Tan (2014) refers to the flexibility of the course with many course options and course suitable have been important factors influencing international students' decision.

In terms of "Careers" prospect, according to Voronina (2018) and Phang (2013), career is the major reason for international students' decision to study abroad. They look for better international career opportunities. In addition, Kallstrom (2009) connected study abroad to future career opportunities and they indirectly improve their English, which is a great benefit for them. Zhou and Zhang (2018) refer to international students studying in Sweden, who participated in the survey agreed to study abroad would influence their career development and future planning.

As for "Society and Culture" factor, Mathew (2016) and Eder, Smith, and Pitts (2010) reported the significance of experiencing a new culture, interacting with people from diverse cultural backgrounds, international networking, and enhancing language and cultural skills. Voronina (2018) surveys the factors influencing international student decision. This study finds 50% of the students say studying abroad exposes them to culture of another country. Similarly, Phang (2013) points out that culture is the one of the factor influencing international students' decision in choosing where to study. In addition, studying abroad helps them understand culture and know different friend from other countries (Kallstrom, 2009).

Phang (2013) and Voronina (2018) found that the factor of the "Language Skills" is the reason influencing students' decision, Phang (2013) says the commonality of language and opportunity to learn second language and Voronina (2018) says learn new language can improve student language skills and the study abroad experience will be meaningful in their future careers. Lan (2014) reports to that overseas Chinese students in Taiwan come from many countries via various entrance pathways. According to Tan (2014) refers to many international students believe learn second language from other country world bring them better opportunities in the future with great income upon return to their own country. In those countries such as Malaysia where students can learn Mandarin their Unified Examination Certificate (UEC) scores to apply to Taiwanese universities.

Mathew (2016) and Eder et al. (2010) found that "Recommendations and Support" was the key factor. In addition, Kakkad and Nair (2015) admitted that family members are an important source of information while making decision about studying abroad. Shanka, Quintal, and Taylor (2005), showed 37% followed their parents and friends because family and friends have close ties. According to IIE (2012), parents also develop an important role in influencing international students' decision to study abroad.

China Education Association of International Exchange (CEAIE) (2009) claims "Scholarships" was the major factor influencing international students' decision to study abroad. The Government of China offers many scholarships, while more

scholarships are offered by companies aiming at funding international study. Zhou and Zhang (2018) also refer the higher education institution offers scholarships, so as to attract more international students to study in Sweden.

According to Songsathaphorn, Chen, and Ruangkanjanases (2014), student preparation, student satisfaction with education are the student personal factor influencing student decision. Domeva, Jindrova, and Fejfar (2015) and Tsai, Trang, and Kobori (2017) are found similar factors influencing international students' decision depend on student personality including student social status, student in high school experiences, student family background, student motivation and student thinking, their will influencing student decision. According to Mathew (2016) point out international students' decision to study abroad the strongest factors was "Personal Factors" and "Careers". The detail was the international students refer to gain personal experience, enhance international chance and network; overseas education environment has better quality and earning many opportunities in the future. According to the survey of International students (2018a) and Taiwan, Foundation for International Cooperation in Higher Education of Taiwan (FICHET) (2018) points to Taiwan's advanced technology, its friendly people and its breath-taking tourist destinations are all attractive to international students.

Many factors that influencing international students' decision to study at Taiwanese universities, The following table displays the factors that influence students decision the study abroad based on the findings of the studies on this topic. The researcher arranges influencing factors and references in Table 2.1

Table 2.1 Factors and References

No.	Factors	References
		Mazzarol & Soutar, 2002
		Lozano, 2008
		Phang, 2013
		Lu et al.,2009
	Cost	Emma, 2014
	(tuition fee/living)	David, Tony, LeVelle, &
1		Elizabeth, 2014
1.	The tuition fee are reasonable, cheaper	Hower, 2015
	than those of other developed countries	Stubblifield, 2016
	and the daily life expenses are cheap.	Mathew, 2016
		Tsai et al., 2017
		Liu & Kamnuansilpa, 2018
		MOE, 2018
		Taiwan, FICHET , 2018
		Mazzarol & Soutar, 2002
	8°-	Kallstrom, 2009
	3	Chen, 2012
	University Image	Phang, 2013
	(prestige/quality)	Lu et al.,2009
	The university is international, standards,	Songsathaphorn et al., 2014
2.	quality of education is acceptable by the	Chou, 2014, November
	world academic community and this	Chou, 2014
	university prestige is good.	Hower, 2015
		Kakkad & Nair, 2015
		Mathew, 2016
		Yang, 2017
		Tsai et al., 2017

Table 2.1 Factors and References (Cont.)

		Liu & Kamnuansilpa, 2018
		Mazzarol & Soutar, 2002
		Kallstrom, 2009
	International Environment	Phang, 2013
	(modernized)	Lu et al., 2009
3.	The country international environment is	Chou, 2014
	modernize and the English is a medium of	Mathew, 2016
	instruction.	Tsai et al., 2017
		Liu & Kamnuansilpa, 2018
		Zhou & Zhang, 2018
		Mazzarol & Soutar, 2002
	Location	Phang, 2013
	(safety and security/proximity)	Songsathaphorn et al., 2014
4.	The location is attractive, safety and not	David et al.,2014
	far from own country.	Howes, 2015
		Stubblifield, 2016
		Yang, 2017
	Desired Programs (courses)	Phang, 2013
5.	The courses are interesting, up-to-date,	Kakkad & Nair, 2015
5.	catching up and design for international	Tsai et al., 2017
	students. A Rouse	1 sai et al., 2017
		Lozano, 2008
	Careers	Howes, 2015
	(Job opportunities/ future jobs)	Kakkad & Nair, 2015
6.	Study abroad can get better international	Stubblifield, 2016
	career opportunities, learn to be a good	Mathew, 2016
	citizen and develop business networks.	Tsai et al., 2017
		Zhou & Zhang, 2018

Table 2.1 Factors and References (Cont.)

7.	Society and Culture (learn other country cultures /make new friends) Learn about other cultures, make friends from other cultures by being in the country and understand people from other countries.	Mazzarol & Soutar, 2002 Kallstrom, 2009 Kasravi, 2009 Eder et al., 2010 Chen, 2012 Hao, 2012 Songsathaphorn et al., 2014 Chou, 2014 Stubblifield, 2016
8.	Language Skills Study abroad can improve the other country language (English, Chinese, and other language.) and have more opportunities to use the other language.	Kasravi, 2009 Kallstrom, 2009 Chen, 2012 Phang, 2013 David et al., 2014 Kakkad & Nair, 2015 Mathew, 2016 Tsai et al., 2017 Liu & Kamnuansilpa, 2018 MOE, 2018 Taiwan, FICHET, 2018 Voronina, 2018
9.	Recommendation and Support (Families/Friends/Professors/media) Recommend by other and the university's media are easy to access.	Mazzarol & Soutar, 2002 Lozano, 2008 Lu et al., 2009 Kasravi, 2009 Phang, 2013 Emma, 2014 Kakkad & Nair, 2015 Yang, 2017

		Mathew, 2016
		Tsai et al., 2017
-		Liu & Kamnuansilpa, 2018
		MOE, 2018
		CEAIE, 2009
		Lu et al., 2009
		Chou, 2014
	Scholarships	Mathew, 2016
10.	The scholarships support the international	Tsai et al., 2017
	students' decision in studying abroad.	Liu & Kamnuansilpa, 2018
		Zhou & Zhang, 2018
		MOE, 2018
		Taiwan, FICHET, 2018
	Personal factors	Mazzarol & Soutar, 2002
	(preparation/interest/goal/experience/	Lozano, 2008
	knowledge)	Kasravi, 2009
11	International students have their own	Lu et al., 2009
11.	opinion, such as the better environment,	Chen, 2012
	the country more peaceful. New line study	Songsathaphorn et al., 2014
	abroad can change their life, or country people are so friendly.	Kakkad & Nair, 2015

Table 2.1 Factors and References (Cont.)

Clearly, many factors are involved in influencing the international students' decision in choosing their universities. This is what the researcher is interested in. The exploration of the reasons why international students have chosen Taiwanese universities is worth studying, as the findings will certainly contribute to improvement of the government's policies and education management of Taiwan.

2.5 RELATED THEORIES

2.5.1 The Push-Pull Theory

The Push-Pull theory is commonly used to explain student studying abroad or student migration. It is a classic model, as it offers to identify push and pull factors that work in conjunction with influencing student decision (Chen, 2017, p.114). The Push-Pull theory is often seen in the introduction to marketing, and these two terms have existed in the business world for decades, for supply management and marketing, and for the classification of production and promotion strategies (Garloch, 2015, p.3).

The researcher observes the extension of the Push-Pull theory, which can also be applied to the reasons for population migration. It is called the Push-Pull factor. In 1992, McMahon researched the Push-Pull factor, he said international students are pushed out of their own countries because of the higher economic standards and educational opportunities.

Push-Pull factors are believed to influence a students' decision to study abroad. A student migration flow of ability is the value of the Push-Pull theory (Chen, 2017; Phang, 2013; Tan, 2014). They are external factors which influence students personal characteristics such as economic studies, academic ability, gender, age, motivation and expectations. According to this factor, international migration is the outcome of a combination of causes that instigate or force the student to leave a country of origin (push factors) and reasons that draw the student to a particular destination country (pull factors) (The Marketing Box, 2017). In addition, Garloch (2015) said in USAID (United States Agency for International Development) refers to many economists and educators also use these two words in the study of immigration and study abroad. For immigration, "push" factors being causes that compel people to leave their own country (No job opportunity, low national income in their home), and "pull" factors being causes that attract people to a new country (expect to get jobs, family or friends living in the city).

Chen (2017) reports to the finding "Push and Pull factors" were decision international students choose the country, city and university. Push and pull factors accounting three levels to explain international students' decision to study aboard, including country characteristics, characteristics within the country, and students' choice of country is based upon popular discourses. Mathew (2016) finding the push factors influencing the decision to leave their own country to study abroad, factors including; better learning environment, high quality of education system by Indian students. Cordier (2017) the Push-Pull theory was analyzed, the research pointed out that the factors affecting the study of Asian countries have thrust and pull. Therefore, the Push-Pull theory can explain why countries and geographical regions study abroad and the trend of international students to study abroad.

2.5.2 "7ps" Marketing Theory

According to Anas (2010), education institutions should manage in response to marketing and perception. In addition, marketing is to meet the needs of consumers, and thus to apply to higher education, therefore higher education marketing strategies we should focus on understanding the needs of students and the requirements of higher education. Marketing in the higher education sector is important role that is playing in student recruitment (Ivy, 2008). McCarthy (1964) firstly proposed 4ps (product, price, place, and promotion). Boom and Bitner (1981) extended this theory to 7ps, by adding 3ps (people, process, and physical evidence). According to Anas (2010) points to marketing would improve the education quality of service offers.

Product refers to be intangible or tangible, it can be in the form of services or goods and it is built or produced to satisfy the needs of a certain group of people (The Marketing Mix, 2018). Education product is an intangible services provided by Taiwan university to international students'. According to Ivy (2008) points to in the university that the graduates are the products, the services that they receive and ultimately the degrees that they are awarded. Price refers to the amount of money that is charged for the certain product the amount that a customer pays for to enjoy it (CIM, 2009; Liu & Kamnuansilpa, 2018). In this study, price refers to tuition fees for

enrollment of international students. In addition, at Taiwanese universities are offered the scholarship (Ivy, 2008; Liu & Kamnuansilpa, 2018). Place refers to the product must be available in the right place, which should be convenient for consumers to access (CIM, 2015; Liu & Kamnuansilpa, 2018). In this study, place is geographic location where the university is located (which country, which located in the country...). Promotion refers to communication sales between the seller and potential buyers, and encourage or persuade people to consumption of the product (CIM, 2015; Liu & Kamnuansilpa, 2018; McCarthy, Sen, & Garrity, 2012). In this study, promotion is viewed various types by which universities deliver recruitment information and brand recognition to international students.

Another 3ps, people refers to personnel service organization, in a service industry; people are not only the producers but also the products themselves, which are essential in marking (CIM, 2015; Liu & Kamnuansilpa, 2018). Additionally, people are the personnel who are in managing international students, higher education service, educating and offers a variety of recruiting. Process refers to the system offers the organization the procedures of the service (CIM, 2009; Ivy, 2008; Liu & Kamnuansilpa, 2018). Here the study, process refers to service to international students by communication with them, offering the curriculum to them and providing the information services to them. Additionally, to ensure the quality of the highest level of international students' satisfaction physical evidence is the tangible part of the service offering, such as the environment in which service, teaching materials, equipment and the building (Ivy, 2008; Liu & Kamnuansilpa, 2018). In this study, physical evidence means in the universities environment in which service, teaching materials, equipment and the building. According the 7ps marketing model of this study, we assumed this model could suit the factors influencing international students' decision of an international education destination and the strategies achieve by Taiwanese universities to attract international students'.

2.6 RELATED STUDIES

This section provides the related studies of factors influencing international students' decision. All the studies are research about the factors, international students and study abroad.

Lozano (2008) conducted a research on exploring students decision regarding studying abroad. Study abroad has many advantages; students who have studied abroad attain achievement, including improved communication skills and increase world knowledge. This study defined the mixed methods, quantitative data, and study abroad survey exploring to interviewing 18 students and analyzed determinants influencing students' decision to study abroad and the qualitative data would be verified.

Cordier (2017) conducted a research on factors international student to study abroad in Taiwan. This study analyzed the significant factors of why there were many international students' studying abroad. The push-pull theory and it is based on were explored the factors in this research.

According to Chou (2014), the study survey the 106 international students and interviewed 21 participants at three different Taiwanese universities and institutions of higher education, used the mixed methods to explore and identify international students' academic and social learning experiences in Taiwan. The finding indicated that international students would like to see their university solve and improve school resources and facilities on their experienced learning problem.

Phang (2013) conducted a research on factors influencing international students' decision to study abroad. This study used the qualitative research approach, conducted the "Semi-Structured interview", interviewees had greater freedom to express and discuss their opinion. The findings of the factors, including student communication, location (safety and security/proximity), and social factors.

Tan (2014) used mixed methods to examined factors for international student to study abroad. It was showed important factors, such as recommendation and support by others (family, friends and media), country characteristics, future job opportunities and language skill.

Hower (2015) conducted research to knowing of the factors influencing international student choice to study abroad. The findings point out have five major factors influencing international student decision, first was safety followed by quality of education, understanding different culture, future job opportunities and cost. This study used the qualitative method to interview the focus group.

Tsai et al. (2017) conducted research on factors influencing international students to study at Taiwanese universities. This study was used the quantitative method to examine and the sample data was used to design the questionnaires and distributed to 210 international students who were studying in Taiwan. The findings revealed five factors, scholarship (35.6%), followed by desired course(18%), language skill (17%), international environment (16%) and future job (career) (11.4%), and the weakest factors was university image (2%).

Liu and Kamnuansilpa (2018) conducted research on factors affecting international students' decisions on a destination for studying abroad. This study pointed out that they can considerable to the improvement of the economy and is indeed the market. 7ps marketing theory was used in this study and was used the mixed methods to collect the data from two public universities and one focus group was adopted in this study. Factors were in line with the "7ps' marketing theory". (1) quality of education (product), (2) cost of the study (price), (3) geographical location (place), (4) information sources (promotion), (5) administrative service (process), (6) university personnel (people) and (7) education environment (physical evidence). The finding was the geographical location (place) and the cost of the study (price) both a top up two factors influencing international students' decision to study abroad.

Most research studies found the factors of every study similar, and most studies used the mixed methods to survey the study. The factors are of many types, such as culture, language skill, career and so on. The findings all revealed that equipped students with experiences that were related in their future career.

2.7 CONCLUSION

Based on the literature review, the factors influencing a student's decision to study abroad vary and they are shown in the following figure:

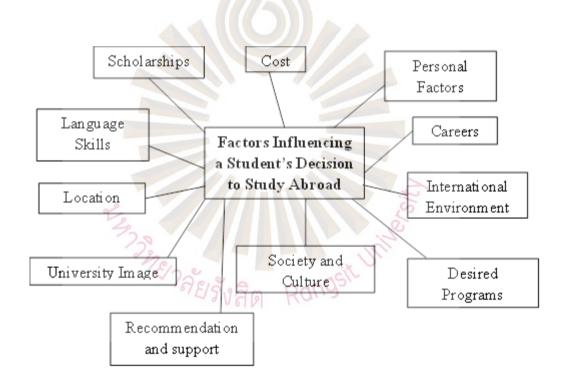


Figure 2.1 Factors Influencing a Student's Decision to Study Abroad Source: Tsai et al., 2017

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedures carried out to answer the research questions, including research design, population and samples, research instruments, data collection procedures, validity and reliability and data analysis of the study.

3.1 METHODOLOGY

The researcher used the mixed methods approach. In this study both quantitative data and qualitative data were collected to identify factors influencing international students' decision to study at Taiwanese universities. The mixed methods research is the type of research that combines the principal approaches of qualitative and quantitative research (Chou, 2014). Using this method not only made the data collection process more complete with two different types of data but also enabled evidence to be gathered from different perspectives - objective and subjective.

According to Royal Statistical Society (RSS) (David, 2018), survey research is used to collect data through questions and answers about the opinions, demographics, employment history and other reportable characteristics of the population of interest in terms of statistics and the number is interpreted to explain what is found. However, to get only quantitative data may not be sufficient, qualitative data is also collected for the purposes of confirmation, in this way a clearer picture about the thesis can be shown.

Mixed methods have some advantages. According to PCMH (Patient Centered Medical Home) (Wisdom & Creswell, 2013), mixed methods are especially useful in understanding contradictions between quantitative results and qualitative findings. It reflects participants' point of view to ensure that study findings are grounded in participants' experiences, and mirror the way individuals naturally collect information. According to Cibangu (2012), qualitative research is useful for ethnography, discourse analysis, case study, open-ended interview, participant observation, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, focus group, literary criticism, meditation practice and historical research. Viswambharan and Priya (2015) stated that qualitative research describes and interprets issues or phenomena systematically from the point of view of the individual or population being studied and to generate new concepts and theories.

A research design explains the procedures collecting, analysis data and discussion (Wisdom & Creswell, 2013). The choice of research design can be summed up as expressed by Moore (2016, p.4) in the following paragraph.

"Quantitative studies use mathematical models and statistics for analysis, providing numerical results that are considered more objective. The results of qualitative research describe relationships, providing answers such as satisfactory, good, or excellent relationship. Qualitative research studies do not quantify the relationship".

3.1.1 Research Design

The following flow chart shows the research process. The first instrument, the Questionnaire was designed and then pilot-tested before it was sent out to the targeted population. First, the instrument needed to go through the step of Item Objective Congruence (IOC) by 3 experts. The statistical data were collected, analyzed and used as one data set for the study. The second type of data came from the Semi-Structured interviews of which the content was analyzed in themes. The two types of data sets were reviewed and compared to answer the research questions as shown in the table below.

Table 3.1 Research Design

	Research Step	Participants	Organization/People Involved
1.	Questionnaire Design	The Researcher	3 Experts for IOC
2.	Pilot-Test	One group of 30 International students	International students at Rangsit University
3.	Questionnaire Improvement	The Researcher	_
4.	Questionnaire Distribution to Targeted Samples	478 International students	200 international students from one Taiwanese public university and 278 international students from one Taiwanese private university
5.	Semi-Structured Interviews	Volunteering 20 International students	One Taiwanese public university and One Taiwanese private university
6.	Data Analysis	 Questionnaire Semi-Structured interviews 	 Mean and S.D Content analysis

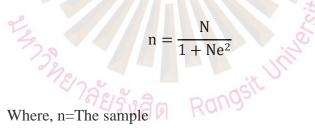
3.2 POPULATION AND SAMPLE

3.2.1 Research Population

According to MOE (2018) statistics, 166 Taiwanese universities have international students. The researcher target population in this study comprised two universities, one public university and the other private university. These two universities both have a higher number of international students studying in. The public university has 380 international students, and the private has 733 international students. The population of this research comprised of 1113 international students studying in Taiwan. In addition, international students includes Malaysian, Indonesian, Japanese American and other countries with the age ranging from 18-25.

3.2.2 Sample

The sample size for international students was calculated based on "Yamane's formula" (Yamane, 1967).



N=The size of the population

e=The error of 5 percentage point (0.05)

According to Yamane (1967) using the Yamane Formula, we can easily determine the sample size representing the number of respondents. Public university sample was 200 international students and the private university sample was 278 international students. Totally, 478 international students participated in this research.

Calculated as follows;

Public university:

$$200 = \frac{380}{1 + 380 * 0.05^2} + 5$$

Private university:

$$278 = \frac{733}{1 + 733 * 0.05^2} + 21$$

3.3 RESEARCH INSTRUMENTS

3.3.1 Survey Questionnaire

The questionnaire was administered to find out the factors influencing international students' decision to study in Taiwan. Since the time allotted for this survey was one semester. The questionnaire was divided into three parts.

Part A covered international students 'personal particulars;

- 1) What is your gender?
- 2) How old are you?
- 3) Where are you from?
- 4) What type is your University?
- 5) What is your study major?

Part B had 35 statements using five-point "Likert scales" (Brown, 2010) ranging from "strongly agree" to "strongly disagree. ("Likert scales" shown on the Table 3.2). The 35 statements used in the questionnaire were written based on the information derived from literature review in Chapter 2. Researchers found out 11 themes to design the questionnaire: (1) Cost, (2) University Image, (3) International

Environment, (4) Location, (5) Desired Programs/Courses, (6) Careers, (7) Society and culture, (8) Language Skills, (9) Recommendation and Support, (10) Scholarships and (11) Personal Factors. The researcher gets 11 themes from various studies in the same area. All of the themes were used to identify the factors that influence their decision to study in Taiwan.

Part C was the Open-ended question, "Are there any other factors that influence you in your decision to study abroad, which are not mentioned above? Please explain."

Table 3.2 Scores for Factors Influencing International Students' Using "Likert scale"

					Strongly
Perspective	Strongly Agree	Agree	Neutral	Disagree	Disagree
Scores	5	4	3	2	1

Source: Brown, 2010

3.3.2 Qualitative Data Collection Instrument

3.3.2.1 Semi-Structured Interviews

Survey takes less time than interview (Barbara & Benjamin, 2006). But the advantage of interviews is they are purposeful conversations with the interviewer trying to establish rapport (McNamara, n.d.). Semi-structured interview refers to "Predetermined questions, but the order can be the muddied base upon the interviewer's perception of what seems most appropriate. Question-wording can be changed and an explanation was given; inappropriate questions for a particular interview can be omitted, or additional ones included" (Keenan & Teijingen, 2014, p17). According to Bista (2016), after the analysis of semi-structured interviews, the researcher would have a list of themes and possibly some key questions were covered.

To supplement the largely quantitative questionnaire, semi-structured interviews were conducted as a means of collecting qualitative data. The researcher

designed four open-ended questions to the interview. Volunteering international students and each interview took 20-30 minutes. A semi-structured interview was "face-to-face" interview was conducted, followed by interview notes and tape-recording. The researcher concentrated on the structured interview as a tool in this study to enable the researcher to probe further into the experiences of participants and get a deeper insight into the phenomenon. The researcher's view here accords closely with the views of Brinkmann and Kyale (2005) who highlights the strength of using such tool in terms of flexibility in structuring the questions either to dig into the earlier answer or redirect person's attention to an area more relevant to our inquiry. The entire interview was tape-recorded so that even if the researcher got something wrong or forgot an important detail, it could be retrieved from the tape. It was also done for the purpose of enhancing reliability as viewed by Creswell (2007) "Reliability can be enhanced if the researcher obtains detailed field notes by employing a good quality tape for recording and by transcribing the tape".

3.4 VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

3.4.1 Validity

The content validation was carried out by three experts, from Rangsit University. Index of the "Item Objective Congruence" (IOC) was computed for the survey questionnaire and the semi-structured interview questions. Index of Item Objective Congruence (IOC) (Rovinelli & Hambleton, 1977) points of congruence were rated. IOC scores reached the high level of value 0.95 and 1.

The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. All experts had to choose only one answer as the given mark from these three alternatives of choices:

+1: If experts definite feeling that an item is a measure of an objective.

0: If experts undecided about whether the item is a measure of an objective.

-1: If experts definite feeling that an item is not a measure of an objective.

Total points for each item must have the consistency value equal to or above 0.50 (Rovinelli & Hambleton, 1977).

The formula for calculating the $IOC = \frac{\Sigma R}{N}$ Where; IOC=Item Objective Congruence R= Sum of the scores of individual experts ΣR = Total scores from each experts N= Number of experts

It was also examined by 3 experts for the IOC analysis which ranges from +1 to -1. The total marks of each item from all experts produced out different outcomes. For example, if the total marks were equal to two (2). It is possible that by 2 of them select one point (2 x 1), and 1 of them select the zero points (1 x 0). Therefore, the outcome was: 2+0 = 2 points. Moreover, then, such 2 points had to be divided by total experts which were 3, then the outcome of such item will be (2/3) = 0.67. However, the idea to examine the IOC regarding consistency as validity must not lower than 0.50.

Before the Validity, this questionnaire has 38 statements. After examined by 3 experts for the IOC analysis, The researcher deleted 3 statements, following the experts' advice to ensure that all the 35 statements were acceptable. The validity score of the questionnaire was 0.95. (The IOC for the questionnaire and semi-structured interview is attached in appendix B).

3.4.2 Reliability

After IOC approval was obtained, the researcher conducted a pilot-test with a convenience sample of 30 participants from one group at Rangsit University. The

researcher uses the Cornbrash's alpha (α) formula to reliability of the 30 questionnaires (Table 3.3).

Cornbrash's alpha (α) formula: $\alpha = \frac{N\tilde{c}}{\tilde{v} + (N-1)\tilde{c}}$

Where;

N=the number of items

 \bar{c} =average covariance between item-pairs

 \bar{v} =average variance

The questionnaire items with Cornbrash's alpha 0.70 or greater than 0.70 were used as 0.70 is acceptable according to Cornbrash's alpha rating scale.

Table 3.3	Rating	Scale
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Cornbrash's alpha	Internal consistency	
α≥0.9	Excellent	
$0.9 > \alpha \ge 0.8$	Good	
$0.8 > \alpha \ge 0.7$	Acceptable	
$0.7 > \alpha \ge 0.6$	Questionable	S
$0.6 > \alpha \ge 0.5$	Poor	
0.5 >a	Unacceptable	

Source: Biren, Ted, & Thomas, 2018

The questionnaire items were with Cornbrash's alpha (α) "0.948". That means the questionnaire was greater than 0.70. Its reliability level was Excellent.

3.5 DATA COLLECTION PROCUDURE

3.5.1 Ethical Consideration

"Data collection should be ethical and it should respect individuals and sites". The researcher was obtained permission before the data collection process from the research participants. Besides, anonymity of individuals must be kept strictly (Creswell, 2007, p.171). To ensure that the study was conducted in an ethical manner, the researcher obtained approval from different stakeholders and protected the identity of all the participants both the questionnaire respondents and the interviewees.

3.5.1.1 Approval

The researcher got two approval letters from the Dean of the research universities in Taiwan, consent letters from the concerned course leaders and the participants before carrying out the study.

3.5.1.2 Anonymity of the Participants

Anonymity of the research participants and the confidentiality of their views were strictly followed by the researcher. The confidentiality of the participant's opinions and their identities were maintained through the use of the number system.

3.5.1.3 The participants were protected by Documentary Proof of Exemption by Ethic Review Board of Rangsit University. DPE. No. RSU/ERM 2019-045.

3.6 DATA ANALYSIS

3.6.1 Questionnaire

To find out the factors influencing international students' decision to study at Taiwanese universities, a set of questionnaires comprising of 35 statements were used with 478 participants. The data collected through the questionnaires were analyzed using descriptive statistic such as frequency, mean, and standard deviation using a computer program. Mean scores were interpreted by the range of scores and levels (Table 3.4). Scores for each factor were averaged and later ranked to identify the five top factors which topped the list. The factors ranking was confirmed by "Friedman test". The measurements for each item are then ranked strongest to lowest, and the "Mean" rank for each factor is calculated.

Table 3.4	Likert sca	ale range ex	planation
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Level	Very high	High	Medium	Low	Very low
Mean	4.10-5.00	3.10-4.00	2.10-3.00	1.10-2.00	0.00-1.00
score	2		2.10 5.00	5	0.000 1.000

Source: Best, 1981

3.6.2 Semi-Structured Interviews

Data analysis is the next challenging process for qualitative researchers. Once the researcher collected enough relevant information on the issue at hand, the next task is preparing and organizing the data for analysis. This study used content analysis. It means the researcher analyzed the texts in details by looking at the ideas expressed by the interviewees. Ideas were categorized into themes and the themes that denoted the same were grouped together factor. The researcher analysis the participants' interview information, do the analysis to find the reasons and collect the detail about the factors. The data collected from international students' interview data was analyzed by using a coding system the three Cs: Coding, Categorizing and Concept (Lichtman, 2013). "The process of selecting the central or category, systematically relating to other categories, validating those relationships and filling in categories that need further refinement and development".

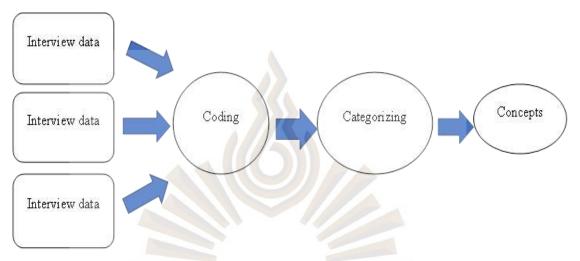


Figure 3.1 Three Cs of Data Analysis: Coding, Categorizing, Concepts

Example, interviewee 1 said: I want to improve my Chinese and English, and I want to make new friends from other countries. This university has high quality.

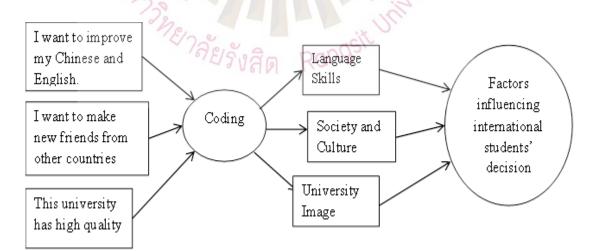


Figure 3.2 Example of the three Cs step

CHAPTER 4

RESULTS

This chapter deals with data analysis of the factors influencing international students' decision to study at Taiwanese universities. The quantitative data collected online investigated what factors influencing students' decision and the qualitative data were obtained from semi-structured interviews to gather responses from the international students regarding their experiences and the factors influencing the decision to study at Taiwanese universities. Different research analysis methods were used to interpret the different type of data .The quantitative data analysis was presented in mean and S.D, which were compared to rank the factors analysis of the questionnaire data based on the level of significance. The qualitative data were content analyzed by the researcher, into the themes that emerged, and the themes were reported.

The chapter covers the data analysis of the instruments used in the study as follows:

4.1 ANALYSIS OF THE QUESTIONNAIRE DATA

4.1.1 Demographic Profile of the Subjects

The research sample consisted of 478 international students. Figures 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 shows the demographic profile of the survey respondents.

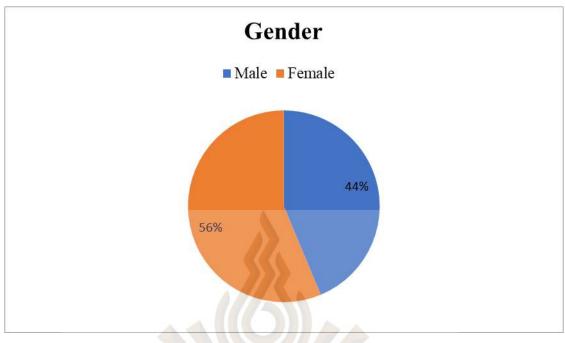


Figure 4.1 Participants' Gender

269 of the international students were females (56.3%) and 209 of the international students were males (43.7%). There were more females and males by 12.6%.

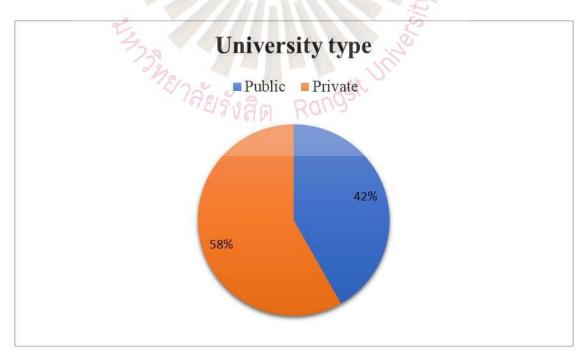


Figure 4.2 University Type

The participants were enrolled at two Taiwanese universities, one was public university (n=200; 41.8%) and the other was private university (n=278; 58.2%).

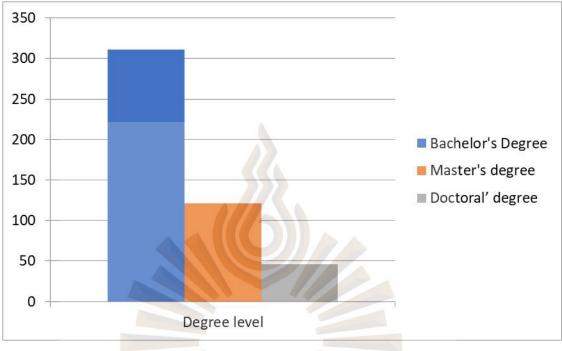


Figure 4.3 Degree Level

The majority of participates were bachelor's degree international students (n=311; 65.1%), master's degree (n=121; 25.3%) and doctoral' degree (n=46; 9.6%).

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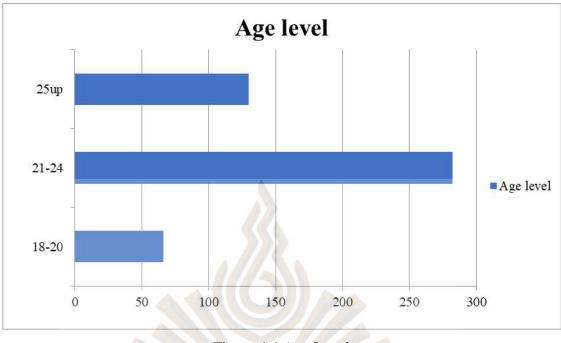


Figure 4.4 Age Level

Participants were full-time and part-time (exchange) international students, the participant breakdown in age were: 18-20 (n = 66; 13.8%), 21-24 (n = 282; 59%), and 25up (n = 130; 27.2%). 21-24 ages were of the high level.

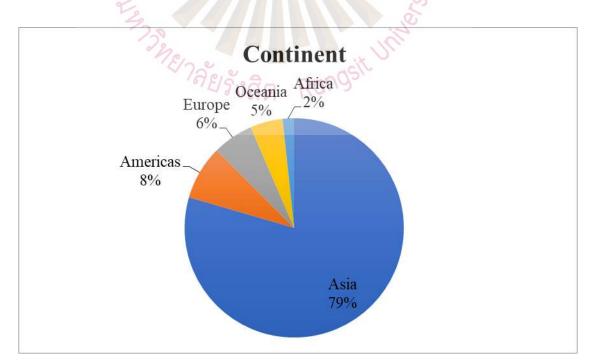


Figure 4.5 Continent Percentage

The demographic profile of survey participants showed international students from five continents and 56 different countries. Participants from Asia (79.5%, n=380) came from the following countries: China, Indonesia, Japan, Korea, Singapore, Malaysia, Nepal, Vietnam, Thailand, India, The Philippines, Hong Kong, Macao, Turkey, Russia, Mongolia, Yemen, Myanmar and Pakistan. Participants from Africa (1.7%, n=8) came from these countries: Nigeria, South Africa, Swaziland, Egypt and Burkina Faso and Egypt; Participants from the Americas (8%, n=38) came from Panama, Belize, Guatemala, United States, Brazil, South Americas. Colombia, Nicaragua, Paraguay, Saint Vincent, Canada and Honduras; Participants from Oceania(4.8%, n=23) were Haiti and Kiribati, Marshall Islands, Nauru, Palau, Saint Lucia, Solomon Islands and Australia ; and Participants from Europe (6%, n=29) were Austria, Belgium, France, Germany, The Holy See, Hungary, Ireland, Italy, Netherlands, Norway, Russia, Spain, Switzerland and U.K.

Table 4.1 C	ountry Percentage	
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Country	n	Percentage
Malaysia	90	18.82%
Vietnam	85	17.80%
Indonesia	ล้ยรับสิด Rangsil	9.83%
Japan	34	7.10%
Thailand	25	5.23%
India	21	4.40%
China	18	3.80%
Korea	17	3.50%
The Philippines	16	3.34%
Hong Kong	9	1.90%
U.S	9	1.90%

Table 4.1 Country Percentage (Cont.)

Honduras	6	1.30%
Haiti	6	1.30%
Australia	6	1.30%
France	5	1.00%
Canada	4	0.84%
Brazil	4	0.84%
Myanmar	3	0.63%
Singapore	3	0.63%
Swaziland	3	0.63%
U.K	3	0.63%
Netherlands	3	0.63%
Russia	3	0.63%
Turkey	3	0.63%
Switzerland	3	0.63%
Marshall Islands	3	0.63%
Nicaragua	3	0.63%
Colombia	3	0.63%
Belize	สียรังสิด 320195	0.63%
Macao	2	0.42%
Pakistan	2	0.42%
Nepal	2	0.42%
Mongolia	2	0.42%
Panama	2	0.42%
South Africa	2	0.42%
Austria	2	0.42%
Hungary	2	0.42%

Table 4.1 Country Percentage (Cont.)

Spain	2	0.42%
Nauru	2	0.42%
Saint Lucia	2	0.42%
Solomon Islands	2	0.42%
Yemen	1	0.20%
Saint Vincent	1	0.20%
Paraguay	1	0.20%
Guatemala	1	0.20%
South America	1	0.20%
Nigeria		0.20%
Egypt	1	0.20%
Burkina Faso	1	0.20%
Belgium		0.20%
Germany	1	0.20%
Ireland	1	0.20%
Italy 4	1	0.20%
Norway	Person 1	0.20%
The Holy See	allsvad Rangs	0.20%
Caribbean	1	0.20%
Palau	1	0.20%
Total	478	100%

Five countries with the largest proportion of respondents were Malaysia (n = 90; 18.82%), Vietnam (n = 85; 17.80%), Indonesia (n = 47; 9.83%), Japan (n = 34; 7.10%) and Thailand (n=25; 5.23%). These five nations represented 58.78% (n = 281) of the student population in this sample. The five countries were all from Asian countries. According to the "New southward policy" of the MOE (2015) of Taiwan, it

has reached hundreds of thousands of people in 70 countries and regions on five continents, with the largest number of students in Southeast Asia.

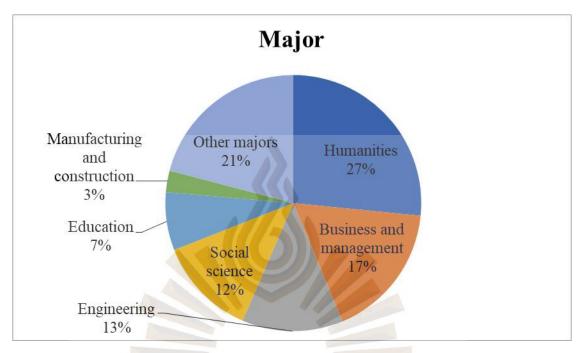


Figure 4.6 Participants' Major

There are three largest majors, first is Humanities (n=127; 26.57%), Business and Management (n=82; 17.16%), Engineering (n=61; 12.76%), Social Science (n=60; 12.55%), Education (n=35; 7.32%), Manufacturing and Construction (n=132; 72%) and others major (n=100; 20.92%) including Medical, Nutrition, Science, Mathematics, Biology, Hospitality Management.

4.1.2 Analysis of the Quantitative Data

The first research question of the study was: "What are the factors influencing international students' decision to study at Taiwanese universities?" The research objective of the study was to find the factors of the international students in the questionnaire. The data was collected by using survey questionnaire. It was rated by "Likert scale" from 5 to 1. Each statement as: Strong Agree (5); Agree (4); Neutral (3); Disagree (2) and Strongly Disagree (1). The mean and S.D were computed for all the

statements and the researcher used them to find out the most attractive factors and the factors (Table 4.2).

No.	Item	Mean(\overline{x})	S.D	Level
X. Sc	holarships	1		
29	I prefer to get a scholarship.	4.44	.730	Very
30	Scholarships are really good support for me	4.45		
Total	Fotal			high
VII. S	Society and Culture (learn other country culture/m	ake new frier	nds)	
19	I can learn about another culture.	4.33	.710	
20	I can make friends from other country.	4.29		Very
21	I can understand people from other countries.	4.21		high
Total		4.27	-	
VIII.	Language Skills			
22	Both Chinese and English are interesting to	4.21		
	me.	7.21		High
23	I can improve my English and Chinese.	3.97	.809	
24	I have more opportunities to use English and	3.99		
	Chinese.	S		
Total	้ลยรงสิต Rangs	4.06		
VI. C	areers (job opportunities/future job)			
16	I hope to get better international career	4.20		
	opportunities.			
17	I hope I can learn to be a global citizen.	4.14	.705	High
18	I can develop business networks.	3.63		
Total	Total			

Table 4.2 Mean and S.D of Influencing Factors Questionnaire Data

XI. P	Personal Factors (preparation/interest/goal /experient	nce/knowled	lge)	
31	I like the Taiwanese environment.	4.24		
32	I need a change of place in my life.	3.94		
33	I have a family or friends in this country.	3.59	.647	High
34	Taiwan is more peaceful than my country.	3.92		
35	Taiwanese are very friendly.	4.19		
	Total	3.97	-	
IV. L	ocation (safety and security/proximity)		1	
10	The location is attractive to me	4.01		
11	It is a safe country.	4.39	.704	High
12	Taiwan is near my own country.	3.38		
	Total	3.93		
II. UI	niversity Image (prestige/quality)			
5	Taiwan has universities of international and standard.	3.84		
6	Taiwanese universities are acceptable by the world academic community.	3.80	.734	High
7	Ex-students from Taiwanese universities are accepting in my country.	3.83		
	Total Total Rous	3.82	-	
I.Co	ost (tuition fee/living)			
1	The tuition fees are reasonable.	3.77		
2	Taiwanese universities are cheaper than those	3.92		
2	of other developed countries are.	5.72	.701	High
3	I get what I spend.	3.72		
4	Daily life expenses are cheap.	3.43		
	Total	3.71	1	

Table 4.2 Mean and S.D of Influencing Factors Questionnaire Data (Cont.)

III. In	ternational Environment			
8	The country was modernized.	4.02		
9	English is a medium of instruction.	3.36	.795	High
Total	Total			
V. De	esired Programs (Courses)			
13	The courses are interesting to me.	3.91		
14	The courses are up-to-date, catching up with the changes.	3.78	744	High
15	The courses are design for international students.	3.34		
Total		3.68		
IX. R	ecommendation and Support (families /friends / p	rofessors /m	edia)	
25	My family recommends that I study in Taiwan.	3.66		
26	I follow my friends' advice.	3.34		
27	Taiwanese professors persuade me to study in Taiwan.	2.82	.789	High
28	The university's media such as the website are easy to access.	3.73		
Total	"Phene and the second s	3.39		

Table 4.2 Mean and S.D of Influencing Factors Questionnaire Data (Cont.)

A comparison of the Means of all 11 factors using "Friedman Test". It shows that all the means were significantly different (p=0.05).

In conclusion, the questionnaire found five strong factors influencing international students' decision, the strongest factor was" Scholarships" (\bar{x} =4.44), followed by "Society and Culture (learn other country culture/make new friends)" (\bar{x} =4.27), "Language Skills" (\bar{x} =4.06), "Careers (job opportunities)" (\bar{x} =3.99) and "Personal factors" (\bar{x} =3.97). That means five factors were the prime movers of international students' decision-making. A comparison of the five top means using "Friedman Test". It reveals that they were significantly different (p=0.05).

According to Table 4.2, the researcher found five factors at the bottom of the item. "Recommendation and Support (Families /Friends /Professors /Media)" (\bar{x} =3.39), followed by "Desired Programs (Courses)" (\bar{x} =3.68),"International Environment" (\bar{x} =3.69), "Cost (Tuition fee/ Living)" (\bar{x} =3.70) and "University Image" (\bar{x} =3.82),that means these five factors were at not as other strong factors in influencing international students' decision to study in Taiwan. A comparison of the five low means using "Friedman Test". It was found that they all were significantly different (p=0.05).

Factor ten "Scholarships" was at "Very high "level in this questionnaire, with 4.44 mean score. That means most international students prefer to get the scholarships and the scholarships were big support to them.

Factor seven was at the "Very High" level "Society and Culture (learn about other country's culture/make new friends)." got 4.27 mean score. It means most international students preferred to learn about the different cultures, make new friends from other countries and understand people from other countries.

Factor eight "Language Skills", had 4.06 mean score and was at the "High" level, (22) Both Chinese and English are interested to me" had 4.21 man score and was at the "Very High". That means international students were very interested in learning different languages from other countries, then (23)"I can improve my English and Chinese" got 3.97 mean score, and (24) "I have more opportunities to use English and Chinese" got 3.99 mean score, That means the language skill could let them get more opportunities. This item could to connect with Factor six "Careers (job opportunities/ future job)".

Factors six "Careers (Job opportunities / Future job)" was with 3.99 mean score at the "High "level. In this factor (16) got the highest score "I hope to get better international career opportunities" with 4.20 mean score. That means studying abroad for international students was important. It helped them to find the ideal job. (18) "I

can develop business networks" had a 3.69 mean score. That means they were not interested in networking.

Factor eleven "Personal Factors (preparation/interest/goal/experience/ knowledge)" was with 3.97 mean score and placed at the "High" level. It included many personal reasons influencing international students to come to study in Taiwan. (31) "I like the Taiwanese environment" with 4.24 mean score was the highest score item. That means Taiwanese environment makes the students want to come to study. Then (35) "Taiwanese are very friendly" was with 4.19 mean score. That means students were felt the people attitude was attracting their decision. (33)" I have a families or friends in this country" got 3.59 mean score, in the "High" level but it was the lowest score item in this factor. That means international students did not have families and friends stay in Taiwan.

Factor four "Location (safety and security/proximity)" has 3.93 mean score getting "High "level. In this factor item (10) "It is a safe country" was the highest score item with 4.39 mean score. That means this country appeared safe. Then (12) "Taiwan is near my own country" was with 3.38 mean score. That means most students came from far away countries.

Factor two "University Images (prestige/quality)" got 3.82 mean score and was at the "High" level. These three items average were 3.80. That means universities in Taiwan had good image.

Factor one "Cost (tuition fee/ living)" was with 3.71 mean score and at the "High "level. In this factor (2) "Taiwanese universities are cheaper than those of other developed countries" was the item with the highest score, 3.92 mean score. That means universities in Taiwan do not charge high tuition fees compared to other developed countries. Item (4) "Daily life expenses are cheap" got 3.42 mean scores, that means the cost of daily in Taiwan is still high in the dissident opinion.

Factor three "International Environment" was with 3.69 mean score and at the "High" level. In this factor, (8) was the highest item. "The country is modernized." was with 4.02 mean score. That means Taiwan's life function was not behind other countries. (9) "English is a medium of instruction." was with 3.36 mean score. That means English was not the commonly used at Taiwanese universities.

Factor five "Desired Program/Courses" was with 3.68 mean score and therefore placed at "High". In this factor (13) "The courses are interesting to me" got 3.91 mean score. That means international students were interested in the program and the course they took were different from in their own country. (15) "The courses are designed for international students" got the low mean score of 3.34 at the "Medium" level. That means international courses were not completely design for international students.

Factor nine "Recommendation and Support (families/friends/professors/media)" was with 3.39 mean score and at the "High" level. (28)" The university's media such as the website are easy to access" with 3.73 mean score was the highest score item. That means the universities' websites were very important. Universities need to say attention to item access channels. (27) "Taiwanese professors persuade me to study in Taiwan" was with 2.82 mean score and placed lowest. That means Taiwanese professors did not recommend item universities to international students.

Item Statement Mean Level Factor No. Scholarships are really good Very Scholarships 30 4.55 support for me. high Very 29 4.44 Scholarships I prefer to get a scholarship. high Very Location 11 It is a safe country. 4.39 high

Table 4.3 Ranking of

Table 4.3 Ranking of the Items (Cont.)

				17
Society and	19	I can learn about another culture.	4.33	Very
Culture				high
Society and	20	I can make friends from other	4.29	Very
Culture	20	country.		high
Personal Factors	31	I like the Taiwanese environment.	4.24	Very
Tersonal Factors	51	The the Talwanese environment.		high
Society and	21	I can understand people from other	4.21	Very
Culture		countries.		high
Language Skills	22	Both English and Chinese are	4.21	Very
		interesting to me.		high
Careers	16	I hope to get better international	4.20	High
		career opportunities.		
Personal Factors	35	Taiwanese are very friendly.	4.19	High
Careers	17	I hope I can learn to be a global	4.14	High
Carcers	1/	citizen.	4.14	Ingli
International	6			
Environment	8	The country is modernize.	4.02	High
Location	10	The location is attractive to me.	4.01	High
L.		I have more opportunities to use		
Language Skills	24	English and Chinese.	3.99	High
0	Ene	I can improve my English and		
Language Skills	23	Chinese.	3.97	High
Dama an al C. (2.04	TT: 1
Personal factors	32	I need a change of place in my life.	3.94	High
Personal factors	34	Taiwan is more peaceful than my	3.92	High
		country.		0
		Taiwanese universities are cheaper		
Cost	2	than those of other developed	3.92	High
		countries are.		
Desired Programs	10		0.01	
/Courses	13	The courses are interesting to me.	3.91	High

Table 4.3 Ranking of the Items (Cont.)

University Image	5	Taiwan has universities of international and standard.		Uigh
				High
		Ex-students from Taiwanese		
University Image	7	universities are accept in my	3.83	High
		country.		
		Taiwanese universities are		
University Image	6	acceptable by the world academic	3.80	High
		community.		
Desired	14	The courses are up-to-date,	3.78	High
Programs/Courses	17	catching up with the changes.	5.70	Ingn
Cost	1	The tuition fees are reasonable.	3.77	High
Recommendation	28	The university's media such as the	3.73	High
and support	20	website are easy to access.	5.75	mgn
Cost	3	I get what I spend.	3.72	High
Recommendation	25	My family recommends that I study		High
and support		in Taiwan.		
Careers	18	I can develop business networks.		High
Personal factors 33		I have a family or friend in this	3.59	High
25	2	country.		
Cost	Cost4Daily life expenses are cheap.		3.43	High
Location	12	Taiwan is near my own country.	3.38	High
International	9	English is a medium of instruction.	3.36	High
Environment				
Desired	15	The courses are design for		High
Programs/Courses		international students.		
Recommendation	26	I follow my friends' advice.		High
and Support				
Recommendation	27	Taiwanese professors persuade me		Medium
and Support		to study in Taiwan.		

4.1.3 Analysis of the Qualitative Data (Open-ended question)

Part C was an Open-ended question. In this part, 80 international students (16.74%) answered the question and wrote down their own opinions. The researcher identified nine themes, from the responses as shown in the table 4.4 below.

No.	Themes	Frequency	Actual Words
No.	Personal Factors	29	 Actual Words Easy to adapt, the weather and the traffic is convenient in this country. I think study abroad let me gain more experience, not only the knowledge for education but also culture exchange and lifestyle. If we study in a developed country Taiwan, we can conceive new business ideas in our own country. Welcome the Moseley religious. There are many mosques to pray in and some have halal food. The diversity in Taiwan makes me able to study peacefully and feel welcome. The citizens of Taiwan are opening minded and they are very kind towards foreigners. Asian projects will be the strongest in the world in the future. I want to change many opinions or change my consciousness.

Table 4.4 Open-ended Question Themes and Frequency

			1.	I make Taiwanese friends.
			2.	I studied in mainland China before but
				I went to see and experience the
				difference.
				I want to make new friends from other
				countries and Taiwan is an open
				country.
			3.	Taiwan is full of people from different
2	Society and Culture	14		backgrounds and ethnicities. It has
				always been interesting for me to learn
				as much culture as possible.
			4.	Taiwan is accessible to do a PhD
				study compared to other countries. In
				Taiwan you can choose subject of
				your own interest instead of an already
				fixed topic.
		///	1.	I can challenge myself and improve
	L.			my Chinese skills.
3	Language Skills	11	2.	I have chance to have research
	nela	ย้างสิต		collocation and publication.
	167	ยรงสิต	3.	I can improve my own Chinese.
			1.	Because I think by studying abroad, it
				is much easier to find a part time job
	Careers			as a university student in Taiwan than
				in my country.
4		10	2.	Study abroad can help me expand my
4		10		career opportunities or have more
				choice to do business in the location
				that I study.
			3.	To get a better impression in CV when
				I look for a job.

Table 4.4 Open-ended Question Themes and Frequency (Cont.)

	_		4. It is easier to get a work permit,
			especially if a foreigner gets a
			master's degree or higher.
			1. I think the program for international
			students needs to improve more than
			now. We need to learn the steps
			especially for the lab.
	Desired		2. The course that I am taking is not
5	Desired	9	available in our country, it is a great
	Programs/Courese		opportunity to learn from a country
		AII()	that has advance.
			3. The department I want is not widely
			established in colleges and
			universities in my own country.
			1. The facilities of the institution are
			complete and I am not restraining of
		1111	the learning opportunities due to
	Len Sherren		insufficient resources.
			2. The quality of education matters
	ENE		which includes the course
		ปรงสด	Rocurriculum, research opportunities,
6	University Image	8	professors and job opportunities.
0	e mit ererey minige	, , , , , , , , , , , , , , , , , , ,	3. Taiwan's academic qualifications
			are highly regarded in the United
			States.
			4. The reputation and ranking of
			National Taiwan University in
			technology is actually higher than
			many other universities from
			developed countries.

Table 4.4 Open-ended Question Themes and Frequency (Cont.)

7	Scholarships	4	 Those universities cost a lot more but do not possess as a high ranking as Taiwanese universities attracts. This is the main factor that to study in Taiwan. 1. I came here after I got the scholarship offer. 2. Scholarship opportunities are supportive for continued education. 3. I got a scholarship. 1. Before applying to the university, I
8	Recommendation and Support	4	was confused about what schools and departments I wanted to apply for. Most of the reasons were due to the guidance and advice of the teachers and I came to Taiwan.
9	Location	3	 Distant from family (Geographically). Not so far

Table 4.4 Open-ended Question Themes and Frequency (Cont.)

In this part, the researcher found nine factors. The frequency of the responses was recorded "Personal Factors" was mentioned 29 times, on (1) Learning environment is better, (2) Country environment (traffic and weather), (3) Taiwanese are friendly, (4) Gain more knowledge and experience, (5) I want to be independent, (6) Religious freedom, (7) Created the new ideas. "Society and Culture" factor frequency were mentioned 14 times, international students said they want to (1) Understanding the different countries culture, (2) Make friends from other countries and (3) Different education culture. "Language Skills" Factor frequency was 10 times. International students were almost said they want to improve their language skills. "Careers (job and future opportunities)" factor frequencies with 10 times, international students were preferred to get more opportunities for the job. "Desired Program" factor frequency with 9 times, they said (1) I am very interested in this program;

(2) My own country does not have this course and (3) This course was designed to the international students. "University Image" factor frequency with 8 times, almost students provide about the university ranking, have high academic, and the quality was good. There have four low-frequency factors, including scholarship, recommendation, and location. Someone said "I get a scholarship, free of tuition", "My own country professor recommendation I come to Taiwan to study university", "This country is not far from my own country." and the cost of living.

4.2 ANALYSIS OF THE SEMI-STRUCTURED INTERVIEWS DATA

The second research question was: "Which are the factors among those identified the prime movers of international students to studies in Taiwan?" To answer this question, the researcher uses the content analysis to find out the factors. Data collected through by 20 international students (volunteers) face-to-face interviews, they came from 12 countries, including 4 Japanese, 1 Korea, 3 Malaysian, 2 Indonesia, 1Vietnam, 2 Thailand, 2 the Philippines, 1 Turkey, 1 France, 1 Haiti, 1 India and 1Honduras. The responses were analyzed based on the meaning conveyed into themes showing the factors that influence their decision-making about studying abroad. Table 4.5 presents the themes and the frequencies of the responses.

No.	Themes	Frequencies
1	Personal Factors	17
2	Language Skills	15
3	Recommendation and Support	15
4	University Image	13
5	Society and Culture	12
6	Careers	8
7	Scholarship	8

 Table 4.5 Themes and Frequency of Semi-Structured Interviews

Table 4.5 Themes and Frequency of Semi-Structured Interviews (Cont.)

8	Desired Programs/Courses	7
9	Cost	3

The following section shows how the responses were categorized into the nine themes. This table shown the "Scholarships" factor was not the strong factor that was international students in the interview did not talk about scholarship because they were all scholarship holder, this factor did not seem to be the most important for them.

1) Personal Factors

The data showed the participating international students had their own personal factors too. Many came here because the environment was good, gain experience, have families or friends in Taiwan or Taiwanese are friendly.

> It was really comfortable in Taiwan (have been to Taiwan before) (Interviewee 1, 2, 12).

I think I can have the study abroad experience; it makes me happy (Interviewee 2).

I study in a double-degree. This university has a cooperation with my Japanese university (Interviewee 6).

I think that coming Taiwan I open up my vision and Taiwanese are friendly (Interviewee 8, 17).

I want to change one hundred and eight degree (Interviewee 11).

Our family migrated to Taiwan. My parents' think Taiwan is a welldeveloped place, we also hope we can learn Chinese. It could bring more opportunities, so we chose to live in Taiwan (Interviewee 14). Taiwan has a better study environment (interviewee 16).

Taiwan has a good relationship with my country (Interviewee 18).

2) Language Skills

The data showed that the participating international students tended to favor a skill of language mainly English and Chinese, which are the world's important languages. Staying in one place (Taiwan), they can learn two languages simultaneously.

I want to improve my Chinese (Interviewees1, 2, 8, 9, 12, 16, 17, 19, 20).

I want speaking Mandarin Chinese (Interviewee 3, 5, 6).

I would like to learn something new and learn a new language (Interview 11).

3) Recommendation and Support

The data showed the participating international students mainly got recommendations and support from others, including families, friends and professors. The university's website also gives them access to university.

I saw the booklet introducing Taiwanese universities (Interviewee1).

My parents are encouraged to come to Taiwan, so I come (Interviewee 3).

I search the Internet and my father has known a Taiwanese friend for twenty years, she also recommended me to come here to study (Interviewee 5). My families are Chinese. My family said Taiwan has good environment (Interviewee 6).

Professor (from Turkey) recommended me to come to Taiwan. My friend also gave me recommendation (Interviewee 7).

I have Vietnamese friends studying in this university. They recommended me to come (Interviewee 14).

4) University Image

The data showed that the participating international students considered the image of university mainly through the quality, ranking, the prestige of a university and acceptable academic strength, when making decision to study at Taiwanese universities.

High education quality is different from japan. The professors all have experience from. It was very good for my major experience and knowledge of overseas is important (Interviewee 1).

The education quality is quinine (Interviewees 2, 5, 11, 13, 17).

The department and the university ranking are really interesting to me. (Interviewee 3).

This university has many courses, and the professors are very good, I think they are famous people and education quality is very good(Interviewee 4).

This university has a high ranking. The education quality is high, then the students also study very hard (Interviewee 6).

This is a top ranking university in Taiwan (Interviewee 9, 10).

5) Society and Culture

The data showed the participating international students wanted to understand different country cultures and make friends from other countries. When studying outside their countries they have an opportunity to mix with people from other countries besides Taiwanese.

I make friends with Taiwanese and overseas Chinese students. In Taiwan, there are many overseas Chinese students.

(Interviewee1).

I am very interested in Chinese (Taiwanese) culture (Interviewees 7, 9).

I know many friends who come from other countries (Interviewee 8).

It's very good; education culture is different from my country. (Interviewee 10)

I like Asian culture because I think it is different from my own country (Interviewee 11)

In Taiwanese society, we can mix together, Taiwanese and foreigners (Interviewee 12)

I want to know the differences between Chinese and Taiwanese culture. I love Asia, and I am interested in Chinese culture, so I chose to come to Taiwan (Interviewee 19).

6) Careers

The data showed that the participating international students hoped to get better opportunities for jobs. They believe by studying abroad in countries much as Taiwan, they appeared to be better equipped than others studying in their home countries. I want to be a tourist guide and then bring my Japanese professor to travel to Taiwan (Interviewee 2).

I want to be a professor and do research in Taiwan (Interviewee 3).

I probably want to stay in Taiwan and have a job with my professor (Interviewee 4).

I prefer to stay here for one to two years to work with my professor (Interviewee 11).

After the master's degree, I want to get the Chinese license. I want to be a flight attendant (Interviewee 12).

I will be back to my country to find a job. Then I hope I can work with a Chinese or Taiwanese company (interviewee 19).

I study a master's degree to support my future job (dentist) (Interviewee20).

7) Scholarships

Data showed that the participating international students wanted to get scholarships to support them financially.

I have one scholarship; they pay all my tuition fees (Interviewee 3).

Taiwan government gives me scholarship for many years (Interviewee 4).

Japan offers scholarship for me and Hong Kong has the scholarships for Asian students (Interviewee 6).

I get the scholarship from Taiwan MOE (Interviewees 7, 10).

I get the scholarship from this university (Interviewees 15, 16)

One thing is Taiwan has a strong relationship with the Philippine government; they are offering scholarships (Interviewee 20).

8) Desired Programs/Courses

9) Cost

The data showed the participating international students' interest in the programs offered, especially those that did not exist in their own countries.

I am very interested in my major (department) (Interviewees 1, 3, 10, 19).

I am very interested in the course about cross-cultural relations between Taiwan and China. This university has this major (Interviewee 9)

I search the internet. This university has the major, which I am very interested in (Interviewee 13).

The data showed the participating international students means universities tuition fee not charge high fee.

Tuition fee was very cheap in Taiwan (Interviewee 4).

Taiwan expenses were cheaper than in other countries (Interviewee 10)

10) International students' Recommendation

International students share their own opinions about Taiwanese education, such as the international environment, creative thinking and the thesis research.

Because of the language, I think Taiwan has many Chinese, if university wants to add more students that are international. I think more English courses are needed (Interviewee 3).

I think local students not really have many creative thinking. I study engineering. My classmate thinks it is hard. (Interviewee7

I have one problem has my thesis; I cannot fined the research from my own country. They are limited; if I want to find some information, I need to go back to my country (Interviewee 9).

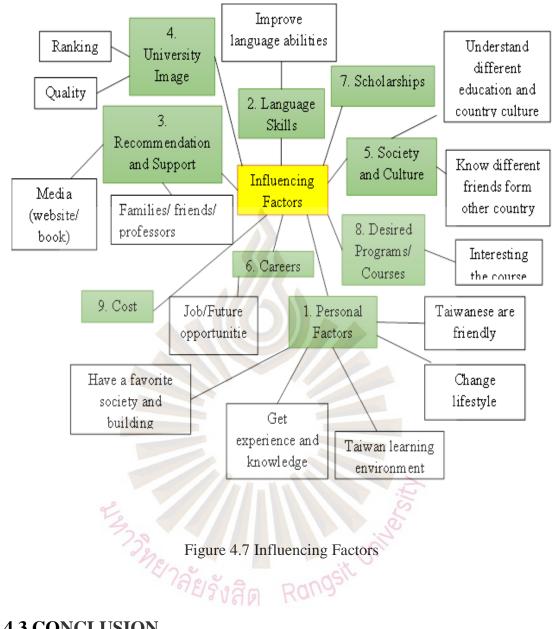
International program is not ok. It means the knowledge is not enough to offer (Interviewee12).

I think there is a need to renew the courses for international students. (Interviewee 14)

I think more information and knowledge to support the international students are necessary (Interviewee18)

The results indicate that the factors influencing international students' decision to study at Taiwanese universities can be categorized in to nine basic themes, as shown in Figure 4.7.

- 1) Personal Factors
- 2) Language Skills
- 3) Recommendation and Support
- 4) University image
- 5) Society and Culture
- 6) Careers
- 7) Scholarships
- 8) Desired Programs/Courses
- 9) Cost



4.3 CONCLUSION

In this study, the data analysis of both the questionnaires and semi-structured interviews showed similar results in themes of significant factors affecting international students' decision matching related to studying in Taiwan. First, they wanted to be supported financially-i.e., Scholarship, to be followed by the Society and Culture Factor and Language Skills came in last. When volunteers were interviewed, they did not mention scholarships because they were already scholarship holders. For them, Personal Factors, which varied according to their situations, came first, followed by the Language Skills Factor and Recommendation and Support came in third. In brief, the finding from both instruments Taiwan appeared revealed that ideal for them to learn both English and Chinese.



CHAPTER 5

CONCLUSION

This chapter presents the conclusion from the results of data analysis, discussion of the findings followed by recommendations for the case of the findings and future studies. This chapter was presented in the following order:

5.1 Conclusion

5.2 Discussion

5.3 Recommendations

5.1 CONCLUSION

This study aimed at identifying the factors influencing international students' decision to study at Taiwanese universities, one public, and one private. The researcher used mixed methods to collect both, quantitative and qualitative data. The study was based on two objectives:

1) To investigate factors influencing the decision by international students who choose to study in Taiwanese Universities

2) To prioritize the factors that can draw international students to study in Taiwan

5.1.1 The Factors for Questionnaire Analysis

The factors emerged from the questionnaires analysis. The first objective of the study was to investigate factors influencing the decision by international students who choose to study at Taiwanese Universities. A questionnaire was designed on eleven factors with 35 statements and 1 open-ended question to find out the top factors. Among the participating 478 international students from 56 different countries, students from Malaysia comprised the largest group, followed by those from Vietnam,

Indonesia, Japan and Thailand. The finding was also claimed by MOE (2016) point out there have many international students study in Taiwan from Asian countries than in Western countries. There were 200 participates from the public university, and 278 participates from the private university.

The analysis showed the mean and SD of each questionnaire item. The three top factors were "Scholarships" with (\bar{x}) 4.44 (S.D= 0.730), "Society and Culture" with (\bar{x}) 4.27 (S.D= 0.710) followed by "Language Skills" (\bar{x}) 4.06 (S.D=0.809). On the other hand, the mean of the three least significant factors was "Recommendation and Support" (\bar{x}) 3.39 (S.D=0.789), followed by "Desired Programs/Courses" (\bar{x}) 3.68 (S.D=0.744) and "International Environment" (\bar{x}) 3.69 (S.D=0.795).

For the open-ended question, "Are there any other factors that influencing you in your decision to study abroad, which are not mentioned above? Please explain" Table 4.4 point out "Personal Factors" had a frequency of 29 times, followed by "Society and Culture" 14 times and "Language Skills "11 times. The responses to the open-ended question were similar to what emerged in Part B "Society and Culture" and "Language Skills" were found to be significant factors.

5.1.2 The Factors from Semi-Structured Interview Analysis

The interviewees included students from 12 different countries with 20 international students. A face-to-face interview was conducted for each interviewee. The data from each interviewee was analyzed and interpreted using the content analysis technique. The participating international students' responses to each item revealed. The participants did not only talk about their own factors but also shared their own opinions in the interviews with the researcher.

Nine factors (Figure 4.7) in order of significance were as follows: (1) Personal Factors, (2) Language Skills, (3) Recommendation and Support, (4) University Image, (5) Society and Culture, (6) Careers, (7) Scholarships, (8) Desired Program/Courses and (9) Cost.

5.2 DISCUSSION

5.2.1 Responses to Research Question 1

"What are the factors influencing international students' decision to study at Taiwanese universities?"

The following table shows the ranking of each item based on the mean scores and its factor identified. It is worth noticing that not all items in the same factor were at the same level.

When the entire items ranked based on the mean scores, it found that the top factors (as indicated by the higher three top items) were "Scholarship", "Location" and "Society and Culture".

1) Scholarships

This factor was the top two items of the table, that means scholarships, commonly offered in Taiwan, attracted international students to the country. This finding refracted the findings of the study carried out by MOE (2017) that the scholarship offer by MOFA and MOST were well received. Similarly, Liu and Kamnuansilpa (2018) also confirm that scholarship is a very attractive factor that draws international students to Taiwan. And Tsai et al. (2017) found out one factors percent are higher than other, is" Scholarships (35.6%)".

2) Location

"It is a safety country" had 4.39 mean score. That means country safely influenced international students' decision, the country's peacefulness and fewer crimes than in their own countries. This finding was also claimed by the study carried out by Mathew (2016) and Liu and Kamnuansilpa (2018) who say the environment was conducive to study. In addition, Howes (2015) conducted the factors "Safety" was an important factor in the study.

3) Society and Culture

"I can learn about another culture" got 4.33 mean score and "I can make friends from other country" got a mean of 4.29. That means different cultures and friends are interesting for the international students. Voronina (2018) found out in her survey that 50% international students said studying abroad exposed them to culture of another country and they liked it. Along the same line Phang (2013) claims that culture is the one of the factors influencing international students' decision. Also Kallstrom (2009) whose study was on the same topic says studying abroad helps students understand different cultures and shapes their thoughts about how they should work and act in different countries.

4) Personal Factors

"I like the Taiwanese environment." got 4.24 mean score. This statement was similar to Item 11 "It is the safe country" These two items belong to "Personal Factors" showing the environment of a country is also an important factor.

5) Language Skills

"Both Chinese and English are interesting to me." got 4.21 mean score. That means international students are interested in learning a different language. This finding is similar to the studies carried out by Phang (2013) and Voronina (2018) where they found the factor of language significant. Voronina (2018) says "Learn new language can improve student language skills" Taiwan is one among a few countries where international students can learn both Chinese and English, which are now the world's two most important languages; they can study these two languages in the place.

6) Careers

"I hope to get better international career opportunities." got 4.20 mean score. That means international students prefer to get better opportunities in the future. They may believe that studying abroad will hand them a good job. Voronina (2018) points out that study abroad experience will be meaningful for future careers.

The table 4.3 showed five items with the lowest mean scores. "Location", "International Environment", "Desired Programs/Courses" and "Recommendation and Support" were the four factors found. For location, Item 12 "Taiwan is near my own country" ($\bar{x}=3.38$) was at the "Medium" level. It means international students did not come from countries close to Taiwan. The questionnaire respondents also put Item 9 "English is a medium of instruction" at the "Medium "level with a mean score of 3.36. For this, it could be said that Taiwan did not only use English in teaching and communicating. This may be weak point; therefore, students did not get the full international environment while in the United Kingdom or the United States of America. Besides the "Desired Program/Courses" Factor, the mean score of 3.34 for Item 15 also indicated that Taiwanese universities did not design their causes to accommodate international students. Local flavors were still in the programs. That is why this item was placed at the "Medium" level. This item did not strongly pull students come to Taiwan, two items from the "Recommendation and Support" Factor, Item 26 and Item 27 obtained the mean score of 3.34 and 2.82 of the "Medium" level indicated that friends' advice did not truly influence them in their decision making as to where to study and the last item with the lowest mean score, Item 27 showing that Taiwanese professors did not play a role of attracting international students to study in Taiwan. It could be that the native professors did not feel that they had to do this or maybe the campaign of persuading students to come to study in Taiwan was not ้ยาลัยรังสิด Rangsit rigorous enough.

In the semi-structured interviews, data showed have five higher factors influenced international students' decision. The researcher identified the prime movers of international students to study in Taiwan. According to the results in Table 4.4, had five factors appeared over ten times in 20 interview scripts followed by: (1)"Personal Factors" (17 times) followed by (2) "Language Skills" (15 times), (3)"Recommendation and Support" (15 times), (4)"University Image" (13 times) and (5)"Society and Culture"(12 times).

First, "Personal Factors", international students had their own opinions; they said, "It was really comfortable in Taiwan" "I think I can have the study abroad experience" "Taiwanese are really friendly" and "Taiwan has better stud environment". Similarly, Mathew (2016) found the "Push" factor influencing international students to leave their own country to study abroad, was "Better environment to study".

Second, "Language Skills", international students said, "I want to improve my Chinese." Tsai, Trang and Kobori (2017) found out in their research "Good Mandarin Chinese learning environment" was the factor influencing international students' decision to study in Taiwan. In addition, Lozano (2008) found out study abroad can "Improve communication skill".

Third, "Recommendation and Support", Students were recommends by the family and friends to support and come to Taiwan to study at the universities. Kakkad and Nair (2015) admitted that families are an important source of information while making the decision to study abroad. Along the same line, Shanka et al. (2005) showed 37% international students followed their parents and friends, recommendation and support in choosing a country to study abroad.

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Fourth, "University Image", students said the universities ranking was the important. About the ranking by Quacquarelli Symonds (QS) (2014-2015), Taiwan has nine universities that were ranked within top five hundred best universities in the world. Based on the ranking by Quacquarelli Symonds (QS) (2018-2019), Taiwan has eleven universities that are ranking within top five hundred best in the world. Students consider the university ranking and the university program / course were the factors influencing their decision.

Five, "Society and Culture", students prefer to make friends from different countries and want to know different country cultures. Mathew (2016) reported the significance of "experiencing a new culture", "interacting with people from different cultural background", and "enhance cultural skills".

5.2.2 Responses the Research Question 2

"Which are the factors among those identified are the prime movers of international students to study in Taiwan?"

Based on the findings to find which factors influencing international students to study in Taiwan most the three factors from the survey questionnaire were: "Scholarship" followed by "Society and Culture" and "Language Skills", while qualitative data (Open-ended question) showed top three factors were: "Personal Factors" followed by "Society and Culture" and "Language Skills", and qualitative data showed top three factors were: "Personal Factors" followed by "Language Skills" and "Recommendation and Support", which are slightly different, as show in the following table:

Table 5.1 Findings of the Study

Quantitative Data	Qualitative Data	Qualitative Data
(Participates of 478	(Open-ended	(20 voluntary
international students)	question)	interviewees)
1. Scholarships	1. Personal Factors	1. Personal Factors
2. Society and Culture	2. Society and Culture	2. Language Skills
3. Language Skills	3. Language Skills	3. Recommendation and
		Support

Based on the findings, the top three factors that emerged from the survey questionnaire were: "Scholarships" followed by "Society and Culture" and "Language Skills", while the open-ended question revealed three top factors: "Personal Factors", "Society and Culture" and "Language Skills". It is obvious that the questionnaire respondents prioritized "Scholarships" as the most important but when they had to write the answers on their own, some chose to discuss "Personal Factors". This may be because they would like to reveal that "Personal Factors" were also very important for them. However, qualitative data showed the top three factors that are slightly different: "Personal Factors" followed by "Language Skills", "Recommendation, and Support". It is possible that in the questionnaire, "Scholarships" was on the list of 11 factors, so most respondents ticked this item as the most important factor but the interviewees did not talk about it in the same intensity. The interviewees were all scholarship holders. It is worth noting that one common factor that emerged from both instruments was the "Language Skills" Factor. This finding reveals that international students came here to improve their abilities in both English and Chinese. This is an important finding in this age where people are expected to know more than one language by being bilingual, trilingual, or multi-lingual users. It is student that the connect factors emerged from both instruments was the "Language Skills" factor. International students came here to improve their abilities to use both English and Chinese. However, other factors found different. Since English and Chinese are the preferred language in the global economy and in the international arena, international students want to become good at these two languages (Chen & Zimitate, 2006). Similar finding Tan (2014) also point out "Language Skills" is the important factor as both the quantitative and qualitative data result.

5.3 RECOMMENDATIONS

There should be repeated studies on perceptions of international students' forward education in Taiwan in terms of quality and knowledge. In the connect study students gave importance to the "Scholarships" Factor but other factors are also worth the researcher attention "Language Skills" and "Society and Culture" should be farther explored to show in what ways this factors can benefit students. Therefore, Taiwan should try to take advantage of this factor. Their universities must make sure that students who come to study in Taiwan have ample opportunities to acquire both

languages in class and outside class. Another strong factor to attend to is "Society and Culture". This factor emerged as one of the top three factors in the questionnaire in the "Likert scale" section and in the open-ended question. Like other countries with history, Taiwan has plenty of cultural aspects and places of attraction to attract students to their country. If it tries to improve the country in terms of society and culture, international students will certainly opt for it as a destination for further studies.

5.3.1 Implications for Taiwanese Universities

Education institutions and universities can take benefit of this study to obtain an understanding of what attributes international students are considering. In this study, the amount and complexity of the attributes were simplified and analysis. The factors based on the international students' individual character and interests. This might offer a better strategy for universities to recruit the international student that they really demand.

Taiwanese universities can attract international students to come to Taiwan if they pay attention to factors that top the list such as Society and Culture. For foreigners to study in another country, they wish to learn the culture and get to know the society they are in better. In addition, the dual skills of English and Chinese must be promoted, when international students come to study in Taiwan, this should be the true benefit they get. For the minus side of this study, Taiwan universities should find ways to promote an international atmosphere and design course that can be claim of international standards.

Besides, to attract more international students to the universities maybe they have to think about the active roles of friends and professors who can help advertise the programs by persuading people they know to come to study at Taiwanese universities.

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APPENDICES

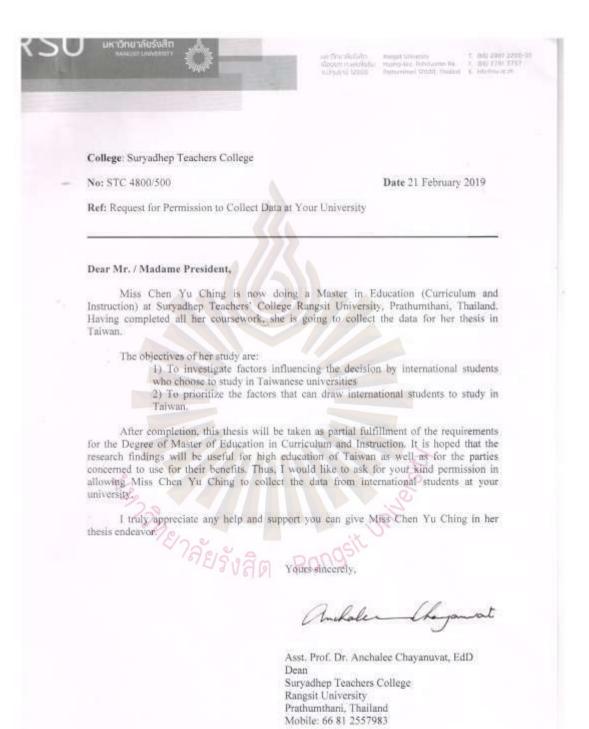


APPENDIX A

LETTER OF APPROVAL

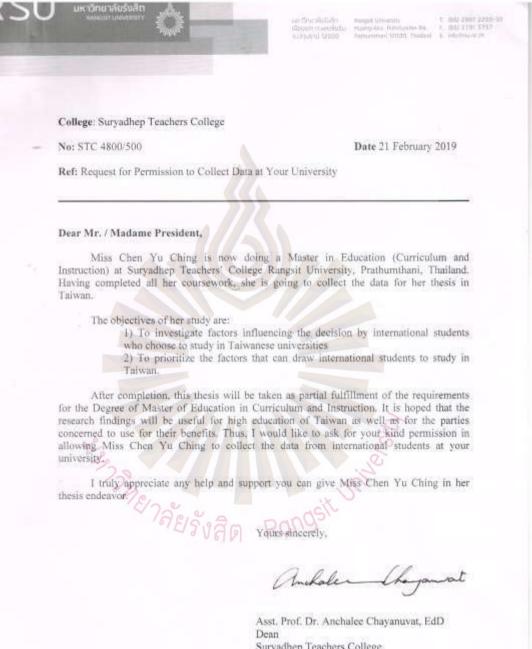


PUBLIC UNIVERSITY



102

PRIVATE UNIVERSITY



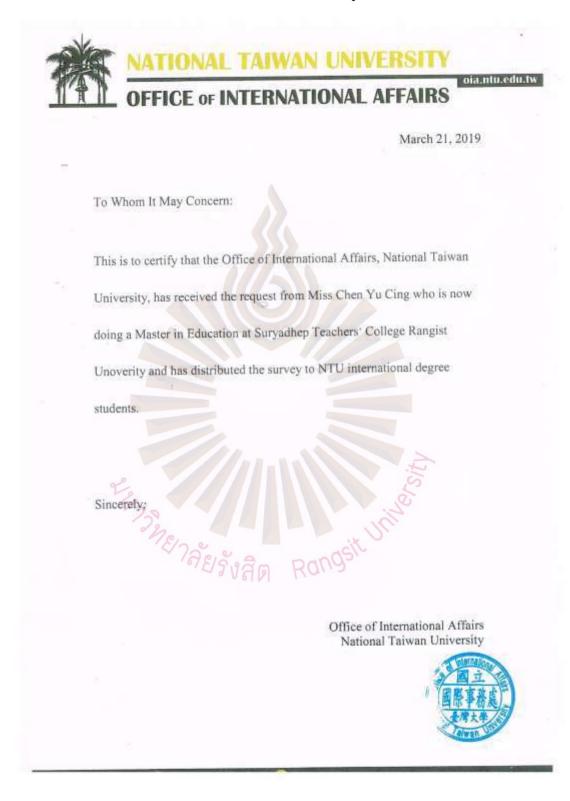
Dean Suryadhep Teachers College Rangsit University Prathumthani, Thailand Mobile: 66 81 2557983

APPENDIX B

CONFIRMATION LETTER FROM THE RESEARCH SCHOOL



Public University



Private University



To Whom It May Concern,

This is to certify that the Office of International and Cross-Strait Affairs, Kalnan University, has received the request from Miss Chen Yu Cing, an MA student in Education at Suryadhep Teacher's College Rangist University, Prathumthani, Thailand, to help distribute the questionnaire survey to our international students. We are not responsible for the losses or incompleteness of the questionnaire sheets nor for any risks that may cause to the participants when they fill out the sheets.

Sincerely yours,



Office of International and Cross-Strait Affairs

開 南 大 學 KAINAN UNIVERSITY 桃園市 33857開南路一號 No.1 Kainan Road, Taoyuan City 33857, Taiwan, R.O.C. tel : +886.3341.2500 fax : +886.3341.1746

APPENDIX C

LETTER OF CONFIRMATION FROM 3 EXPERTS



Expert 1



บันทึกข้อความ

หน่วยงาน แผนก/วิทยาลัยครูสุริยเทพ **โทร.** 1275 ที่ วสท. 4800/ เรื่อง ขอความอนุเคราะท์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการวิจัย

วันที่ 9 กุมภาพันธ์ 2562

เรียน ดร. ประยุทธ ซูสอน สิ่งที่แนบมาด้วย 1. เค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ

2. เครื่องมือวิจัย 1 ชุด

ราวรุกยาลัยรังสิด Rang

เนื่องด้วย Miss Chen Yu Ching นักศึกษารหัส 6006864 หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาหลักสูตรและการสอน วิทยาลัยครูสุริยเทพ กำลังดำเนินการวิจัย เรื่อง:

Research Title: Factors Influencing International Students' Decisions to Study in Taiwanese Universities

ซึ่งงานนี้เป็นส่วนหนึ่งของรายวิชา EDU 699 วิทยานิพนธ์ ขณะนี้นักศึกษาอยู่ในขั้นตอนการ สร้างเครื่องมืองานวิจัย วิทยาลัยครูสุริยเทพ มทาวิทยาลัยรังสิต พิจารณาแล้วเห็นว่าท่านเป็นผู้มีความรู้ ความสามารถ มีประสบการณ์และมีความเชี่ยวชาญในทั่วข้องานวิจัยดังกล่าวเป็นอย่างดี จึงขอความ อนุเคร<mark>าะห์จากท่านในการ</mark>ตรวจสอบความเที่ยงตรงของเครื่องมือเพื่อการวิจัยในครั้งนี้

จึงเรียนมาเพื่อโปรดพิจารณาและวิทยาลัยฯ หวังเป็นอย่างยิ่งว่าจะได้รับความอนุเคราะห์จาก ท่าน จึงขอขอบพระคุณท่านเป็นอย่างสูงมา ณ โอกาสนี้

⁽ ผศ.ดร.อัญชลี ชยานุวัชร) คณบดีวิทยาลัยครูสุริยเทพ

Expert 2



บันทึกข้อความ

หน่วยงาน แผนก/วิทยาลัยครูสุริยเทพ โทร. 1275 ที่ วสท. 4800/ วิน1 เรื่อง ขอความอนุเคราะท์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการวิจัย

วันที่ 9 กุมภาพันธ์ 2562

เรียน ดร. ประมุข ชูสอน

สิ่งที่แนบมาด้วย 1. เค้าโครงวิทยานีพนธ์จำนวน 1 ฉบับ 2. เครื่องมือวิจัย 1 ชุด

เนื่องด้วย Miss Chen Yu Ching นักศึกษารหัส 6006864 หลักสูตรศึกษาศาสตรมหาบัณฑิต สาขาวิชาหลักสูตรและการสอน วิทยาลัยครูสุริยเทพ กำลังดำเนินการวิจัย เรื่อง:

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ขอแสดงความนับถือ

avs 75

(ผศ.ดร.อัญชลี ชยานุวัชร) คณบดีวิทยาลัยครูสุริยเทพ

Expert 3



บันทึกข้อความ

หน่วยงาน แผนก/วิทยาลัยครูสุริยเทพ โทร. 1275 ที่ วสท. 4800/ วันที่ 9 กุมภาพันธ์ 2562 เรื่อง ขอความอนุเคราะห์เป็นผู้เชี่ยวชาญตรวจเครื่องมือในการวิจัย

เรียน ผู้ช่วยศาสตราจารย์ ดร. สุพินดา เลิศฤทธิ์ สิ่งที่แนบมาด้วย 1. เค้าโครงวิทยานิพนธ์จำนวน 1 ฉบับ 2. เครื่องมือวิจัย 1 ชุด

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Research Title: Factors Influencing International Students' Decisions to Study

in Taiwanese Universities

² ราวริทยาลัยรังสิ

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ขอแสดงความนับถือ

15

(ผศ.ดร.อัญชลี ชยานุวัชร) คณบดีวิทยาลัยครูสุริยเทพ

APPENDIX D

QUESTIONNAIRE



QUESTIONNAIRE

SURYADHEP TEACHERS COLLEGE RANGSIT UNIVERSITY

M-ED IN CURRICULUM AND INSTRUCTION

Research title: Factors Influencing International Students' Decision to Study Abroad

Dear students:

This questionnaire is part of a graduate research conducted at Taiwanese Universities. The purpose is to find out the factors influencing your decision to study abroad and your satisfaction.

• The questionnaire takes around 10 minutes to complete. Please read the instructions above the questions carefully.

Your answers are anonymous, which means that no one can link your answers to you. The data collected will be used to contribute to the field of education.

- Please answer the questions as honestly as possible.
- ✤ Please " $\sqrt{}$ " the box to show that you are willing to answer the questionnaire.

I agree.

Thank you very much for participating in this research.

PART A: PERSONAL PARTICULARS

Directions: Please put a "V" check mark in the box							
1. What is your gender? Male Female							
2. How old are you? 18-20 21-24 25 up							
3. Where are you from?							
China Indonesia							
Malaysia U.S.A							
Japan U.K							
Korea Australia							
Singapore Canada							
Thailand The Philippines							
Vietnam Other country (Please state):							
4. What type is your university? Public Private							
5. What is your study major? Ersian Rongsit							
Business and management Social science							
☐ Manufacturing and construction ☐ Humanities							
Engineering Education Others							

PART B: Factors Influencing International Students' Decision to Study in Taiwan

Directions: please tick " $\sqrt{}$ " at the number that correctly reflects your opinion about the statement. Rate your response to each item on the scores of 1-5. The rating scores are as follows:

Interpretation:				
5-Strongly Agree	4-Agree	3-Neutral	2-Disagree	1 -Strongly
Disagree		17.		

No.	Statement	5	4	3	2	1					
Ι	I. Cost (tuition fee/living)										
1	The tuition fees are reasonable.										
2	Taiwanese universities are cheaper than those of other developed countries.										
3	I get what I spend.										
4	Daily life expenses are cheap.	(n.									
II	. University Image (prestige/quality)										
5	Taiwan has universities of international and standard.										
6	The quality of Taiwanese universities is acceptable by the world academic community.										
7	Ex-students from Taiwanese universities are accept in my country.										
III	. International Environment										
8	The country is modernize.										
9	English is a medium of instruction.										
IV	. Location (safety and security/proximity)										
10	The location is attractive to me.										

11	It is a safety country.								
12	Taiwan is near my own country.								
V	V. Desired Programs/Courses								
13	The courses are interesting to me.								
14	The courses are up-to-date, catching up with the changes.								
15	The courses are design for international students.								
VI	Careers (job opportunities/future jobs)								
16	I hope to get better international career opportunities.								
17	I hope I can learn to be a global citizen.								
18	I can develop business networks.								
VII	Society and Culture (learn about other country culture friends)	ltur	e/ ma	ke no	ew				
19	I can learn about another culture.	1.							
20	I can make friends from other cultures.								
21	I can understand people from other countries.								
VIII	Language Skills								
22	Both English and Chinese are interesting to me.								
23	I can improve my English and Chinese.								
24	I have more opportunities to use English and Chinese.								
IX.	Recommendation and Support (family / friend/ pr	rofes	sor/	medi	a)				
25	My family recommends that I study in Taiwan.								
26	I follow my friends' advice.								

27	Taiwanese professors persuade me to study in Taiwan.					
28	The university's media such as the website are easy to access.					
X	. Scholarships					
29	I prefer to get a scholarship.					
30	Scholarships are really good support for me.					
XI	. Personal Factors (preparation/inerest/goal/experi-	ence/	knov	wledg	ge)	
31	I like the Taiwanese environment.					
32	I need a change of place in my life.					
33	I have a family or friends in this country.					
34	Taiwan is more peaceful than my country.					
35	Taiwanese are very friendly.					

PART C: Open-ended Question

Are there any other factors that influencing you in your decision to study abroad, which are not mentioned above? Please explain.

Thank you for your participation!

APPENDIX E

IOC FOR THE QUESTIONNAIRE



Item "Factors Influencing International Students' Decision to Study at Taiwanese Universities" Questionnaire by 3 Experts

SI.		Rating by Experts IOC		IOC		
No	Items	Expert 1	Expert 2	Expert 3	Average	Remarks
1.	What is your gender?	+1	+1	+1	+1	Accepted
2.	How old are you?	+1	+1	+1	+1	Accepted
3.	Where are you from?	+1	+1	+1	+1	Accepted
4.	What type is your university?	+1	+1	+1	+1	Accepted
5.	What is your study major?	+1	+1	+1	+1	Accepted

PART A: PERSONAL PARTICULARS

ระกาลัยรังสิด Rangsit Univer

SI.		Rati	ng by Exp	erts	IOC		
No	Items	Expert	Expert	Expert		Remarks	
INU		1	2	3	Average		
1.	The tuition fees are					Accontad	
1.	reasonable.	+1	+1	+1	+1	Accepted	
	Taiwanese						
	universities are		2.				
2.	cheaper than those	+1	+1	0	+0.67	Accepted	
	of other developed						
	countries.						
3.	I get what I spend.	+1	+1	+1	+1	Accepted	
4	Daily life expenses					Assessed	
4.	are cheap.	+1	+1	+1	+1	Accepted	
	Taiwan has				12		
5.	universities of				0.67	Accepted	
5.	international and	+1	+1	0,5	+0.67	Accepted	
	standard.	20	209	it U.			
	The quality of	รงสด	Raus				
	Taiwanese						
6.	universities is	4	4	4	4	Accepted	
0.	acceptable by the	+1	+1	+1	+1	Accepted	
	world academic						
	community.						
	Taiwanese						
7.	universities are	6		. 4	0.57	Accepted	
/.	accepting in my	0	+1	+1	+0.67	Accepted	
	country.						

PART B: FACTORS INFLUENCING INTERNATIONAL STUDENTS' DECISION TO STUDY IN TAIWAN

8.	The country is					Accortad
0.	modernized.	+1	+1	+1	+1	Accepted
	English is a					
9.	medium of	+1	+1	+1	+1	Accepted
	instruction.					
10.	The location is	. 1	. 1	. 1	. 1	Accepted
10.	attractive to me.	+1	+1	+1	+1	ricepted
11.	It is a safe country.	0	+1	+1	+0.67	Accepted
12.	Taiwan is near my	+1	+1	+1	+1	Accepted
	own country.	+1	+1	± 1	+1	
13.	The courses are	+1	+1	+1	+1	Accepted
101	interesting to me.	+1			± 1	ricepted
	The courses are					
14.	up-to-date, catching	+1	+1	+1	+1	Accepted
	up with the	71		71	+1	
	changes.					
	The courses are	C				
15.	design for	+1	+1	+1	+1	Accepted
	international	71			- 1	
	students.			Jah		
	I hope to get better	19.02	Dand	J.C.		
16.	international career	N FI D	+1	+1	+1	Accepted
	opportunities.					
17.	I hope I can learn to	+1	+1	+1	+1	Accepted
	be a global citizen.	+1	Τ1	Τ1	T1	
18.	I can develop	+1	+1	+1	+1	Accepted
	business networks.	T1	Τ1	Τ1	Τ1	1
19.	I can learn about	+1	+1	+1	+1	Accepted
	another culture.	+1	+1	+1	+1	
20.	I can make friends	+1	+1	+1	+1	Accepted
	from other culture.	+1	+1	+1	+1	- Teopred

	I can understand					
21.	people from other	+1	+1	+1	+1	Accepted
	countries.					
	Both Chinese and					
22.	English are	+1	+1	+1	+1	Accepted
	interesting to me.					
	I can improve my					
23.	English and	+1	+1	+1	+1	Accepted
	Chinese.					
	I have more	55				
24.	opportunities to use					Accepted
24.	English and	+1	+1	+1	+1	Accepted
	Chinese.		211			
	My family					
25.	recommends that I	+1	+1	+1	+1	Accepted
	study in Taiwan.					
26	I follow my friends'					A
26.	advice.	+1	+1	+1	+1	Accepted
	Taiwan professors			5	2	
27.	persuade me to	+1	+1	1+	+1	Accepted
	study in Taiwan.			N.		
	The university's	วังสิต	Baun.	-		
	media such as the					
28.	website are easy to	+1	+1	+1	+1	Accepted
	access.					
	I prefer to get a					
29.	scholarship.	+1	+1	+1	+1	Accepted
	Scholarships are					
30.	really good support	+1	+1	+1	+1	Accepted
	for me.	1	1	1	11	Ť
31.	I like the Taiwan	+1	+1	+1	+1	Accepted
		1	11	1	1	, i

	environment.					
32.	I need a change of	+1	+1	+1	+1	Accepted
	place in my life.					
	I have a family or					
33.	friends in this	+1	+1	+1	+1	Accepted
	country.					
	Taiwan is more					
34.	peaceful than my	+1	+1	+1	+1	Accepted
	country.					
35.	Taiwanese are very			. 1	. 1	Accepted
55.	friendly.	+1	+1	+1	+1	Accepted

PART C: OPEN-ENDED QUESTION

Statement	Rati	Rating by Experts			Remarks
Statement	Expert 1	Expert 2	Expert 3	Average	Kennar K5
Open-ended Question:			5		
Are there any other factors			, in		
that influencing you in your	2	- 09	1t		
decision to study abroad,	รงสิต	Rens	+1	+1	Accepted
which are not mention					
above? Please explain.					

APPENDIX F SEMI-STRUCTURED INTERVIEW



SEMI-STRUCTURED INTERVIEWS SURYADHEP TEACHERS COLLEGE RANGSIT UNIVERSITY M-ED IN CURRICULUM AND INSTRUCTION

Research title: Factors Influencing International Students' Decision to Study Abroad

Why do you come to Taiwan to study the university?

2. Are you happy to study in Taiwan? What kinds of things are you happy to study in Taiwan?

3. What would you like to add about your studying here?

วิทยาลัยอัง

4. Would you recommend your friend to come to study at Taiwanese universities?

Thank you for your participation!

APPENDIX G

IOC FOR THE SEMI-STRUCTURED INTERVIEW



Item Objective Congruence (IOC) for the Semi-Structured Interviews by 3 Experts

		Rati	ing by Ex	perts	IOC	
	Statement	Expert	Expert	Expert	Average	Remarks
		1	2	3		
1.	Why do you					
	come to Taiwan	. 1		. 1	. 1	Accepted
	to study the	+1	+1	+1	+1	Recepted
	university?					
2.	Are you happy to					
	study in Taiwan?	120				
	What kinds of					Accepted
	things are you	+1	+1	+1	+1	Accepted
	happy to study in					
	Taiwan?					
3.	What would you					
	like to add about		//1		Sit)	
	your studying	+1	+1	+1	+1	Accepted
	here?		4		un	
4.	Would you	าลัยรั	2	pangsit		
т.	recommend your	~31	โลด	101.5		
	friend to come to					
	study at	+1	+1	+1	+1	Accepted
	Taiwanese					_
	universities?					

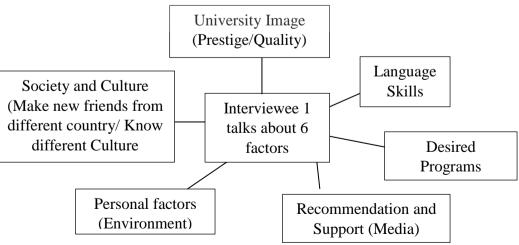
APPENDIX H

DATA ANALYSIS BY INTERVIEWEES



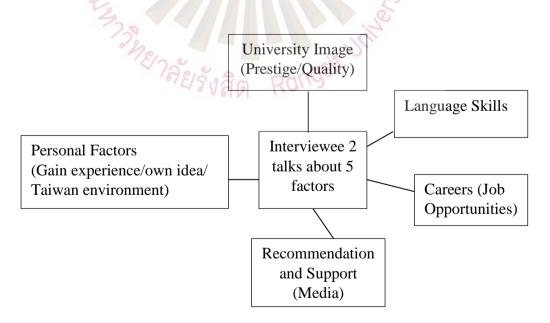
Interviewee 1 (Japan) (Bachelor's degree)

Answer	Factors
I saw a booklet introducing Taiwanese	Recommendation and Support
universities.	(media)
I am very interested in the major.	Desired Programs
It was really comfortable in Taiwan.	Personal Factors (Environment)
In this major, in my country there were	
only male students, but in Taiwan male and	Society and Culture
female study together. It is the different	(Know different Culture)
culture.	
I make friends with Taiwanese and	
overseas Chinese students. In Taiwan	Society and Culture (Make new
there are a lot of overseas Chinese	friends from different country)
students.	
I want to improve my Chinese.	Language Skills
Education here is really high quality; it is	
different from Japan. The professors all	E.
have experience studying abroad. It is	University Image(Prestige/quality)
very good for my major. My major oversea	In
experience knowledge.	ngsit



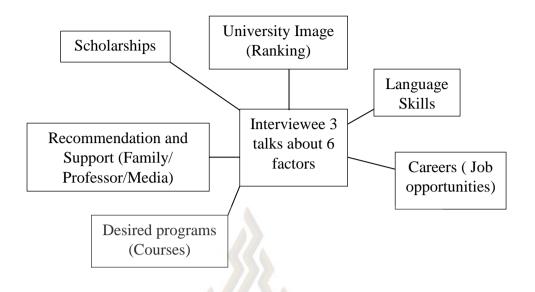
Interviewee 2 (Japan) (Master's degree)

Answer	Factors
My hometown has been helped by Taiwan.	Personal factors (Own opinion)
I have been to Taiwan to study for three years. I feel Taiwan is really comfortable and I gradually love Taiwan.	Personal factors (Taiwan environment)
Japanese know Taiwanese universities. Very easy to get the university information.	Recommendation and Support (Media)
I think I can have study abroad experience. It makes me happy.	Personal Factors (Experience)
I want to be a tourist guide and bring my Japanese professor to participate in the meeting and travel in Taiwan in the future.	Careers (Job opportunities)
I want to improve my Chinese.	Language Skills
The education quality is really good.	University Image (Prestige/Quality)



Interviewee 3 (India) (PhD)

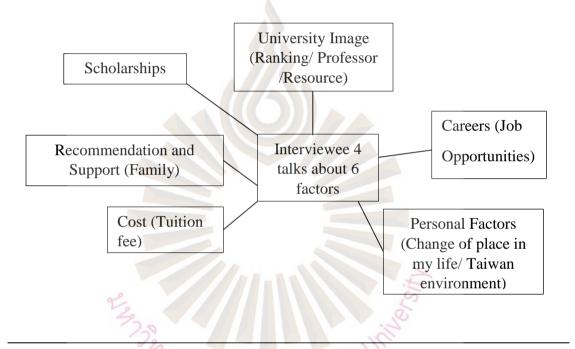
Answer	Factors
In India, there are reports to recommend this university.	Recommendation and Support (Media)
The department and the university ranking are really interesting for me.	University Image (Ranking) Desired Programs (Courses)
My parents support me to come to Taiwan.	Recommendation and Support (Family)
I have one scholarship; the governments pay my all tuition fees.	Scholarships
I came here became I was invited to do research.	Recommendation and Support (Professor)
I want to learn Chinese because they are not everybody can speak English.	Language Skills
I want to be a professor and do research in Taiwan.	Careers (Job opportunities)
Because of the language, I think Taiwan has many Chinese. If the university wants to have more international students, I think it needs to offer more English courses.	Students' Recommendation



Interviewee 4 (Malaysia) (PhD)

Answer	Factors
The motivation is very simple at the beginning;	Cost (Traition for)
it is Taiwan tuition fee, which was very cheap.	Cost (Tuition fee)
I also got a scholarship	Scholarships
I have studied in Taiwan for almost 6 years	Sit
already. 3 and half years studied Bachelor's	Personal Factors
degree and 1 and half years I study master's	(Change of place in my life)
degree in another public university in Taiwan.	510
Then I transferred to this university.	
This university has many resources.	University Image (Resources)
I probably want to stay in Taiwan, and get a job	Careers (Future opportunities)
with my professor.	cureers (r uture opportunities)
I love Taiwan. Taiwan is very comfortable and	
life is not really fast. Because I have been to	Personal Factors
China for a few months, I compared and	(Country environment)
evaluated Taiwan and China. Then I chose	
Taiwan.	

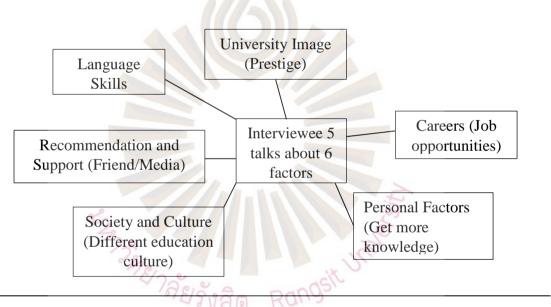
Professors are very good, I think all are well- known, and education quality is very good.	University Image (professor quality)
Before my family also recommended me to come to Taiwan to study, and Taiwan government has me give a scholarship many for years to support me. It is really good for me.	Recommendation and Support (Family) Scholarships



Interviewee 5 (Japan) (Master's degree)

Answer	Factors
I want to study Chinese, and then this university is really popular.	Language Skills University Image (Prestige)
I also search the Internet and my father has known Taiwanese friends for twenty years. She recommended me to come here to study.	Recommendation and Support (Friend/Media)
My goal is study Chinese and then my friends are all Taiwanese, I can talk with Taiwanese	Society and Culture Language Skills (Improve

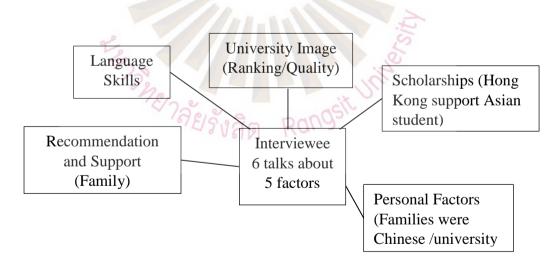
friends and they teach me some special words.	Chinese)
It is really fun and happy.	
I will back to my country and get a job, I	Caracra (ich apportunities)
found one already. It is a translator.	Careers (job opportunities)
I feel Taiwan has higher education quality,	University Image(Quality)
especially is discussions. This can improve my	Society and Culture
knowledge and Chinese speaking. In Japan,	(Different education culture)
we don't have it. We just teach and report, but	Personal Factors
no discuss.	(Get more knowledge)



Interviewee 6 (Japan) (Double Bachelor's degree)

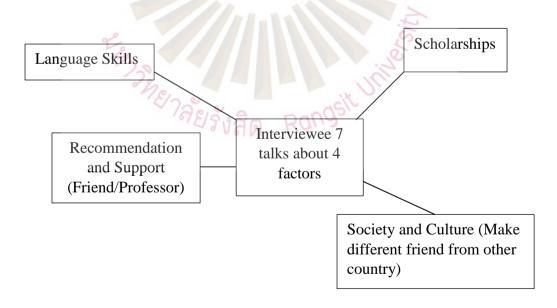
Answer	Factors
My family are Chinese. I want to speak Chinese. Then my family said Taiwan has good environment.	Personal Factors (Family are Chinese) Recommendation and Support (family) Language Skills

I study for a double degree, one major is	
international business management in	Personal Factors (Double
Taiwan and the other is general education	degree)
course in Japan.	
	Personal Factors (University
This university cooperates with my Japanese	Cooperation)
university and the ranking is really high.	University Image (Ranking)
Japan offers a scholarship for me and Hong Kong also has scholarships for Asian students.	Scholarships (Hong Kong support Asian student)
High education quality and the students are also study very hard. We do note taking and listening. In my country it is not really like that.	University Image (Quality) Society and Culture (Different education culture)



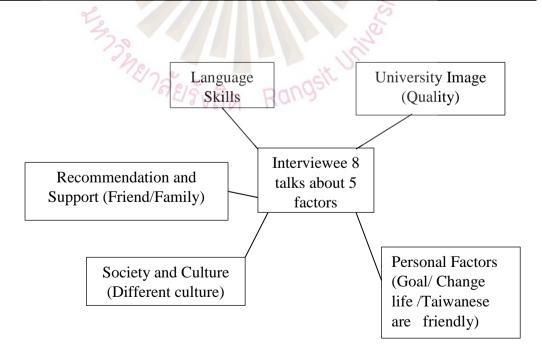
Interviewee 7	(Turkey)	(Bachelor's degree)
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Answer	Factors
Professor (Turkey) recommended me to come to Taiwan. My friends also recommended me.	Recommendation and Support (Professor and friend)
I am very interested in Chinese culture.	Society and Culture
I have a Taiwanese girlfriend and we regularly communicate. That can improve my Chinese speaking.	Language Skills Society and Culture (Make different country friend)
I get a scholarship from Taiwan MOE.	Scholarships
I think local students don't have much creating thinking, because I study engineering. My classmate learn by memorization.	Students' Recommendation



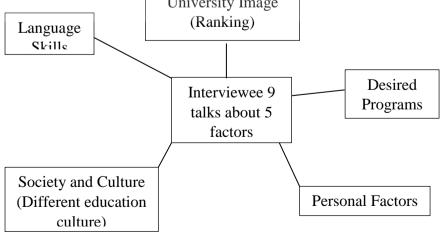
Interviewee 8 (Indonesia) (Bachelor's degree)

Answer	Factors
Actually, it is not my decision. It is my parent who want me come to Taiwan, and my mom's friends also recommended this university. They said Taiwan is very comfortable and allows freedom-giving opinions.	Recommendation and Support (Family and friends)
My goal is I want to improve my Chinese.	Language Skills Personal factors (Goal)
I know many friends from other countries.	Society and Culture
I think that coming to Taiwan helped me to open up my vision.	Personal Factors (Change life)
Taiwanese are very happy to help me.	Personal Factors(Friendly)
The professors are very helpful for me. If I have some problems, I can talk to them.	University Image (Quality)



Interviewee 9 (Korea) (Master's degree)

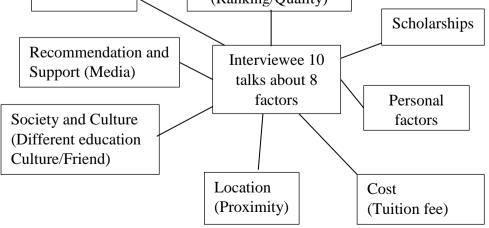
Answer	Factors
I went to Taiwan to be an exchange student 6	
years ago, and back to Taiwan to study for a	Personal Factors (Love Taiwan)
master's degree, because I love Taiwan, and I	Language Skills
also want to improve my Chinese, so I come	
to Taiwan again.	
I am very interested in the course about	
"Cross -culture between Taiwan and China". This university has this major. And Taiwan's thinking is more open and I can express what I want to express.	Desired Programs Society and Culture
I am very interested in this course, so I am	Desired Programs
really happy to study Taiwanese politics and	Society and Culture
culture.	(Different education)
This is a top ranking university in Taiwan.	University Image (Ranking)
When I do my thesis, I cannot find the	Ę.
research from my own country, So if I want	Student' Recommendation
to find some research, I need to back to go	(Limited knowledge)
my own country.	gsit
University I	mage
Language (Ranking	0



Interviewee 10 (The Philippine) (Master's degree)

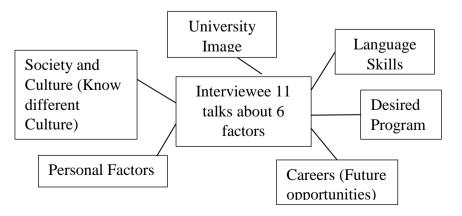
Answer	Factors
I have some planning for my MBA.	Personal Factors
I compare the ranking of universities in many countries, and the tuition fees. Taiwan is cheaper form other countries and I am also interested in the courses.	University Image Cost Desired Programs
If you study masters and PHD in Taiwan, you can study Chinese free for one year and that is very good for me.	University Image
Taiwan is not far from my own country.	Location (Proximity)
Our course is global MBA. Our classmates come from many countries and we are very happy to study together.	International Environment Society and Culture
It's very good. It is very different from my	Personal Factors
country. There is lot of work and I get much	Recommendation and Support
knowledge and the university information is really good.	(Media)
I get am MOE scholarship.	Scholarships

International Environment (Ranking/Quality)



Interview11 (Honduras) (Master's degree)

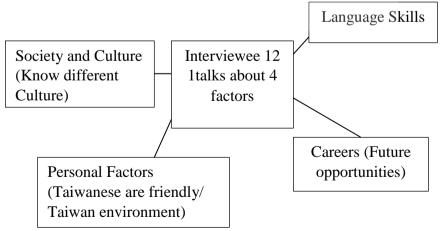
Answer	Factors
I think in the first place I want to come to	
Asia, because I want to be involved in Asian	Society and Culture
culture, I think it is different from my own	Personal Factors (Change my
country. I am from Honduras, so I want to	life)
change hundred eighty degrees different, so I	Language Skills
would like to learn something a new and learn	
new language.	
Second, because I thought it was a good	
opportunity. You learn about some buildings	Personal Factors
in Taiwan.	
I like my major. It was very different from my	
own country, because here it is very free. That	Desired Programs
means they allow choosing any courses you	Society and Culture
want.	
I am very happy. I think Taiwanese are really	Personal Factors (Friendly)
nice and very friendly.	Source (in the second se
Education here is high quality my Taiwanese	
classmates work very hard.	University Image (Quality)
I prefer to stay here for one to two years to	5.~
work with my professor.	Careers (Opportunities)



Interviewee 12 (Thailand) (Master's degree)

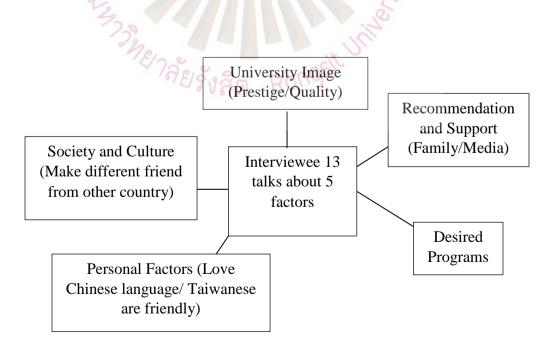
Answer	Factors
I travelled in Taiwan two years ago. I feel	Personal Factors
Taiwan is very comfortable, convenient and	(Friendly and Country
Taiwanese are very friendly.	Environment)
I want to improve my Chinese.	Language Skills
After the master's degrees, I want to get a	
Chinese license. I want to be a flight	Careers (Job opportunities)
attendant.	
I feel very happy because the professors and	Personal Factors (Friendly)
my classmates are really helping me.	reisonarractors (ritendry)
I participate, Society let Taiwanese and	Society and Culture
foreigners communicate and do activities.	(Communicate other country
Then they also have the chat counter. In their	
Taiwanese teachers teach Chinese to	culture.)
foreigners.	
The International program is not really ok. It	Student' Recommendation
means the knowledge was not really enough	(University international program
to offer it	not really completed.)

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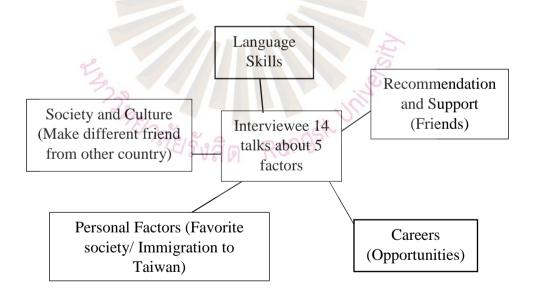
Interviewees 13 (Malaysia) (Bachelor's degree)

Answer	Factors
My brother and sister both study in Taiwan. It	
is good to see them studying in Taiwan. They	Recommendation and Support
said that the study environment is good, so I	(Family)
come to Taiwan to study at the university.	
I search the Internet. This university has the	Desired Programs (Courses)
	Recommendation and Support
major that I am very interested it.	(Media)
My course is Chinese environment. I love	Personal Factors (Love Chinese
Chinese.	language)
I make many friends and we study together	Society and Culture (Make
and help are another.	different country friend)
This university education quality is very	
good. Then every professor is really helping	University Image
me. If I have any questions, they are very	Personal Factors (Friendly)
happy to answer me.	



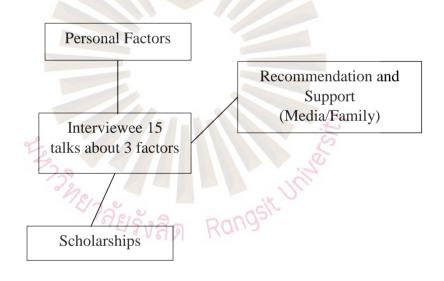
Interviewee 14 (Vietnam) (Bachelor's degree)

Answer	Factors
Our family immigrated to Taiwan. My parents' feel Taiwan is well-developed place. Then also hope we can learn Chinese. It could bring more opportunities in the future, so we chose to live in Taiwan.	Personal Factors (Immigrated to Taiwan) Careers (Opportunities) Language Skills
I have the Vietnamese friends studying in this university. They recommended me come.	Recommendation and Support (friend)
I make many friends and I join my favorite dancing society.	Society and Culture (Make new friends Personal Factors (Favorite society)
I think the course for international students needed to be improved.	Students' Recommendation



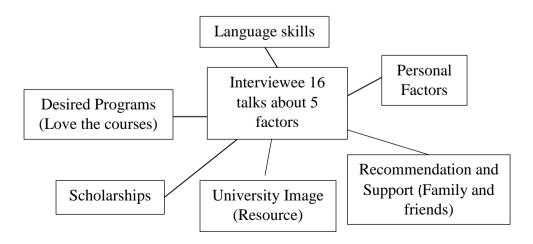
Interviewee15 (Malaysia) (Bachelor's degree)

Answer	Factors
My family wants me to come to Taiwan to study at the university.	Personal Factors
I also have my family living in Taiwan. My mom wants me to learn some business with them.	Recommendation and Support (family)
Then I saw this university information in my own undergraduate school exhibition.	Recommendation and Support (media)
I get a scholarship from this university.	Scholarships



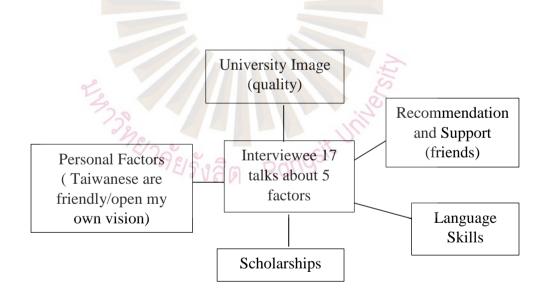
Interviewee 16 (Indonesia) (Bachelor's degree)

Answer	Factors
I want to improve my Mandarin	
Chinese. Some people tell my if you	Language Skills
want to study Mandarin, you need to	Recommendation and Support
study in Taiwan because Taiwan have	(Friends)
the better study environment.	
My cousins have been here to study at the university. They are recommended me to come to Taiwan.	Recommendation and Support (Family)
I am really happy to study in Taiwan. Here, the environment is really better than in my country. Here, all things are better than in my country.	Personal Factors
I have a scholarship; it is the university to support me, not the government.	Scholarships (Prefer get the scholarship)
My university offers the Chinese class for us.	University Image
Education quality is really good. There are many course I love it	Desired Programs



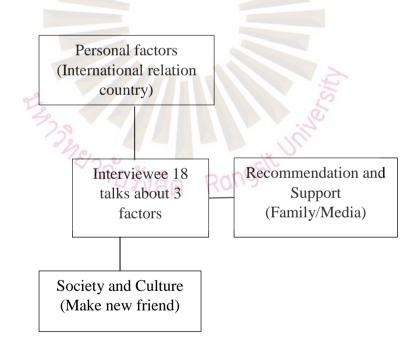
Interviewee 17 (Thailand)(Master's degree)

Answer	Factors
I have a scholarship to support me, and I have friends recommending me to come to Taiwan to study.	Scholarships Recommendation and Support
It's really helpful. I can open up my vision.	Personal Factors
Everybody really helps me and my professors are really good and take good care of me. If I talk to my patient, I also can improve my Chinese.	Language Skills Personals Factors
Pretty high education quality	University Image (quality)



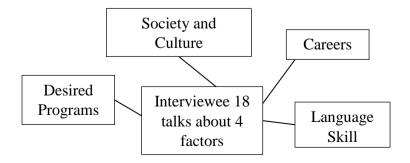
Interviewee18 (Haiti) (Bachelor's degree)

Answer	Factors
Because my brother and my sister are	
studying in Taiwan university. Then they	Recommendation and Support
recommended and chose s university for me.	
Taiwan has a good relationship with my	Personal factors
country.	(International relationship)
I also search the Internet about this university	Recommendation and Supports
information	(Media)
I make with people from different countries.	Society and Culture (Make
	friend)
I think international students need more	Students' Recommendation
information and knowledge.	Students Recommendation



Interview 19	(France)	(Master's degree)
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Answer	Factors
I'm learning in the master's degree. In	
my country, in the second year, we can	
choose to study in another country to	
finish my master's degree. When I was	
in bachelor program, my major was	Society and Culture (Know the
Chinese culture history and language. I	different culture)
have been to china for one year. Then I	Desired Programs
found this opportunity to come to	Desired Programs
Taiwan. I wanted to know the	
differences between Chinese and	
Taiwanese culture, I like Asia, and I am	
very interested in Chinese culture, so I	
chose to come to Taiwan.	
I will go back to my country to find a	
job. Then I hope I can work with a	Careers (Job opportunities)
Chinese or Taiwanese company.	in the second se
I have good friends; we grow up	Society and Culture (Make friends)
together and help are another.	Society and Culture (Wake mends)
My major is Chinese English and	Raudz,
international management; I have	Language Skills
English and Chinese classes.	
I also improve my language.	



Interviewee 20 (The Philippine) (Master's degree)

Answer	Factors	
It is my plan to study outside, and my major needs to study in a master's degree (dentist), to support my future job.	Personal Factors(Goal) Careers (Job opportunities)	
The problem with Philippines is that it is slacking master's level school. You need to go outside; one of the choice is Taiwan,	Personal Factors (Education quality in own country is not enough)	
One thing is Taiwan has a strong relationship with the Philippine government. They are offering scholarships, and the other choice is Hong Kong but it is quite expensive.	Scholarships Cost (tuition fee and live)	
I know how to speak Chinese, so I chose on Asian country Taiwan, I want to improve Chinese	Language Skills	
Costs (Tuition fee)		
Personal Factors (Own country education quality was not enough /my goal)		
Careers (Future opportunities)	Scholarships	

BIOGRAPHY

Name Date of Birth Place of Birth Institution Attended

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Randsit

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