

**MARKETING EDUCATION:
A GUIDE TO BETTER TARGETING OF MALAYSIAN STUDENTS**

REPORT 1

BY:

DR KIM-SHYAN FAM

CHRIS THOMAS

Department of Marketing

University of Otago

PO Box 56

Dunedin

New Zealand

Published by:

Department of Marketing

University of Otago

April 21, 2000

ISBN 1-877156-11-6

SUMMARY

As funding for tertiary education decreases, New Zealand tertiary educational institutions have been forced to fund existing services via other means. It has been suggested that tertiary institutions have attempted to target overseas students because of the high per student revenue received for this market segment. In particular, it has been suggested that New Zealand tertiary institutions have been particularly successful in marketing their product to Malaysian students. However, this segment seems to be growing faster internationally than observed in New Zealand, and as such, this study aims to identify how New Zealand tertiary institutions might better target this lucrative market segment.

The current study examined a group of Malaysian students who had yet to make their decision regarding what country/institution they were going to attend, once their secondary education had been completed. The students were from a range of colleges and states in Malaysia. The students were administered a self-completion questionnaire, based on four specific topic areas: preferred promotional tools, preferred promotional messages, cultural values and socio-economic perceptions (of Malaysia compared to New Zealand). The aim of this survey was to determine whether there were any differences in students' choice of promotion tools and promotional messages. The study also attempted to examine the students' cultural values and their perceptions of the level of socio-economic development (in Malaysia compared to New Zealand).

Additionally, 20 New Zealand marketers were also administered a similar questionnaire that sought to contrast the assumptions that these marketers had about the market they were attempting to target. As such, the current study has several implications for improving the effectiveness of the international marketing of New Zealand educational institutions.

Demographically, the student respondents were from a range of religious beliefs and favoured a range of countries for further tertiary education. New Zealand was of particular importance to these students with 20% indicating that this was the country they favoured, with only the United Kingdom (22%) rating higher.

The findings also revealed an array of differences in the students' choice of promotion tools and promotional messages. In particular, the WWW was the most common source for educational information. The second most important tool was print media. The promotion message that appealed most to the students was a quality learning environment, followed by the reputation of the Institution.

Culturally, most Malaysian students were very traditional and respected both their elders and those in authority. They were also ambitious and yet open to new ideas. Socio-economically, the Malaysian students perceived their country's standard of education as relatively similar to New Zealand. However, they were less optimistic about Malaysia's standard of living. These differences in cultural values and socio-economic development could have caused the Malaysian students to value some promotion tools/messages as more important than the others. However, it is beyond the scope of this report to link cultural values and socio-economic development to the students' choice of promotion tools and messages.

New Zealand marketers seem to have a rather firm grasp of the promotional messages that are particularly important to students, however they do not understand why these messages are important, nor do they understand what tools should be best utilised to most effectively promote to Malaysian students. Of particular concern in this area is the extent which New Zealand marketers over-value their own contribution, whilst ignoring particularly important promotional tools such as print media.

This report then applied the findings of this study to New Zealand Universities' marketing. In conclusion, the theme of these recommendations were that the New Zealand Universities should:

"...Ask not what Malaysian students can do for New Zealand Universities, but what New Zealand Universities can do for the Malaysian students..."

Paraphrasing John F. Kennedy

TABLE OF CONTENTS

1. Introduction	1
1.1 Background: Rationale for the Current Study	1
1.2 Objectives of the Current Study	2
1.3 Why Target International Students?	2
1.4 Why Target Malaysian Students?	3
1.5 What Issues Exist When Targeting Malaysian Students?	3
2. Research Methodology	4
2.1 The Questionnaire	4
2.2 The Sample	5
2.3 Demographic Profile of Student Respondents	5
3. Results	9
3.1 Promotional Tools/Media	10
3.2 Message Content	14
3.3 Individual Cultural Values	21
3.4 Socio-economic Development	24
3.5 Factor Analysis of Promotional Tools	27
3.6 Factor Analysis of Promotional Messages	29
3.7 Factor Analysis of Cultural Values	31
3.8 Factor Analysis of Social Economics	31
4. Discussions	33
5. Recommendations for Marketing	39
5.1 Market Segments and Potential Target Markets	39
5.2 Where to Communicate to Target Markets	40
5.3 Decision Makers and Key Influencers	40
5.4 Promotional Messages	41
5.5 Summary	42
6. Conclusion	44

1. INTRODUCTION

1.1 Background: Rationale for the Current Study

Over the last decade, funding for New Zealand Universities has been decreasing due to the market driven policies of the government. As such, a dilemma has occurred for the Universities, that is, how to continue providing the services that they have in the past whilst funding continues to decrease (per student). A solution to this problem is to target international students who often pay full fees (an average of \$13,700 per annum).

Although there has been much rhetoric about a '*knowledge-based economy*' governmental support programmes for the targeting of international students have been non-existent. Previous studies from overseas have suggested that the international market of students generally has a relatively low awareness of New Zealand as a tertiary education destination (British Council Report 1999). As such, this study will examine a sample of the potential target market, so that the results may be used to enhance the international marketing activities of New Zealand Universities.

The strategy of targeting international students itself has several issues that the current study aims to address. Most importantly, in recent years the number of international students coming to New Zealand has not matched growth patterns displayed overseas. The issue here is why this has occurred, and what can be done to enhance this growth. It has been purported that New Zealand's poor performance may be related to marketing, and in particular, the targeting of products to particular market segments.

1.2 Objectives of the Current Report

The overall objective of this report is to find out more information about New Zealand Universities' international target market so that more effective targeting can take place. Once this information has been established, it will be utilised to illustrate how the targeting of Malaysian students should take place. These objectives will be achieved in several ways:

- ◆ To identify the promotional tools that are particularly effective in this market
- ◆ To identify the promotional messages that are particularly appealing to students in this market
- ◆ To examine the cultural values of students in this market
- ◆ To examine how students in this market rate their country's level of socio-economic development relative to New Zealand
- ◆ To compare the students' promotional tool and message preferences, cultural values and socio-economic development with that from New Zealand tertiary marketers

1.3 Why Target International Students?

As mentioned, international students in New Zealand often have to pay full-fees, averaging around \$13,700 per student per annum. Whilst Governmental funding continues to decrease, New Zealand Universities will have to look at other market segments that are capable of providing a sustainable income so that activities are not reduced.

Studies have estimated that international students already bring as much as \$1 billion to the New Zealand economy in fees and other expenditures (Pang 1999). It has been estimated that this amount could double within five years,

but for this to happen, New Zealand tertiary institutions would need to lift their performance in terms of international marketing.

1.4 Why Target Malaysian Students?

Malaysian students represent the largest of the international segments that currently purchase New Zealand tertiary education products. These students are already geographically close to New Zealand and view this country as part of Asia. As Malaysia represents such an important segment for New Zealand tertiary exports, it is important to examine whether these students are being reached effectively.

1.5 What Issues Exist When Targeting Malaysian Students?

An important issue to address when targeting Malaysian students is the differences in cultural values and socio-economic development in Malaysia relative to New Zealand. As such, it is necessary to ensure that we use the 'right' promotional tools and/or messages to reach these students. If this is not the case, it is likely that negative word of mouth will result in a decline of the popularity of New Zealand as a tertiary destination.

It is recognised in this report that it is not enough to just get the students to come to New Zealand Universities, as they have to be satisfied with the product as well. Whilst this is an important issue, it is beyond the scope of this article to investigate what the product should contain, although some inferences can be made from the opinions that students state.

2. RESEARCH METHODOLOGY

2.1 The Questionnaire

The survey was a self-completion questionnaire in which the questions were divided into five sections. The five sections are listed below:

Section 1: Advertising/Promotion Tools (19 items)

How important do you think the following promotion tools are in communicating advertising messages to students like yourself?

Section 2: Message Content (34 items)

How important do you think the following themes/messages are that a NZ tertiary institution might use in recruiting students like yourself?

Section 3: Cultural values (16 items)

How relevant are these cultural variables to you?

Section 4: Socio-economics (12 items)

To what extent do you agree with the following statements?

Section 5: Demographic Information

In each of the five sections, a six-point balanced Likert scale was used. This scale was preferred because previous studies have illustrated that Asian students if given a neutral alternative will exercise this option so as not to offend the researcher by disagreeing with them. By using a six-point scale,

the students were forced to have an opinion on each item, and could not '*sit on the fence*'.

2.2 The Sample

Judgmental sampling was used. In all, 396 responses were obtained from students studying at various private colleges in Malaysia. Colleges were chosen because they were believed to be more likely to have students that were in the market for international tertiary products. The private colleges chosen were located in both East (INTI Sarawak, INTI Sabah) and West (Taylor's College, INTI Subang Jaya, Sunway College, Damansara College) Malaysia, and the students were predominantly pre-university and/or first year university students. The survey was administered to the students in February 1999.

For the marketers, a similar questionnaire was sent to the 39 New Zealand institutions of higher learning. The questionnaire was addressed to the International Recruitment/Marketing managers.

2.3 Demographic Profile of Student Respondents

The average age of the students was 19.4 years, and most (63.4%) had heard of New Zealand tertiary institutions. This was not surprising given that most of the respondents were from colleges that have close co-operation with various overseas institutions. The respondents were from a range of schools, and intended on attending a range of tertiary institutions in a variety of countries. The decision to attend a particular tertiary institution had several influencers, whose importance differed dramatically. Additionally, a range of religions was sampled. The following graphs illustrate these profiles:

Figure 1: Proportion of Sample from each College

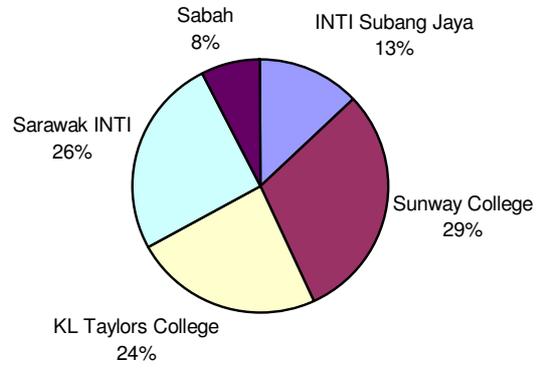


Figure 2: Preferred Tertiary Format

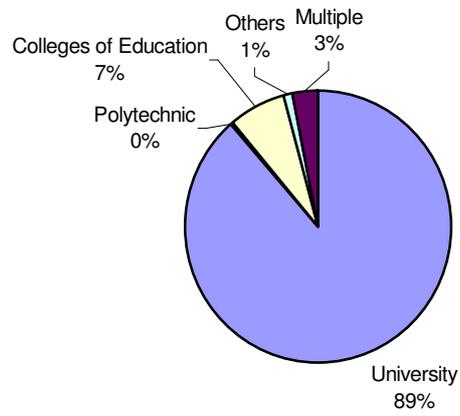


Figure 3: Intended Country of Study

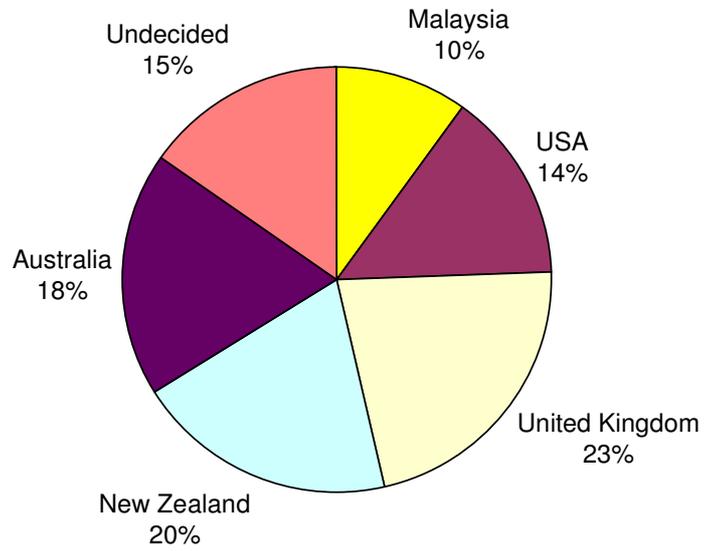
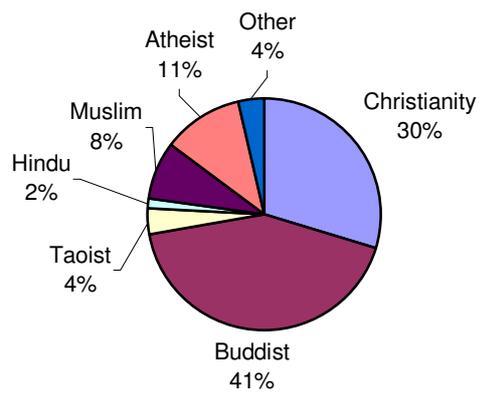
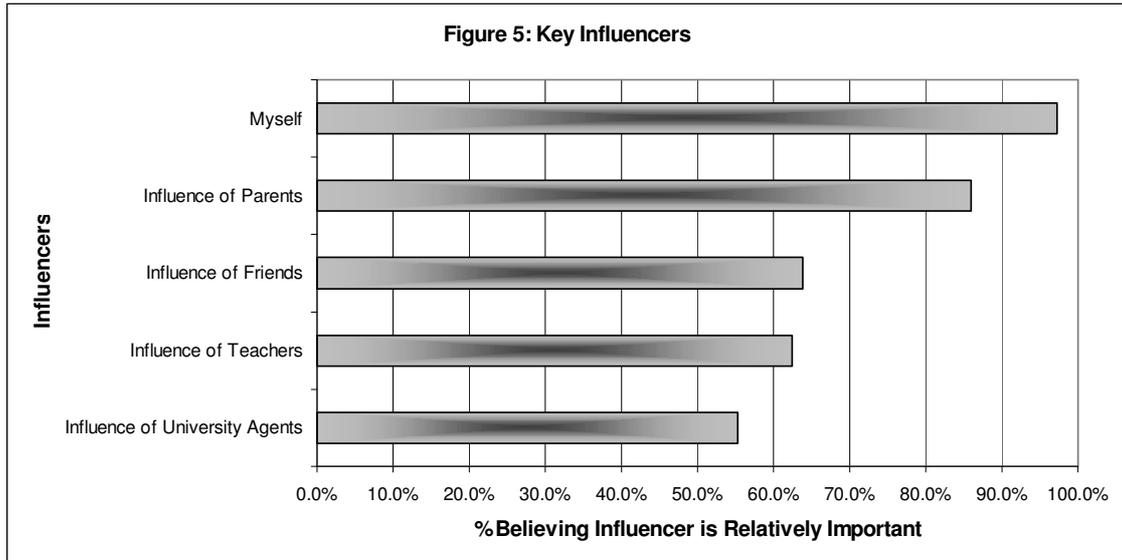


Figure 4: Religion





As the above graphs illustrate, the sample incorporates students from a range of schools and religious backgrounds. Whilst University was the most preferred format of tertiary education by far, colleges of education were mentioned by some students. Additionally, the key influencer to the purchase decision was the individual student, however, their parents occupied a significant role for most students.

A range of countries were mentioned as the intended country of study. Pleasingly New Zealand (20%) was second only to the UK (22%). This suggests that Malaysian students were aware of New Zealand as an alternative destination for tertiary education. This is also perhaps due to the survey location given that most institutions where the students were sampled provide 'twinning' courses with various New Zealand institutions.

3. RESULTS

In each of the following sections, an analysis of the promotional tools/media, promotional messages, cultural values and socio-economic factors will be undertaken. These four topics will be analysed from two contrasting perspectives, namely the Malaysian students (**students** hereafter) and the New Zealand Marketers (**marketers** hereafter). The ultimate aim of this comparison is to draw some implications for more effectively marketing New Zealand tertiary institutions to Malaysian students.

3.1 Promotional Tools/Media

A) Important Promotional Tools for Malaysian Students

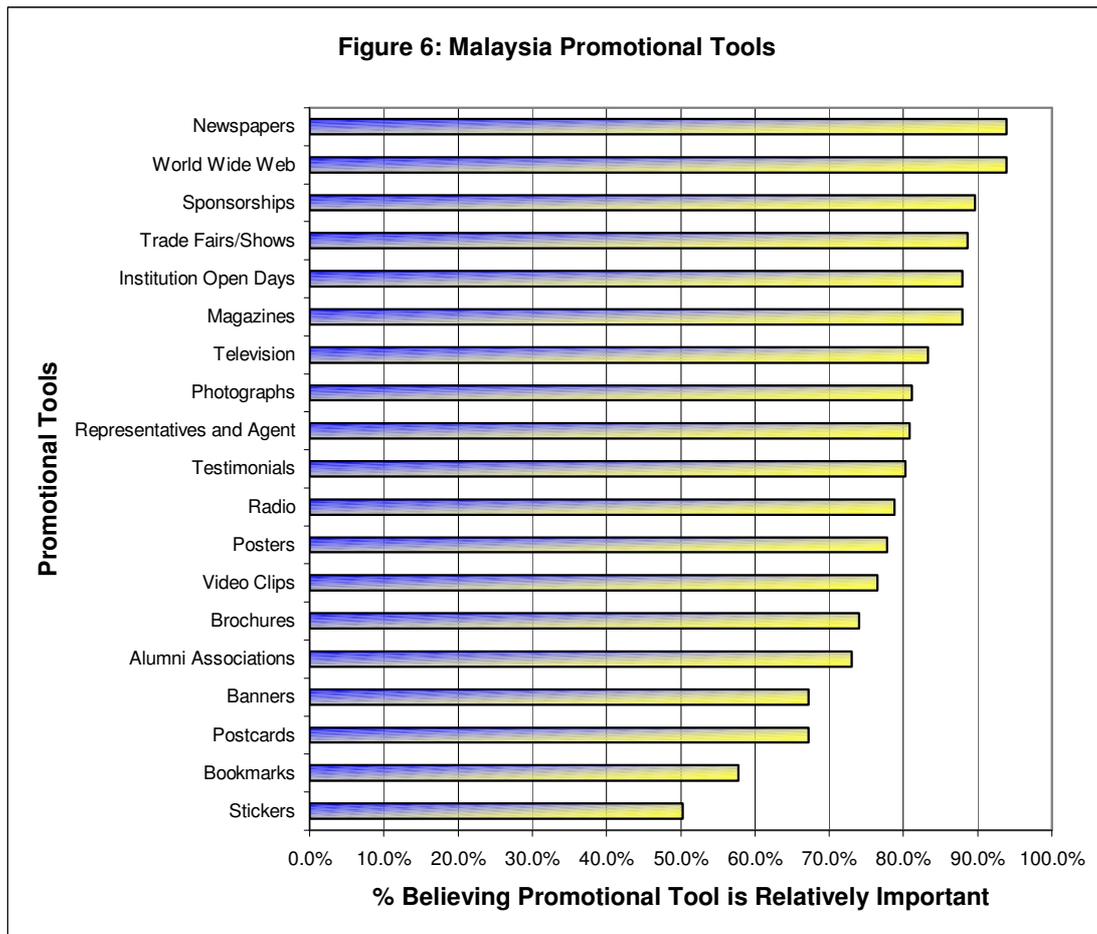
The importance of the various promotional tools to the students is summarised in Table 1 and graphically represented in Figure 6. The most important promotional tool as a source for educational information to these students was the World Wide Web (**WWW** hereafter) followed by newspapers and trade fairs/shows. University agents/representatives and testimonials from past students were also important. The least important tools were bookmarks and stickers.

Table 1: Importance of Various Promotional Tools

Promotional Tool	Mean
WWW	5.31
Newspapers	5.26
Trade Fairs/Shows	4.88
Sponsorships	4.84
Television	4.79
Institution Open Days	4.79
Magazines	4.78
Radio	4.47
Photographs	4.47
Representatives and Agent	4.46
Testimonials	4.43
Posters	4.33
Video Clips	4.31
Brochures	4.30
Alumni Associations	4.14
Postcards	3.97
Banners	3.94
Bookmarks	3.72
Stickers	3.49

On a scale of 1-6, where 1=very unimportant and 6=very important

The importance that respondents attached to the various promotion tools (as summarised in Table 1) seems to be reflected in the strength of their beliefs (as illustrated in Figure 6).



From the scale of 1-6 (where 6 is a very important promotion tool and 1 is a very unimportant promotional tool), we divided the total student sample into two groups, group 1 (who scored 1-3) and group 2 (who scored 4-6). As shown in Figure 6, the sample believed that various promotional tools were particularly important, in particular newspapers, the WWW, sponsorships, trade fairs/shows, institution open days and magazines (with over 85% of respondents rating between 4 and 6).

About a third of the respondents did not believe promotional tools such as banners, postcards, bookmarks and stickers were as important as sources of educational information.

B) Comparison between Students' and Marketers' Perceptions of Important Promotional Tools

The marketers' perceptions of the importance of the various promotional tools are displayed in Table 2. This table suggests that the marketers were correct in their perceptions regarding the importance of some promotional tools. In particular, the importance of the WWW to both students and marketers is apparent. However, marketers also seemed to over-rate their own contributions, rating university representatives, testimonials and alumni associations as considerably more important than they appear to be to students. Further, the importance of print media to students was not reflected in the marketers' responses.

Table 2: Comparison of the Relative Importance of Various Marketing Tools

Promotional Tool	Students	Marketers	F - Value
WWW	5.31	5.45	.382
Newspapers	5.26	3.45	59.697**
Trade Fairs/Shows	4.88	3.60	27.926**
Sponsorships	4.84	3.00	51.266**
Television	4.79	2.12	66.906**
Institution Open Days	4.79	4.32	3.296*
Magazines	4.78	3.47	27.301**
Radio	4.47	1.94	68.468**
Photographs	4.47	4.32	.307
Representatives and Agent	4.46	5.40	12.810**
Testimonials	4.43	5.60	17.152**
Posters	4.33	4.16	.366
Video Clips	4.31	4.05	.722
Brochures	4.30	5.05	6.860*
Alumni Associations	4.14	4.25	.161
Postcards	3.97	2.89	12.296**
Banners	3.94	3.11	8.580*
Bookmarks	3.72	2.44	16.015**
Stickers	3.49	2.39	12.627**

On a scale of 1-6, where 1=very unimportant and 6=very important

C) Importance of Promotional Tools by Intended Country of Study

The importance of several promotional tools seems to differ for students based on the country in which they intended studying. This is illustrated in Table 3:

Table 3: Importance of Promotional Tools by Intended Country of Study

Promotional Tools	Intended Country of Study					F – Value
	Malaysia	USA	UK	NZ	Aust	
WWW	5.48	5.32	5.22	5.29	5.22	0.873
Newspapers	5.28	5.02	5.37	5.22	5.29	0.993
Trade Fairs	5.10	4.53	5.05	4.69	4.82	3.646*
TV	4.90	4.88	4.68	4.85	4.81	0.341
Open Days	4.90	4.56	4.86	4.82	4.75	0.745
Sponsorships	4.83	4.91	5.01	4.53	4.78	2.432*
Magazines	4.75	4.79	4.84	4.86	4.73	0.278
Radio	4.60	4.61	4.36	4.53	4.42	0.494
Posters	4.58	4.23	4.17	4.35	4.44	0.885
Photographs	4.58	4.42	4.39	4.59	4.49	0.388
Testimonials	4.58	4.14	4.40	4.49	4.42	0.940
Reps and Agents	4.50	4.11	4.61	4.38	4.49	1.586
Video Clips	4.42	4.11	4.25	4.38	4.26	0.640
Brochures	4.30	4.14	4.10	4.44	4.36	1.075
Postcards	4.20	3.60	3.47	4.44	4.10	6.827**
Alumni	4.13	3.77	4.06	4.31	4.25	1.685
Banners	4.07	3.91	3.74	4.12	3.97	0.986
Bookmarks	3.50	3.56	3.41	4.12	3.81	3.047*
Stickers	3.43	3.37	3.05	3.90	3.64	4.295**

On a scale of 1-6, where 1=very unimportant and 6=very important

As illustrated, students seem to view the importance of promotional tools differently, depending on which country they intend on studying in. On the whole, the WWW and newspapers were an important source of education information irrespective of which country they intend on studying in. However, there were some variations in importance of the lower ranked promotional tools. In particular the use of bookmarks, postcards and stickers seems to be of greater importance for students intending on attending New Zealand tertiary institutions. Similarly, sponsorships seem to be of more importance to students intending on studying in the UK and trade fairs seem to be of more importance to those students staying in Malaysia.

3.2 Message Content

A) Important Messages to Malaysian Students

The importance of the various promotional messages to the students is summarised in Table 4.

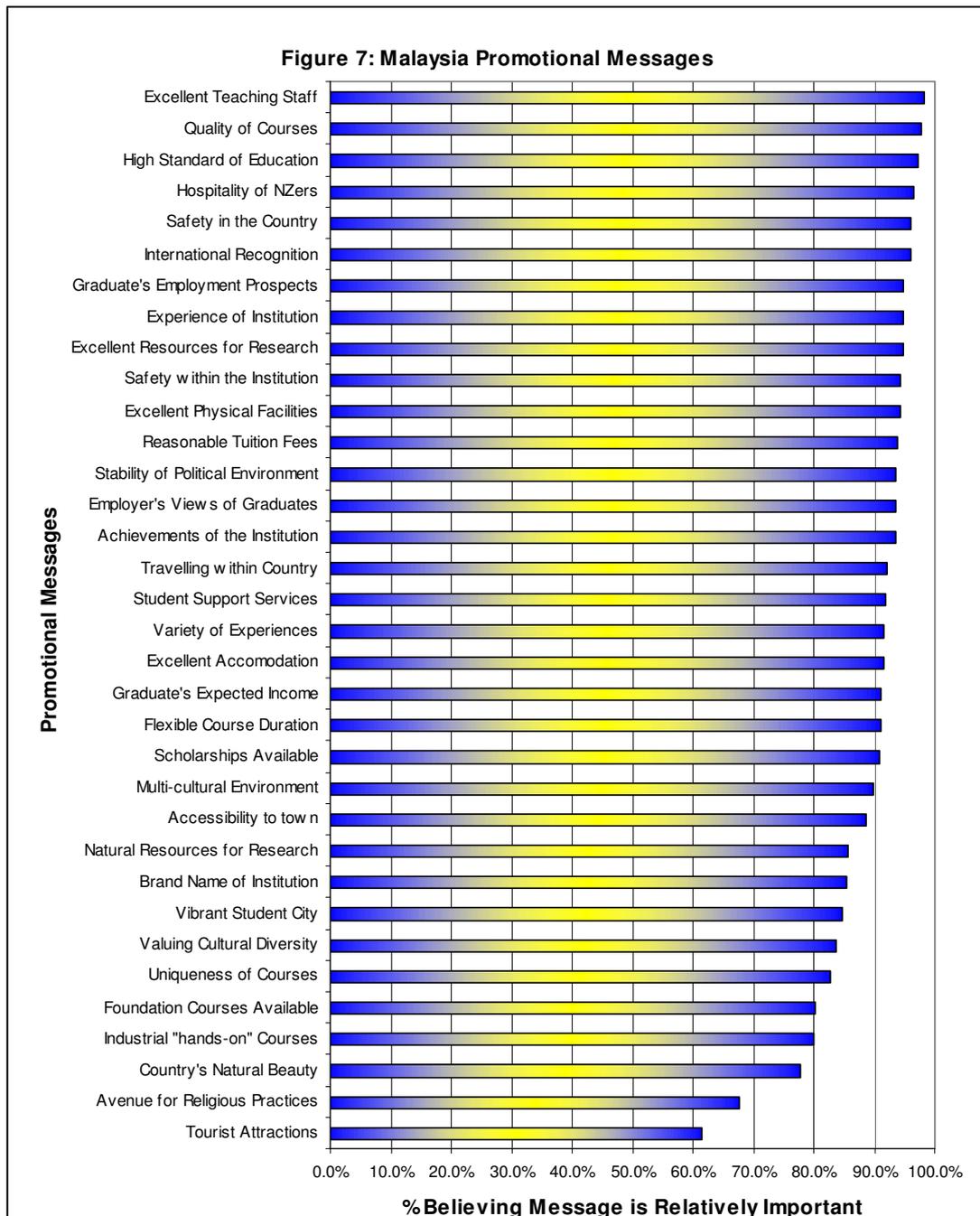
Table 4: Important Promotional Messages

Promotional Messages	Mean
Excellent Teaching Staff	5.55
Quality of Courses	5.49
High Standard of Education	5.48
International Recognition	5.47
Safety in the Country	5.43
Reasonable Tuition Fees	5.35
Safety within the Institution	5.31
Experience of Institution	5.26
Excellent Resources for Research	5.25
Stability of Political Environment	5.24
Graduate's Employment Prospects	5.16
Scholarships Available	5.15
Achievements of the Institution	5.10
Employer's Views of Graduates	5.08
Hospitality of New Zealanders	5.08
Excellent Accommodation	5.07
Student Support Services	5.04
Excellent Physical Facilities	5.01
Variety of Experiences	4.99
Flexible Course Duration	4.97
Travelling within Country	4.97
Graduate's Expected Income	4.96
Accessibility to town	4.78
Multi-cultural Environment	4.74
Uniqueness of Courses	4.58
Natural Resources for Research	4.57
Brand Name of Institution	4.54
Foundation Courses Available	4.53
Valuing Cultural Diversity	4.45
Vibrant Student City	4.39
Industrial "hands-on" Courses	4.39
Country's Natural Beauty	4.31
Avenue for Religious Practices	4.04
Tourist Attractions	3.83

On a scale of 1-6, where 1=very unimportant and 6=very important

The results showed Malaysian students were more concerned about quality of teaching staff, courses, standard of education and international recognition than the *image of the country*. This is not surprising given that what these students want is the qualification and are at University 'to study, not to play'. After having spent so much (monetary and emotionally) on getting a degree, and a foreign degree in particular, it is small wonder that they want to make sure that that degree is internationally recognised.

The relative importance of these promotional messages is illustrated in Figure 7. Relative importance is rated on a 6-point Likert scale, where scores from 4-6 were grouped as relatively important and 1-3 were grouped as relatively unimportant.



As Figure 7 illustrates, the students generally had relatively unanimous beliefs regarding the importance of various promotional messages. Of particular note were messages that outlined the institution's international recognition, hospitality of New Zealanders, safety in New Zealand, the quality of courses and the high standard of education received. Over 95% of respondents believed that each of these messages were particularly important (with responses of 4-6). By comparing to Table 5, it is also apparent that these messages had high mean importance scores.

B) Comparison between Students' and Marketers' Perceptions of Promotional Messages

The marketers' view of important promotional messages is illustrated in Table 5. This table suggests that the messages perceived to be important by New Zealand marketers were actually important to students. Whilst not being identical, consistencies seem to exist between these two groups.

Table 5: Promotional Messages Marketers believe to be Important

Promotional Messages	Students	Marketers	F – Value
Excellent Teaching Staff	5.55	5.30	2.130
Quality of Courses	5.49	5.75	2.306
High Standard of Education	5.48	5.80	3.339
International Recognition	5.47	5.10	3.540
Safety in the Country	5.43	4.90	7.678*
Reasonable Tuition Fees	5.35	5.00	2.552
Safety within the Institution	5.31	4.95	2.728
Experience of Institution	5.26	5.00	1.462
Excellent Resources for Research	5.25	4.20	22.861**
Stability of Political Environment	5.24	4.50	11.816**
Graduate's Employment Prospects	5.16	5.00	.580
Scholarships Available	5.15	3.60	38.516**
Achievements of the Institution	5.10	4.85	1.228
Employer's Views of Graduates	5.08	4.50	6.416*
Hospitality of New Zealanders	5.08	4.65	4.421*
Excellent Accommodation	5.07	4.40	8.125*
Student Support Services	5.04	5.25	.826
Excellent Physical Facilities	5.01	4.60	3.604
Variety of Experiences	4.99	3.70	31.559**
Flexible Course Duration	4.97	4.55	3.380
Travelling within Country	4.97	3.70	29.022**
Graduate's Expected Income	4.96	4.20	10.004*
Accessibility to town	4.78	4.20	6.035*
Multi-cultural Environment	4.74	4.35	2.621
Uniqueness of Courses	4.58	4.35	.861
Natural Resources for Research	4.57	3.35	22.249**
Brand Name of Institution	4.54	5.20	7.187*
Foundation Courses Available	4.53	3.80	6.649*
Valuing Cultural Diversity	4.45	4.55	.157
Vibrant Student City	4.39	4.35	.026
Industrial "hands-on" Courses	4.39	3.40	14.160**
Country's Natural Beauty	4.31	3.90	2.373
Avenue for Religious Practices	4.04	3.05	11.246**
Tourist Attractions	3.83	2.90	9.899**

On a scale of 1-6, where 1=very unimportant and 6=very important

The important messages seem to fit into two distinct categories. The first is the quality of the product, as related to international recognition, and the second seems to be the internal support structures in place for international students. The implications of these two important message types will be expanded upon in a later section.

C) Important Messages by Intended Country of Study

As table 6 illustrates, some of the promotional messages that are important to students vary depending on the country in which they intend on attending a tertiary institution.

Table 6: Promotional Message by Intended Country of Study

Promotional Messages	Intended Country of Study					F-Value
	Malaysia	USA	UK	NZ	Aust	
International Recognition	5.78	5.58	5.68	5.28	5.22	4.565**
Safety in the Country	5.68	5.35	5.49	5.36	5.42	1.033
Stable Political Environment	5.60	5.14	5.32	5.15	4.99	3.024*
Quality of Courses	5.58	5.42	5.55	5.49	5.33	1.376
Excellent Teaching Staff	5.57	5.54	5.72	5.45	5.41	1.788
Safety within the Institution	5.55	5.39	5.37	5.14	5.25	1.262
High Standard of Education	5.55	5.40	5.62	5.44	5.36	1.184
Reasonable Tuition Fees	5.52	5.37	5.51	5.26	4.97	3.901*
Experience of Institution	5.45	5.07	5.55	5.15	5.03	4.100**
Grad Employment Prospects	5.40	5.11	5.23	4.92	5.12	2.140
Resources for Research	5.35	5.37	5.34	5.12	5.08	1.331
Travel within country	5.32	4.95	5.02	4.82	4.84	1.651
Achievements of the Institution	5.30	4.96	5.23	5.06	4.96	1.192
Employer's Views of Grad	5.25	5.02	5.07	5.01	5.10	0.385
Hospitality of New Zealanders	5.23	4.95	5.09	4.99	5.05	1.166
Variety of Experiences	5.20	4.81	5.17	4.92	4.86	1.649
Excellent Physical Facilities	5.05	5.21	5.01	4.90	4.92	0.924
Student Support Services	5.03	4.98	5.20	5.04	4.88	0.851
Flexible Course Duration	5.03	5.07	4.95	4.78	4.86	1.920
Grad Expected Income	5.00	5.09	4.85	4.88	4.99	0.568
Excellent Accommodation	4.95	5.05	5.30	4.94	5.03	1.285
Accessibility to town	4.95	4.72	4.97	4.49	4.62	3.132*
Natural Resources of country for Research	4.93	4.49	4.31	4.73	4.45	2.536*
Scholarships Available	4.87	5.30	5.32	5.00	4.90	3.186*
Multi-cultural Environment	4.87	4.70	4.93	4.54	4.58	1.853
Foundation Courses Available	4.72	4.46	4.49	4.41	4.68	0.667
Valuing Cultural Diversity	4.68	4.37	4.61	4.29	4.30	1.513
Industrial "hands-on" Courses	4.65	4.42	4.31	4.17	4.30	2.235*
Uniqueness of Courses	4.55	4.70	4.48	4.47	4.56	0.849
Brand Name of Institution	4.40	4.37	4.60	4.60	4.51	0.780
Country's Natural Beauty	4.35	4.14	4.31	4.46	4.15	0.989
Vibrant Student City	4.30	4.16	4.56	4.32	4.25	2.571*
Avenue for Religious Practices	4.05	4.04	3.92	4.10	4.11	0.239
Tourist Attractions	4.00	3.84	3.68	3.83	3.92	0.443

On a scale of 1-6, where 1=very unimportant and 6=very important

As this table illustrates, students exhibited statistical differences to the importance that they attributed to various promotional tools, based on the country in which they intended on studying. In particular, the experience of the institution, the vibrant student-oriented nature of the city, the accessibility to town and the availability of scholarships were all of higher importance to students intending on studying in the UK. In a similar fashion, the affordability of tuition fees, the applied nature of the courses offered, the international recognition associated with the institution, the stability of the political environment and the availability of natural resources for research were all more important for students intending on studying in Malaysia.

Overall, irrespective of the country of study destination, the majority of Malaysian students were more concerned about the quality and reputation of the institutions rather than the physical environment.

3.3 Individual Cultural Values

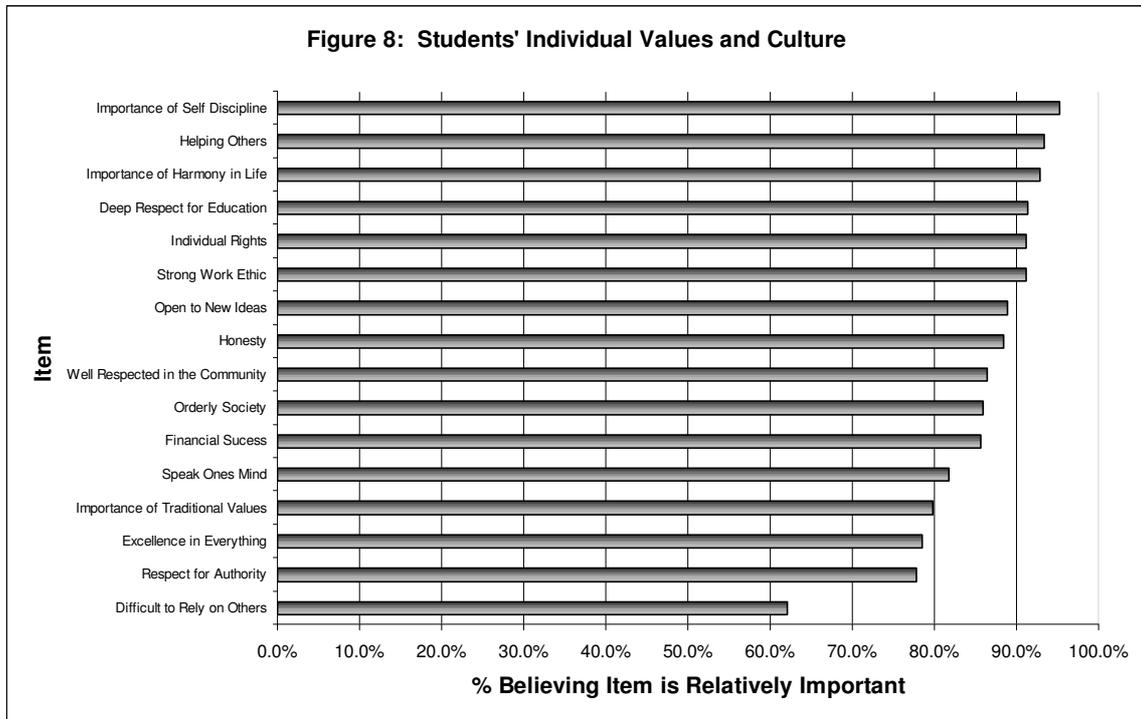
A) Students' Cultural Values

The relevance of the individual cultural values of the students is reflected in Table 7. The top three values were self-discipline, harmony in life and helping others. The least relevant value was the difficulty to relying on others.

Table 7: Students Cultural Values Scores

Cultural Values	Mean
Importance of Self Discipline	5.22
Importance of Harmony in Life	5.22
Helping Others	5.01
Individual Rights	4.95
Deep Respect for Education	4.94
Strong Work Ethic	4.90
Honesty	4.86
Well Respected in the Community	4.78
Open to New Ideas	4.71
Orderly Society	4.68
Financial Success	4.68
Speak Ones Mind	4.53
Excellence in Everything	4.47
Importance of Traditional Values	4.37
Respect for Authority	4.24
Difficult to Rely on Others	3.87

On a scale of 1-6, where 1=very irrelevant and 6=very relevant



The relative importance of these cultural values is illustrated in Figure 8. Relative importance is rated on a 6-point Likert scale, where 4-6 is especially relevant and 1-3 is relatively irrelevant. As this figure depicts, there were several values that are of relatively more importance to the sample than other values. Values that are of high importance include helping others, importance of harmony in life, importance of self-discipline, individual rights, strong work ethic and deep respect for education. Over 90% of the sample believed that these values were important (response of 4-6).

B) Marketers' Perceptions of Students' Cultural Values

The following table illustrates how marketers perceive students' beliefs regarding the importance of various aspects of individual values and culture.

Table 8: Comparing Students' Cultural Values with Marketers' View

Cultural Values	Students Mean	Marketers Mean	F-Value
Importance of Self Discipline	5.22	4.75	4.722*
Importance of Harmony in Life	5.22	4.30	16.986**
Helping Others	5.01	3.95	23.153**
Individual Rights	4.95	3.25	55.729**
Deep Respect for Education	4.94	5.35	3.508
Strong Work Ethic	4.90	4.90	0.000
Honesty	4.86	3.60	25.027**
Well Respected in the Community	4.78	5.35	5.113*
Open to New Ideas	4.71	3.65	19.375**
Financial Success	4.68	4.80	0.215
Orderly Society	4.68	4.75	.095
Speak Ones Mind	4.53	2.40	67.475**
Excellence in Everything	4.47	4.20	.970
Importance of Traditional Values	4.37	5.35	17.560**
Respect for Authority	4.24	4.65	2.521
Difficult to Rely on Others	3.87	3.95	0.077

On a scale of 1-6, where 1=very irrelevant and 6=very relevant

This table suggests that New Zealand marketers of tertiary education products do not realise the importance of several key cultural values. In particular, cultural values such as helping others, importance of harmony in life, the importance of self-discipline, individual rights and a strong work ethic seem devalued by marketers – with most of these items ranked mid to low by marketers on the above table. The only important cultural value that seems to rank consistently between students and marketers was a deep respect for education, which is highly ranked by both groups.

The importance of knowing which cultural values are important to the students will help marketers in formulating the *right* promotional message for the *right* target audience. For instance, the Malaysian students placed a great emphasis on self-discipline and harmony in life rather than other cultural values. Therefore, it would be to the marketers' advantage if they could formulate promotion messages that emphasis these two cultural values that students associate with. It is beyond the scope of this report to actually test the proposed relationship.

3.4 Socio-economic Development

A) Students' Perception of Socio-economic Development

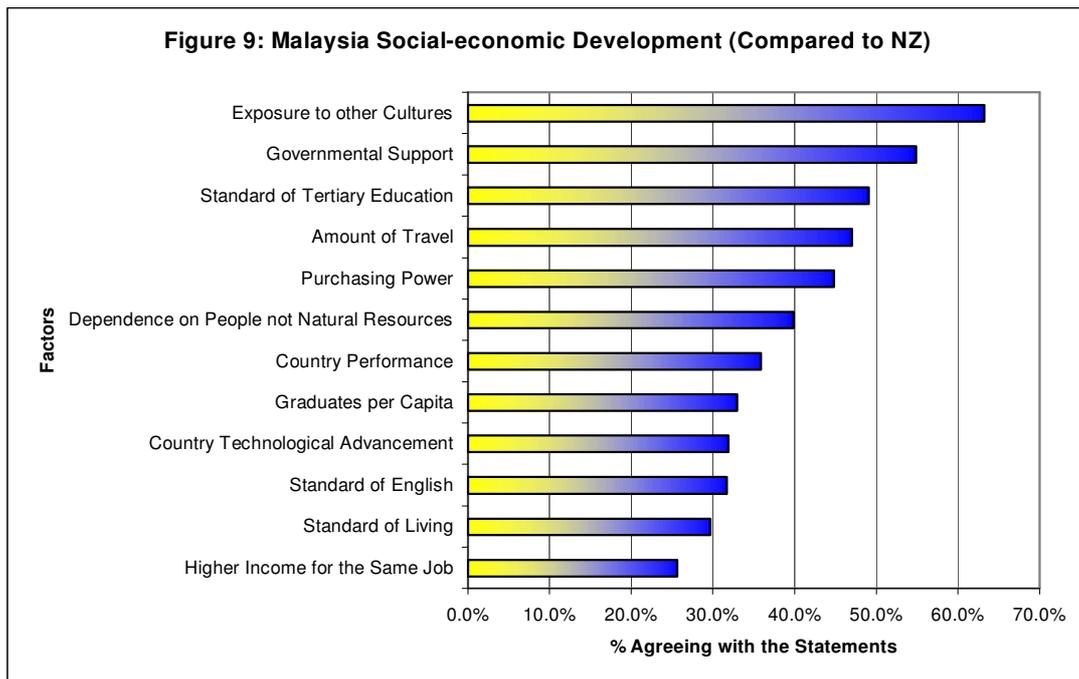
The students' perceptions of the socio-economic conditions in Malaysia (as compared to New Zealand) are summarised in Table 9. On a scale of 1-6, the majority of Malaysian students claimed that they have more exposures to other cultures relative to New Zealanders. This finding was claimed by more than two-thirds of the respondents (see Figure 9).

On other socio-economic items, most (approximately 65%) Malaysian students did not perceive their country's standard of living, technological advancement and standard of English as higher than New Zealand (see Figure 9).

Table 9: Malaysia Compared to New Zealand

Socio-economic Factors	Mean
Exposure to other Cultures	3.96
Governmental Support for Tertiary Education	3.61
Standard of Tertiary Education	3.43
Amount of Travel	3.41
Purchasing Power	3.39
Dependence on People not Natural Resources	3.24
Country Economic Performance	3.18
Graduates per Capita	3.08
Standard of Living	2.98
Country Technological Advancement	2.98
Standard of English	2.94
Higher Income for the Same Job	2.85

On a scale of 1-6, where 1=strongly disagree and 6=strongly agree



B) Comparing Students' Opinion on Socio-economic Development with Marketers

The following table illustrates how marketers perceive students view the comparative socio-economic conditions (between Malaysia and New Zealand).

Table 10: Comparing Students' Opinions with Marketers

Socio-economic Statements	Students Mean	Marketers Mean	F-Value
Exposure to other Cultures	3.96	4.89	8.214*
Governmental Support	3.61	3.44	.325
Standard of Tertiary Education	3.43	3.16	.989
Amount of Travel	3.41	2.84	3.854*
Purchasing Power	3.39	2.58	8.165*
Dependence on People not Natural Resources	3.24	2.89	1.365
Country Economic Performance	3.18	2.47	6.366*
Graduates per Capita	3.08	2.22	10.637**
Country Technological Advancement	2.98	2.63	1.480
Standard of Living	2.98	2.11	10.283**
Standard of English	2.94	2.26	5.609*
Higher Income for the Same Job	2.85	2.78	.074

On a scale of 1-6, where 1=strongly disagree and 6=strongly agree

As Table 10 illustrates, the students and marketers seem to be relatively consistent in their perceptions of Malaysia's socio-economic development. However, the marketers' perceptions seem to be polarised, with responses at the top and bottom of this list respectively higher and lower than the comparative responses of students.

Understanding the socio-economic development of a country is relatively important. Based on the scale of 1-6 with 3.5 being on par with New Zealand, we found that most Malaysian students perceived New Zealand as having a better standard of living and standard of education, and is technologically more advanced than Malaysia. If this is the case, then surely one can learn more from being a student in New Zealand than in Malaysia. With this understanding, promotional messages can be tailored to meet the needs of these students.

3.5 Factor Analysis of Promotional Tools

A factor analysis was used to determine which promotional tools had underlying similarities. The results are illustrated in Table 11. It would seem that the WWW is the most important source of information for these students, followed by Print Media and Public Relations.

Table 11: Factorised Promotional Tools

Promotional Tools	Mean
Internet/WWW	5.31
<u>Print Media</u> ◆ Newspapers ◆ Magazines	5.03
<u>Public Relations</u> ◆ Institution Open Days ◆ Sponsorships ◆ Trade Fairs/Shows	4.84
<u>Broadcast Media</u> ◆ TV ◆ Radio	4.64
<u>Word of Mouth</u> ◆ Representatives/Agents ◆ Testimonials ◆ Alumni Associations	4.35
<u>Visual Aid Promotions</u> ◆ Video Clips ◆ Banners ◆ Posters ◆ Photographs	4.23
<u>Direct Mail</u> ◆ Bookmarks ◆ Stickers ◆ Brochures ◆ Postcards	3.93

A) Important Promotional Tools in East and West Malaysia

As the following table illustrates, there seems to be few tools that differ in their importance to students between East and West Malaysia. Direct Mail is the only promotional tool whose importance rating differs significantly to the students from East and West (Peninsula) Malaysia. Direct Mail seems to be more important in East Malaysia than Peninsula Malaysia. Perhaps students that reside in the 'vertical cities' of Peninsula Malaysia do not believe Direct Mail is important because of its reduced effectiveness in this densely populated area.

Table 12: Differences in Importance to students of Promotional Tools by Province

Promotional Tool	East Malaysia Mean	Peninsula Malaysia Mean	F - value
Direct Mail	4.17	3.81	10.520**

3.6 Factor Analysis of Promotional Messages

The promotional messages that were particularly relevant to students compressed into five main factors (after a factor analysis). As such, the promotional messages that seem to be of particular importance include the Quality Learning Environment, Reputation of the institution as well as the Career Prospects associated with a qualification from the institution. The factorised promotional messages are illustrated in the following table.

Table 13: Factorised Promotional Messages

Promotional Factors	Mean
<u>Quality Learning Environment</u> ♦ Excellent Resources for Research ♦ Excellent Teaching Staff ♦ Student Support Services ♦ Excellent Physical Facilities ♦ Reasonable Tuition Fees ♦ Flexible Courses ♦ Safety within the Institution	5.21
<u>Reputation</u> ♦ Achievements of Institution ♦ Institution Brand name ♦ High Standard of Education ♦ Experience of Institution ♦ Quality of Courses	5.16
<u>Career Prospects</u> ♦ Graduates' Expected Income ♦ Employers' views of Graduates ♦ Graduates' Employment Prospects ♦ International Recognition	5.14
<u>Image of Destination</u> ♦ Stable Political Environment ♦ Safety in New Zealand ♦ Hospitality of New Zealanders ♦ Country's natural beauty	5.04
<u>Cultural Integration</u> ♦ Avenue for Religious Practices ♦ Valuing Cultural Diversity ♦ Multicultural Environment	4.40

A) Promotional Messages between East and West Malaysia

Table 14: Comparative Importance of Promotional Messages to students

Promotional Message	East Malaysia Mean	Peninsula Malaysia Mean	F - value
Reputation	5.06	5.21	4.526*

As Table 14 illustrates, the importance of *Reputation* was significantly different between East and West Malaysia. Reputation seems to be of relatively greater importance to students in Peninsula Malaysia than their counterparts in East Malaysia.

3.7 Factor Analysis of Cultural Values

The cultural values of students seem to have three factors as illustrated in Table 15. It seems that the Malaysian students are generally very traditional with a deep respect for the elderly and authority. They are also quite liberal and ambitious; small wonder given that these students want to pursue an overseas' qualification.

Table 15: Factorised Cultural Values

Cultural Factors	Mean
<u>Communal Values</u> <ul style="list-style-type: none"> ◆ Helping Others as a way of life ◆ Live in Harmony with Others ◆ Honesty in Life ◆ Importance of Self-Discipline ◆ Importance of Traditional Values and Wisdom of the Elderly ◆ Deep Respect for Authority 	4.85
<u>Liberal Values</u> <ul style="list-style-type: none"> ◆ Open to new ideas ◆ Belief in Individual Rights ◆ Deep Respect for Education 	4.76
<u>Success Driven</u> <ul style="list-style-type: none"> ◆ Excellence on everything ◆ Importance of Financial Success ◆ Importance of being well-respected in the community 	4.64

3.8 Factor Analysis of Social Economics

A factor analysis was used to compress the items associated with the socio-economics of Malaysia (relative to New Zealand). The students' socio-economic factors seemed to compress into two factors, namely standard of living and the standard of education. These factors are listed in Table 16.

With a sample mean of 3.14, it seems the Malaysian students regard their standard of education is slightly lower to that of New Zealand. As such, Universities in New Zealand show that they have a competitive edge over Malaysian universities/local private colleges which offer twinning programmes, these students might either stay put or turn to US, UK or Australian universities.

The Malaysian students generally regard their country's standard of living (3.33) as slightly lower to that of New Zealand. So, as long as they perceived their standard of living is slightly lower than New Zealand, these students will always look upon studying overseas, be it in New Zealand or somewhere else, as a way to raise their standard of living and also that of their parents.

Table 16: Socio-economic Factors

Socio-economic Factors (in Malaysia compared to NZ)	Mean
<u>Standard of Education</u>	3.14
<ul style="list-style-type: none"> ◆ Governmental Support for Tertiary Education ◆ Quality of Tertiary Education ◆ Standard of English 	
<u>Standard of Living</u>	3.33
<ul style="list-style-type: none"> ◆ Average Income ◆ Economic Performance ◆ Standard of Living ◆ Amount of Travel ◆ Technological Advancement ◆ Purchasing Power ◆ Amount of Holidays ◆ Graduates per Capita ◆ Dependence on People, not Natural Resources 	

4. DISCUSSIONS

4.1 Promotional Tools

A surprising array of promotional tools were suggested as being important to Malaysian students. Perhaps the most surprising (by its absence) was the relatively low importance of direct mailing tools such as brochures, banners and stickers. It may be that these tools can not communicate the right level of information because tertiary education is a complex product that requires a considerable amount of credible information. For this reason, information-intensive tools such as print media (newspapers and magazines) seem to occupy a key position. In addition, previous studies have suggested that these media are more suitable for promoting a high quality product – as such their suitability for New Zealand Universities' product is quite apparent.

Malaysian students also seem to favour the WWW. Perhaps this is because it is a source of information that is accessible from students' colleges, and could be conveniently utilised to find out further information. The advice for New Zealand Universities' is that it should not ignore the importance of WWW. A Web page with information oriented towards overseas students and the Malaysian students especially should be set-up.

Several promotional tools that involve personal selling (trade fairs/open days) seem to occupy a key position for Malaysian students. This personal contact allows the Malaysian students a first-hand chance to evaluate the prevailing culture of the institution, and they may evaluate whether they are able to live in harmony¹ with this. In a similar manner, sponsorships may indicate to the Malaysian student that New Zealand Universities are interested in helping potential Malaysian students – an important cultural (helping others) and socio-economic (governmental support) dimension.

¹ Refer to cultural values section

Finally, Malaysian students seem to attribute a high level of importance to testimonials of past students. Perhaps credibility is a key issue that makes this promotional tool particularly important. The implication for marketers of New Zealand Universities is to identify key role models and opinion leaders of Malaysian students because these will have a higher level of credibility, hence being more convincing when conveying messages.

Marketers of New Zealand tertiary education products seem to have had rather varied success as to the extent to which they favour tools that are of particular importance to students. Perhaps the key implication for New Zealand marketers is that they should examine their personal contribution to marketing, to determine whether this is being viewed as effectively as marketers perceive. Additionally, New Zealand marketers should explore the promotional opportunities that print media offers in Malaysia. If these two issues are addressed, the marketers' choice of promotional tools will much more closely resemble the preferences of the students they are trying to reach.

4.2 Promotional Messages

There seems to be several ways for successfully targeting the Malaysian students. The first recommendation is for New Zealand Universities to ensure that the quality of the educational product is highlighted along dimensions that are relevant to Malaysian students. In particular, the international reputation of New Zealand Universities should be communicated. A probable explanation for these dimensions is the high level of competition in this market, as shown by the demographic information regarding which countries Malaysian students consider for tertiary education. A further reason for the importance of international recognition is the likelihood that Malaysian students will work overseas after their tertiary education, either back in Malaysia or in another country.

A second important dimension to communicate to Malaysian students is the hospitality of New Zealanders and their safety within New Zealand. This dimension is related to important cultural values such as the ability to live in harmony and the importance of helping others, as outlined in the cultural values section. The implication of the importance of this dimension is that Malaysian students seem to value the associated lifestyle of being a student as well as concerns regarding the quality of the education provided.

The implication for New Zealand Universities is that the safety of New Zealand could be compared to other competing destinations that are perceived as being less safe (e.g. the UK) or destinations that may have had problems with racial tensions (e.g. Australia). This strategy would not purport New Zealand as being perfect, but it would suggest that other countries have more serious problems with this issue. Additionally, New Zealand Universities could capitalise on New Zealand's comparatively small size, suggesting that the population is more hospitable than alternative cultures for this reason.

Possibly the best way of utilising the two dimensions described is by combining them. In this scenario, New Zealand Universities would be promoted as a place from which Malaysian students can receive an internationally renowned tertiary education, and at the same time enjoying a unique lifestyle in harmony with the local population.

It is interesting to note that the marketers of New Zealand educational products seem to quite effectively align their promotional messages with those that are important to Malaysian students. This is slightly surprising, as it has been illustrated that the marketers did not have a firm grip on the underlying cultural values, and as such may not have a good understanding of why these promotional messages are important. Other than re-evaluating the underlying culture of Malaysian students and recognising the implications for promoting New Zealand tertiary products, perhaps the other improvement that could be made is the integration of promotional messages, as described above. By

doing this, effectively marketers would be selling a *bundled product*, with benefits other than an excellent standard of education.

4.3 Cultural Values

The current research has shown that when marketing to Malaysian students, special care needs to be exerted to take into account the underlying values, the importance of which may differ to those displayed in New Zealand.

In particular, it appears that the marketing of New Zealand Universities should reflect the emphasis that Malaysian students place on helping others and the desire to live in harmony. As such, the importance of marketing auxiliary products (e.g. student support schemes) is quite apparent. Although these students purport a self-reliant approach to studying (through self-discipline and a strong work ethic), auxiliary products are able to illustrate that the cultural differences are not that an inhibiting factor – implying that they will fit in and live in harmony with those around them.

An overriding value that underlies the Malaysian student's perception of New Zealand Universities' marketing is their deep respect for education. These students seem to perceive tertiary education as a way of further advancing their status – to get closer to their 'ideal life'. Effectively, this should help New Zealand Universities' cause as the students are already predisposed to viewing education as a means of advancement, so may be less disillusioned than their New Zealand counterparts.

As mentioned earlier, it would appear as if the marketers of New Zealand tertiary education products currently do not have a firm understanding of the cultural values that are particularly important to the students. The implications to be drawn from this finding are far-reaching, as the chances of effectively marketing in a country when the prevailing culture has been misunderstood are very slim. Perhaps the only way to market to consumers given this misunderstanding is to adopt a selling orientation, where appropriate tactics

are adopted as a function of what New Zealand University perceives itself to be good at, rather than aligning with the values that are important to their consumers.

4.4 Socio-economic Factors

The current study also has implications for the marketing of New Zealand Universities with regard to New Zealand's socio-economic situation. It would seem that Malaysian students do not perceive Malaysia to be much different to New Zealand socio-economically.

The opportunity for marketers of New Zealand Universities is to show the students that there are differences, especially the improved lifestyle that students enjoy while in New Zealand. Whilst this is an opportunity to differentiate New Zealand from other destinations, it seems as if the importance of this factor is relatively low compared to international recognition and educational quality messages.

Two socio-economic areas that are important to Malaysian students do exist that marketers from New Zealand Universities may seek to capitalise on. These are the levels of governmental support for tertiary education as well as the exposures to other cultures. These seem to be important areas where New Zealand has deficiencies compared to Malaysia, in the eyes of Malaysian students.

Communicating to Malaysian students the establishment of a 'knowledge-based' economy, and New Zealand Universities' role in this economy could partially overcome the first of these issues. The second could be addressed by illustrating the cultural diversity of New Zealand and Dunedin. Effectively this means both illustrating that other international students come to New Zealand and what their cultures are. Additional illustration should emphasise New Zealand's unique point of differentiation with respect to culture. Not only

does New Zealand have a mixture of immigrant cultures (e.g. NZ Europeans etc.), Maori culture plays a key role in New Zealand society. This theme will appeal to Malaysian students who are used to living in a diverse cultural environment.

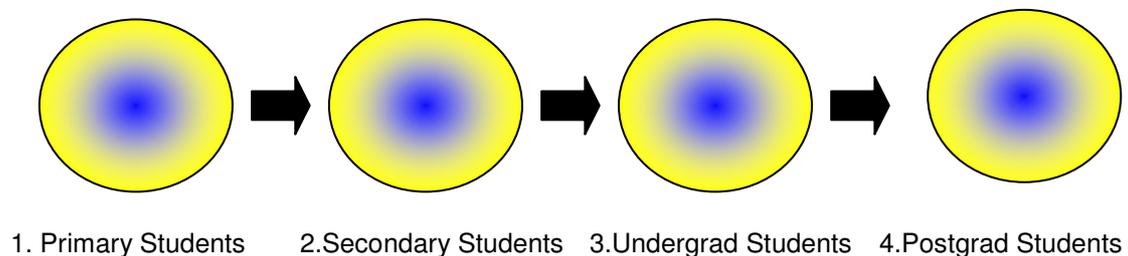
5. RECOMMENDATIONS FOR MARKETING

5.1 Market Segments and Potential Target Markets

New Zealand Universities have two types of tertiary products that could be marketed to potential students from Malaysia. The first is the BCom undergraduate degree and the second is the various types of post-graduate degrees (MBus, MCom, PGDip). The tertiary education market has segments of consumers that are grouped around these two divisions (under or post-graduate). Although these segments initially appear simple (e.g. undergraduate students and undergraduate degrees) complexities do exist, particularly at the postgraduate level. As such, the post-graduate degrees are both relevant for postgraduate students, as well as current marketing practitioners working in industry. These divisions will be further addressed later in this plan.

To complicate matters, to target a potential group of students, this must be done before the group of students exists. For example, postgraduate students often make this purchase decision when they are still undergraduate students. Figure 10 illustrates the procession that consumers in this market go through.

Figure 10: Market Segments



It is the perspective of this plan that New Zealand Universities should use their post-graduate degrees to target Malaysian students. The rationale behind this recommendation is the level of competition in Malaysia by other

extremely well funded and aggressive international competitors (e.g. UK and Australian Universities) for undergraduate students. Also there are already too many private colleges offering twinning undergraduates programmes in Malaysia. As such the post-graduate segment offers the New Zealand Universities a niche market that is being under-served by the current competitors.

5.2 Where to Communicate to Target Markets

There are several places where New Zealand Universities can target potential postgraduate students. The first is through local universities and private colleges (with links to foreign universities). Each of these two types of institutions have students that are on the verge of completing a three year undergraduate degree, and as such, may be open to suggestions regarding what their next course of action might be.

Additionally, New Zealand Universities should consider targeting executives or marketing practitioners who currently only have an undergraduate degree. These people may be interested in making themselves more marketable internationally.

5.3 Decision Makers and Key Influencers

The current study has shown that there are two types of people involved in this purchase decision. The first is the potential students (themselves), who are likely to occupy a decision-maker type role. The key influencer to this decision is likely to be parents, who are probably the only other group to exert a significant influence over this decision.

There are several different ways in which these key decision-makers and influencers should be targeted. The current study has suggested that promotional tools such as the WWW, PR, print and broadcast media seem to

be particularly effective promotional tools to Malaysian students, the role of which is not well understood by New Zealand marketers.

It is likely that marketing practitioners or executives will need to be targeted differently to current under-graduate students. These consumers are more likely to value information sources that are perceived to be independent (such as Word of Mouth) and promotional tools that can be compared (e.g. brochures, newspapers, magazines) than the promotional tools preferred by current undergraduate students.

The third group that needs to be targeted is the parents. Specifically, this report recommends the targeting of parents that were students of a New Zealand University 20 or more years ago, who now have children of university age. These parents are likely to want their children to go to a university the environment of which they were familiar with and that they wish to continue to be associated with.

5.4 Promotional Messages

Based on the decision-makers (students) and influencers (parents) that New Zealand Universities are trying to reach the following tag-lines have been suggested:

- ◆ **Current Undergraduate Students**

“Become more competitive in the global marketplace by gaining an additional postgraduate degree from a New Zealand Tertiary Institution”

The effectiveness of this tag-line is related to the underlying needs and wants of a student that is considering studying overseas. In particular, it focuses on communicating to the student that if they study at New Zealand, they will be

able to differentiate themselves from the hundreds of other students that may be applying for a particular position (in the global marketplace).

◆ Marketing Practitioners

“Develop your international marketing career by gaining an additional postgraduate degree from a New Zealand University”

This tag-line focuses on the needs of the marketing practitioner and would be particularly relevant for applied marketing degrees (e.g. MBus/MBA). The tag-line suggests that if the executive were to upgrade their current qualification, they would make themselves more marketable, and be able to better develop their career in a direction that was more desirable.

◆ Parents

“New Zealand Universities: Just as you remember, only better”

This tagline attempts to capitalise on the past student’s positive memories of the New Zealand University, in an effort to get these parents to communicate these benefits to the key decision-maker (their children). As such, this tag-line focuses on the image of New Zealand Universities, and may make the testimonial more influential as it is coming from a source that is particularly relevant for the Malaysian student.

5.5 Summary

In summary, this marketing plan outlines the key promotional tools and associated messages that are likely to be useful when targeting potential Malaysian students.

However, to illustrate the key issue in this market it is perhaps best to paraphrase John F. Kennedy “...**ask not what Malaysian students can do for New Zealand Universities, but what New Zealand Universities can do for Malaysian students...**”

In other words, New Zealand Universities have to deliver on the promises of its marketing, as failure to do so would result in negative word-of-mouth. This in turn would seriously affect the long-term sustainability of the University’s marketing.

6. CONCLUSION

New Zealand tertiary educational institutions are forced to fund existing services via other means because of recent funding decreases. In particular, it has been suggested that New Zealand tertiary institutions have been particularly successful marketing their product to Malaysian students. However, this segment seems to be growing faster internationally than observed in New Zealand, and as such, this study aims to identify how New Zealand tertiary institutions might better target this lucrative market segment.

The current study examined a group of Malaysian students who had yet to make the decision regarding what country/institution they were going to attend. The students were administered a self-completion questionnaire based around four specific topic areas: preferred promotional tools, promotional messages, cultural values, and socio-economic perceptions (of Malaysia compared to New Zealand). Additionally, 20 New Zealand marketers were also administered a similar survey that sought to identify if the assumptions that the marketers held about this segment were in fact correct.

The findings revealed an array of differences in the students' choice of promotion tools and promotional messages. In particular, the WWW was the most common source for educational information. The second most important tool was print media. The promotion message that appealed most to the students was Quality Learning Environment, followed by Reputation of the Institution.

Culturally, most Malaysian students were very traditional with respect given to elders and those in authority. They were also ambitious and yet open to new ideas. Socio-economically, the Malaysian students perceived their country's standard of education as relatively similar to New Zealand. However, they were less optimistic about Malaysia's standard of living. These differences in cultural values and socio-economic development could have caused the

Malaysian students to value some promotion tools/messages as more important than the others. However, it is beyond the scope of this report to link cultural values and socio-economic development to the students' choice of promotion tools and messages.

In conclusion, the recommendation of this report is that the marketers of New Zealand tertiary institutions should target both the key decision makers (students) as well as the key influencers (parents). The promotional tools and messages that should be used to target these two groups differ, although suggestions have been made in each of these two areas.

7. REFERENCES

British Council Report (1999)

Pang, David (1999) "Time to Lay Down the Law on Educating foreigners",
New Zealand Herald, July 13.