

EFFECTIVE BRAND POSITIONING OF UNIVERSITIES AMONGST CHINESE SOCIETIES IN SINGAPORE AND MALAYSIA

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ABSTRACT

Although branding has become the latest focus in tertiary education to attract international students, little has been written about the influence of brand message on student's choice of education destination in Asian markets. In a review of the literature, hypotheses are developed and summarised in a hypothetical model which was validated by questionnaire survey. The result of this study suggests that effective brand positioning of university is contingent on the type of message projected, the promotional media used, and the cultural values of potential student. The results have important implications for marketers of export education. This paper recommends further research into the influence of emotion in student's choice of study destination.

INTRODUCTION

An effective brand position captures the distinctive mission, aspirations, and strengths of an institution and appeal to the motivations and interests of the marketplace. A positive corporate brand is expected to have an impact on recruitment of students and academic staff, for attracting resources and to create goodwill (Belanger et al. 2002, p. 17). Branding efforts may help higher education institutions to rediscover what they are, and their basic purposes. In an age with new stakeholders entering higher education, new demands being directed at universities, and more tasks than ever to handle, has resulted a situation of capacity overload (Clark 1998). Branding may be of assistance in the process of trying to prioritise between all the tasks and objectives on the agenda, and help institutions to remind themselves what the core activities are (Stensaker 2005).

There are more than 1.6 million students studying outside their home country (Dahlman 2003), contributing significantly to the economy of the education exporting countries. For example, education is a £billion industry for New Zealand; generates over £23 billions per year for the United Kingdom while contributed about US\$12.9 billion to the US economy (Holman 2004). Given the size of this industry, it is not surprising that many studies have been attempted to investigate the factors behind choices for international education (Lawley 1998) in order to improve marketing strategies. Despite the numerous literatures on choice in international education, little has been written about the influence of brand message on student's choice of education destinations in Asia.

This paper investigates the following issues among ethnic Chinese students in Singapore and Malaysia:

- i) How cultural values influence a student's decision on study destinations?
- ii) Which are the most effective brand positioning statements (promotion messages) in drawing ethnic Chinese students to New Zealand?
- iii) Which of the communication media are effective channels for university promotion in the Chinese society?

CONCEPTUAL FRAMEWORK

Generally, major factors identified in literature attracting students to undertake international higher education have been identified as: Quality of institutions, quality of courses, reputation in selected field of study, and the potential for improved job prospects (Baker et al. 1996); geographical proximity (Kemp et al. 1998); the desire to understand western culture and the lack of education opportunity in their home country (Mazzarol et al. 2000). Four major models have been developed about the consumer decision-making process, namely economic, passive, cognitive and emotional models (Bednall & Kanuk 1997). Amongst these models, the economic and cognitive models (Kotler & Fox 1985; Lawley 1998) are most commonly used to explain student's decision-making process.

An economist's view of consumer behaviour involves the rational consumers seeking information until the marginal value gained is equal to or less than the cost of securing

that knowledge. This quest for perfect information in decision-making seems imperfect due to an individual's limited economic resources and the inability to seek, store and process large brand information (de Chernatony & McDonald 2003). For these reasons, this paper does not adopt the economic model as the underlying research framework.

From a cognitive (problem-solving) perspective, consumers are rational given the limitations of their ability to process and remember information, and their varying interest and priorities. This concept of 'bounded rationality' suggests that consumers cannot be rational in the economic sense, but they strive to make the best decisions possible given these limitations by ceasing to seek information when they perceive sufficient information is obtained to make adequate decision. One cognitive model that is popular in the study of consumer buying behaviour is the 'extended problem solving' model (Engel, Blackwell & Kollat 1978) which begins with problem recognition leading to an information search about the various alternative ways of solving the problem, ending with the purchase and post-purchase experience. The outcome of the evaluation process is the identification of a preferred brand and the formation of 'purchase intent'. Such purchase intent is then implemented by the actual purchase.

For foreign students in New Zealand, tertiary education is a high-priced purchase and of diverse programs offering that may not meet their expectations. For, example, a typical three years undergraduate tuition fee in New Zealand costs NZ\$60,000-80,000. This demands a considerable time and efforts from students to critically evaluate the course program (Nicholls et al. 1995) and it may also involve their parents/sponsor's participations in the choice's decision-making process (Moogan, Baron & Harris 1999). Given the time spent, and the variety of choices involved, one would classify student decision-making process as extensive problem solving. Thus, the extended problem solving model is used as the research underlying framework.

The model presented in this study summarises the three hypotheses about the impact of Chinese cultural values, advertising media and brand positioning statement on student's choice of tertiary education. Purchase intention is used as the predictor for the

preferential choice of student regarding the destination country (New Zealand) as provider of undergraduate and post graduate (university) studies.

Cultural values

A value is an enduring belief of a very specific kind or end state existence (Rokeach 1973). In contrast, an attitude refers to an organization of several beliefs around a specific object or situation. Geertz (1973) views culture as a set of control mechanisms- plans, recipes, rules, instruction for governing of behavior. It is believed that culture directly impacts the value systems, normative forces and symbols of a society, while the antecedent forces linked to culture also impact cognitive content and processes, indirectly impacting interpersonal perception, motivation, and cognitive structure (Triandis 1980; McCort & Malhotra 1993). In consumer behavior literatures, values are recognized as a powerful force shaping consumers' motivations, lifestyles and product choices (McCort & Malhotra 1993; Engel et al. 1990; Bednall & Kanuk 1997). Thus, this paper proposed:

Hypothesis one: Chinese cultural values have a positive influence in student's choice of tertiary education

The Chinese are predominant in Singapore and constitutes about 30% of Malaysia's population (Wikipedia). Paternalism, group orientation and relationship are some of the prominent characteristics in Chinese society (Wang 1986; Bond 1991; Luk, Fullgrabe & Li 1999). These characteristics have their roots in the teaching of Confucianism where its core doctrine is the maintenance of harmony in relationship (Bond 1991). According to Bond, the following Chinese cultural values and norms greatly contribute to the maintenance of harmony in relationships: group orientation, respect for authority, interdependence ('guanxi'), friendship ('ganqing'), and reciprocity ('renqing').

Confucian's group orientation can be viewed similar to the collectivist construct of Hofstede's (1980) Individualism-Collectivism cultural dimension. According to Hofstede, 'collectivists' (low individualism index) tend to be concerned with affiliating closely with others and maintaining connectedness, placing strong emphasis on group decisions. Norms, obligations and duties to their groups are collectivists' primary

concerns, and they tend to place a high value on group harmony and solidarity. Hofstede argues that this collectivist nature is reflected in the Chinese family and kinship system. Hofstede's (1980; 2000) other cultural dimensions include Masculinity-Femininity, Power Distance, Uncertainty Avoidance and Long term-Short term Orientation (Confucian dynamism). Genzberger (1994) and Wang (1986) suggest that the Chinese culture has the tendency towards individualism in an increasingly interconnected world.

Schwartz (1994) presents 10 human motivational value types at the individual level (Figure 1) and seven values at the cultural level (Conservatism, Intellectual Autonomy, Affective Autonomy, Hierarchy, Egalitarianism commitment, Mastery and Harmony). The East Asian societies are oriented towards the Conservatism, Hierarchy and Harmony.

Brand positioning statement

It is claimed that branding contributes to a reduction of uncertainty in consumer purchases, and helps to reduce social and psychological risks that are associated with use or ownership of the wrong product (Berthon et al. 1997). A brand's positioning sets out what the brand is, who it is and what it offers (Rositer & Percy 1987). Traditionally, brand positioning involves focusing on points of difference (differentiation), and the unique benefits that set each brand apart from its competitors (Aaker 1996; Hart & Murphy 1998) to make the brand more desirable and relevant *per se*. The underlying logic is that such points of differentiation are what customers remember about a brand (Keller et al. 2002). There is a common agreement that the main marketing activity that implants those ideas about a brand's uniqueness in consumers' mind or brand positioning communication medium is advertising (Aaker & Biel 1993). However, there is a lack of discussion on the type of brand positioning statements that are effective in student's recruitment. This paper proposed:

Hypothesis two: Effective Brand positioning statement in student's recruitment is contingent on assurance (uncertainty avoidance) contents

The brand positioning statements utilise in this study are adapted from several international advertising and promotion materials in tertiary education (Baker et al. 1996;

Gatfield et al. 1999; Kemp et al. 1998; Mazzarol et al. 2000). These are the promotion messages relating to institutional safety (peaceful/harmonious atmosphere), political stability, international recognition, course quality, institutional experience, student support services (counselling, accommodation and advice, orientation programmes, co-curricular activities), excellent teaching staff, affordable tuition fees, course flexibility, graduate quality, graduates' employment prospect and graduate's earning power.

Effective advertising channel

In order to develop an effective brand positioning strategy, university needs to ascertain the communication channel that would be most effective at reaching their target audience (Gray et al. 2003). Traditionally, university relies on the print media, word of mouth and public relations to recruit students. As the world becomes digitalised, televisions and the Internet (Web) become alternative communication channels.

Hall (1976) distinguishes pattern of culture according to 10 universal anthropological "Primary Message Systems of which four (context, space, time and information flow) later becomes popular among marketers. In particular, the context concept is useful for understanding consumer behavior across cultures. According to Hall, members of low Context cultures have less personal contact with each other, and therefore, communications within this culture are very detailed, explicit and direct, often by way of written texts. In contrast, members of high Context cultures have closer and more familiar contact with each other, where information is frequently shared via indirect communication, often based on symbols and pictures. Who says it and when, how, and where it is said can be more important than what is said in high-context culture (Hall & Hall 1987). This is unlike the low-context culture where accurate communication is not dependent so much on long-standing personal relationships or other contextual factors. Hofstede (1991) relates high individualism to low Context communication, whereas collectivism (low individualism) is often connected to high Context communication.

There are inconclusive arguments about the impact of culture-specific communication preference in literatures, especially high versus low Context communication preference -

as TV or Web is mostly picture-based, whereas print media is mostly text-based (de Mooij 1998; Mueller 2004). While studies have shown no significant tendency of preference in print media versus TV consumption in Europe (de Mooij 2004), exception occurs in East Asian countries like Malaysia, Japan and Korea which exhibit both high TV and print media consumptions (Usunier 1991). This paper investigates which of these communication media are effective channels for university promotion in the Chinese society. This paper proposed:

Hypothesis three: An effective advertising channel in a Chinese society is reflected by its high context nature

METHOD

Questionnaire

The interviewer assisted questionnaire comprised four sections: Demographic information, cultural values, promotional media: (How important is the following promotion media importance in communicating advertising messages to you as a potential international student?) and brand positioning statements (How importance is the following messages in recruiting you as a student?). The question in the cultural values section is a modified Schwartz's (1994) Value Survey, while questions in the other sections are based on literature findings. The questionnaire also asks respondent whether they are interested in doing tertiary study in New Zealand.

Pre-testing of questionnaire

The questionnaire was first pre-tested on a group of twenty undergraduate students (Asian) from the University of Otago, New Zealand. On average, the questionnaire took between 10-15 minutes for the respondent to complete. The respondents were asked for their opinion about the difficulties of completing the questionnaire. There was no problem with the understanding of the questions.

Sampling

The targeted samplings are high school and junior colleges students in Singapore and Malaysia. Students in their uniforms are common sights in the various shopping malls in

Singapore and Malaysia. Thus, they are easy to spot and solicit responses for the survey. Students were selected from four malls in Singapore and four malls in four major towns in Malaysia (Johore Bahru, Kuala Lumpur, Kuching, Miri) over a 2-week period. To ensure that all possible times were represented when students went to a mall, preliminary observations were taken to discover the time frame the mall has its greatest concentration of students. Interviewers were positioned at the high traffic locations near the mall entrances for the selection of respondents and utilised their watches to assist in the random selection of respondents. For example, if the minute hand was at two, then the second person entering the mall was selected to be given the questionnaire. If a respondent elected not to participate, the interviewer selected the next available respondent. Upon completion of each interview, the student would check the minute hand on the watch to determine the next respondent. 674 questionnaires were collected but 258 questionnaires were rejected due to missing responses, non-Chinese ethnicity or respondents disinterested in doing their tertiary studies in New Zealand. Out of the remaining 416 questionnaires, 203 were from Singapore while the rest from Malaysia. The data showed normal distribution.

To reduce the concern that mall-intercept sampling design is more of a convenience sample rather than a random sample (Murry et al. 1989), this research compares the demographic data (Goodness-of-fit tests) collected in this research with data collected six months ago (validation sample) in the same geographical areas. The purpose of the validation sample is to compare the results obtained in the original sample with the validation sample to ensure the generalizability of the results to the resident population and to test the comparability and stability of the developed hypothetical models (Hair et al. 1995). All demographic variables considered (gender, family income), yielded the same distributions suggesting that the sample reflects the population profile.

Factorial validity test of the measurement model

The final 416 samples met the primary requirements for factor analysis (5:1 case/variable ratio as recommended by Coakes & Steed 2001). All the three factor scales in the study were subjected to exploratory factor analysis (EFA) using SPSS's Principal Component

Analysis (varimax rotation) techniques. All three factorial scales had a KMO index greater than 0.8 and Bartlett's $p < 0.5$ indicating the appropriateness for factor analysis. The factor analysis results of each of the three factor scales (construct) are shown in Appendix 1. The results indicated that the measurement items in two out of the four factor scales (advertising media and promotional messages) were best represented by at least two constructs (factors) each. Subsequently, Structural Equation Modelling (SEM) using AMOS 6.0 program was conducted on all factorial scales prior to full model test. Basically, all outputs of the SEM estimation process advised that the discrepancy between the sample covariance matrix S and the population covariance matrix $\Sigma(\theta)$ is minimal (that is, $[S - \Sigma(\theta) = \text{minimum}]$). Elimination of items to improve factorial fits statistics resulted in the hypothetical model as presented in Figure 2.

Structural test statistics revealed sufficient evidence of goodness-of-fit between re-specified model and the sample data for further hypothesis testing (CMIN/DF=1.220, RMSEA=0.023, CFI = 0.983 and GFI= 0.953). In addition, all measurement models showed internal consistency with Cronbach's alpha coefficient value greater than 0.7. This confirmed that all the measurement scales in the hypothetical model were statistically valid.

FINDINGS AND DISCUSSIONS

Chinese cultural values

As shown in Figure 2, respondents intended to study in New Zealand exhibit the Confucian values of personal honesty, helping others as a way of life (Schwartz's benevolence) and living harmoniously in society (Schwartz's security). These values seem to be in tandem with the perceived image of New Zealand as 'fair-go' society (Hazeldine 1998), high in individual honesty/low corruption (Transparency International 2006), and low crime relative to USA, Britain and Canada (Segessenmann 2000), which contributes to a peaceful/harmonious society. In addition, both societies in Singapore and Malaysia exhibit high Masculinity, with the Masculinity indexes for both countries almost on par with New Zealand (Appendix II). This suggests the ability to integrate into the host country society and being able to live harmoniously in host country is an

influence factor in students' choice of study destination. The strong correlation between the exhibited Confucian values and the intent to study in New Zealand (regression wt=0.48) supported hypothesis one that Chinese cultural values have a positive influence in student's choice of tertiary education.

Brand positioning statement

Respondents intended to study in New Zealand expressed the importance of the following promotional messages in recruiting them as students:

Message 1 (regression wt= 0.91): Safety within institution (peaceful and harmonious atmosphere); student support services (counselling, accommodation options and advice, orientation programmes, co-curricular activities); Reasonable tuition fees (comparative tuition fees); and flexibility course duration and course mix.

Message 2 (regression wt= 0.57): Employer's view of graduates (relevant of skilled achieved, graduate quality); graduates' employment prospect (in which study fields and how fast they gain employment after graduation); and graduates' expected income (earning power).

The importance of the promotional message of "safety within the institution" and the "availability of student support services" confirmed that respondents with Confucian values of personal honesty and helping others as a way of life (Schwartz's benevolence) and living harmoniously in society (Schwartz's security), are worried about being able to live their student life harmoniously and peacefully in the host country. This is because the student support services provide the necessary social and practical support to make student feel right at home. Further, safety messages can assure potential student in foreign land. Course flexibility and affordability are also important in student's choice of study destination so as to avoid undue monetary pressure on their parents.

The importance of promotional messages likes "employer's view of graduates in terms of skilled achieved", "Graduates' employment prospect" and "Graduates' expected income" suggest future employability and future earning as key issues in the respondents mind in

deciding their choice of tertiary education. In view of the collectivist society of Malaysia and Singapore, this may be interpreted as respondents being concerned that their investment in time consuming and costly education will be rejected by the community (thus not able to find job); and that their future earnings may not be able to repay their parents or to perform their filial piety. If this was the case, it shows the indirect influence of the emotion in the student decision-making process. In Confucian thought, filial piety means to take care of one's parents; not be rebellious; show love, respect and support; display courtesy, ensure male heirs, uphold fraternity among brothers; and offers sacrifices after their parents' death (Baker 1979).

Alternatively, the exhibited uncertainty avoidance characteristics may suggest the influence of materialistic lifestyle (overly concerned with material possessions and wealth) in a society. That is, the pursuit of material rewards and lifestyle influence a students' destination choice. This uncertainty avoidance characteristic in the data sample is contrary to the low Hofstede's (1980, 2000) Uncertainty Avoidance index of Singapore (Appendix II). This classification of Singapore as a low uncertainty avoidance country would suggest that Singaporeans would readily accept change and risks. This is not supported in this paper. Hofstede's individualism index has been criticized by Triandis (1994) on the ground that it ignores differences between individuals inside a society. To explain the low uncertainty avoidance ranking in Hofstede (1980; 2000), Singaporeans may show a low aversion to risk (other than investment in education) because their government provides high stability. Thus, Singapore's citizens possibly do not fear uncertainty as much as they do in countries with lesser political stability. Overall, the assurance characteristics (risk aversion or uncertainty avoidance) of messages 1 and message 2 supported hypothesis two that effective brand positioning statement is contingent on assurance contents.

Advertising media

The SEM results show that the form of advertising media have impact on whether an institution's promotional message reaches their target audience (regression weight of 0.54). Respondents in Singapore and Malaysia show preference on the following

communication channels to get their intended information on tertiary education: Representative agents, education fairs, sponsorship, open day and the Web.

It shows that traditional print media (magazines, newspapers, and brochures), television and word of mouth (testimonials, alumni) are not the effective advertising channels to potential tertiary student from Singapore and Malaysia. Rather, those indicating possibility of intending to study in New Zealand express the importance of education fairs, sponsorship, open day, representative agents and the Web in communicating advertising messages to them as a potential international student. While Gray et al. (2003) point out the importance of using the print media in delivering promotional messages to potential students in Singapore and Malaysia; this was not the case in this paper. The expressed desire of using open day and education fairs to gets educational information means students in Singapore and Malaysia value some form of physical presence (high context communication) to advice them about overseas study. This explains the expressed importance of representative agents in disseminating university's information in those two countries. Thus, hypothesis three (an effective advertising channel in a Chinese society is reflected by its high context nature) is supported.

Marketing implications

The expressed desire of using open day and education fairs to gets educational information means universities need to consider some form of physical presence to advice/attracts potential students in Singapore and Malaysia. Mazarrol (1998) suggests the forward integration strategy of international strategic alliance and offshore teaching program to attract Asian students. However, recent cases of private institutions that offer offshore and twinning programs shutting down and leaving its student strangled have put a dent in the forward integration strategy in Singapore.

Alternative strategy of setting up permanent student recruitment centre in Asia, modelled after that of the Australian's IDP Education (Pty Ltd) would be worth considering for New Zealand. IDP Education Pty Ltd is a global company offering student recruiting and

testing services around the globe with permanent offices. IDP is part-owned by 38 prestigious universities in Australia and represents all its education sectors.

New Zealand currently uses an umbrella industry body for education exporters (Education New Zealand 2005) to promote its educational services via a range of partnership agreements and arrangements with organisations throughout the Asia-Pacific, the Americas and Europe. This means New Zealand is dependent on the marketing efficiency of different diverse organisations (each organisation may represent various universities of nationalities) to relay its promotional messages to potential student in those countries. In contrast, the top three destinations/countries for English-speaking international students have a single organisation to market and advice potential students overseas. The UK, USA and Australia have the British Council, educationUSA, and IDP respectively to represent their education exporters.

Foreign-based universities promoting their education services in Singapore and Malaysia are best advice to disseminate/position their promotional messages relating to safety within their institutions, their various student support services available, comparative tuition fees with other foreign-based universities, and the flexibility (course duration, course mix) of their degrees. Most importance they need to disseminate the earning power of their graduates, their graduate qualities and the industry's demand of their graduates in home/host country to attract potential students from Singapore and Malaysia.

Besides using the Web, education fairs and representative agents, universities can utilise scholarships advertisements to carry across their promotional messages to potential students in Chinese society. This is because our survey respondents indicated that scholarship is an important source of advertising messages for tertiary study because the Chinese culture emphasises great important in educations and scholars have great prestige in their society. In imperial China, those who passed an imperial exam are sent to the best universities and offered official post. Similarly, Singapore's early successes were built largely on the back of a scholarship system that - broadly speaking - followed imperial China as a way to recruit the "best and brightest" to serve the country (Seah 2005).

The displayed uncertainty avoidance characteristics in the data sample demonstrate the need to re-evaluate student decision-making process within the emotional model. The emotional model is associated with deep feelings (joy, fear, love, fantasy) in certain purchases or possessions. Product-wise, when a consumer makes an emotional purchase decision, the emphasis is on current mood or feelings and less emphasis on pre-purchase information (Bednall & Kanuk 1997). These feelings are likely to be highly involving and the consumer can still be rational. For instance, a student may enrol in a medical program from a certain university, knowing that its graduates are in high demand and highly paid (either to enjoy future materialistic lifestyle or to perform their filial piety) while not greatly ambitious in medical work, treating it as just a normal day job.

Advertisers are recognising with renewed interest the importance of emotional or feeling-oriented advertising in consumer products (Batra & Stayman 1990). Marketers of export education are best advised to emulate this practice. The long-term success of developing good alumni relations is an emotional process intended to build a personal relation between the individual and the institution. Studies have shown that emotional satisfaction is far more important than cognitive satisfaction (Clarke 2005), and that focusing on the former may be very beneficial for universities. In the US in 2004, private donors including alumni gave \$ 24.4 billion to universities (Wooldridge 2005). Appropriate brand positioning statement allows individual institution to provide information and images that combine neutral information with information intended to create emotional ties between various stakeholders and a given institution. Similarly, universities can utilise emotional marketing to gain customer loyalty to encourage repeat purchase (enrolment) and to influence their family members and peers study's choice.

Limitations/delimitations and further research

Tertiary education is very broadly defined in New Zealand and includes all post secondary school education. It ranges from foundation education (adult literacy program), to postgraduate education. In addition, undergraduate degrees can be obtained through polytechnics and universities in New Zealand. This paper limits itself only to university's undergraduate studies.

There are three significant limitations to this study that needs further research. First, there are arguments that data comparability is a problem in trans-national study (Yaprak 2003). This is because of difficulties concerning data collection in more than one country due to construct equivalence and language translation. Furthermore, random sampling of a specific cultural group in multi-racial country is difficult. While this study tries to minimise comparability error by focusing on predominate Chinese society in two countries, this specific ethnic cultural group are living in different social contexts and may well influence decision-making in overseas study. In addition, by using the mall-intercept data collection method, the randomness of the data sample is further diluted. This potentially prevents the generalisation of this paper finding to a broader context within the Chinese Culture.

Second, by looking at a specific destination rather than specific institutions, the effect of an institution's micro environments (a university's perceived brand image, university-alumni relationships, university's frontline staff service quality, corporate missions etc) in relation to cultural values on student's decision-making process is unknown. Third, this study did not extend to investigate whether 'intention to study in New Zealand' translated into actual enrolment. Finally, further research on the impact of emotions on student's decision-making (how a student's choice of study is influenced by filial piety) is needed.

Conclusion

The study suggests that the ability to integrate into the host country society and being able to live harmoniously/peacefully in host country is an influence factor in ethnic Chinese students' choice of study destination. The study also suggests that student's decision-making is not purely cognitive but rather have some element of influence by emotion. The influence of emotion is indirectly linked to the fulfilment of filial piety, a Chinese Confucian value which mandatory every individual to respect their parent and to support their parent at old age. This in turn affects a student desire to get a well-paying job after graduation. As such brand message statement relating to safety, student support services, reasonable tuition fees and course flexibility (to avoid undue monetary pressure on parents), graduates' expected income, employment prospect and employer's view of

graduates are much sought after. Respondents express the importance of education fairs, sponsorship, open day, representative agents and the Web in communicating advertising messages to them as a potential international student.

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Individual motivational value types	Measurement items (Schwartz Value Survey)
i) Achievement: Personal success through the demonstration of competence according to social standards.	Success, ambition, influential
ii) Benevolence: concern for the welfare of close others in everyday interaction.	Helpful, honest, forgiving
ii) Conformity: restraint of actions, inclination that likely to upset or harm others and violate social expectations/norms.	Politeness, obedient, honouring parents/elders
iv) Hedonism: pleasure and sensuous gratification for oneself.	Pleasure, enjoying life
v) Power: attainment of social status and prestige, and control or dominance over people and resources	Social power, authority, wealth
vi) Security: safety, harmony, and stability of society, of relationships, and of the self.	Family & national security, social order (harmony)
vii) Self-Direction: independent thought and action	Creativity, freedom, independence and curious
viii) Stimulation: excitement, novelty, and challenge in life	Daring, varied & exciting life
ix) Tradition: respect, commitment and acceptance of the customs and ideas that one's culture or religion impose on the individual	Humble, devout and respect for tradition
x) Universalism: understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.	Broad minded, social justice, equality and protecting the environment

Figure 1: Schwartz's (1994, 1999) motivational value types and measurement items

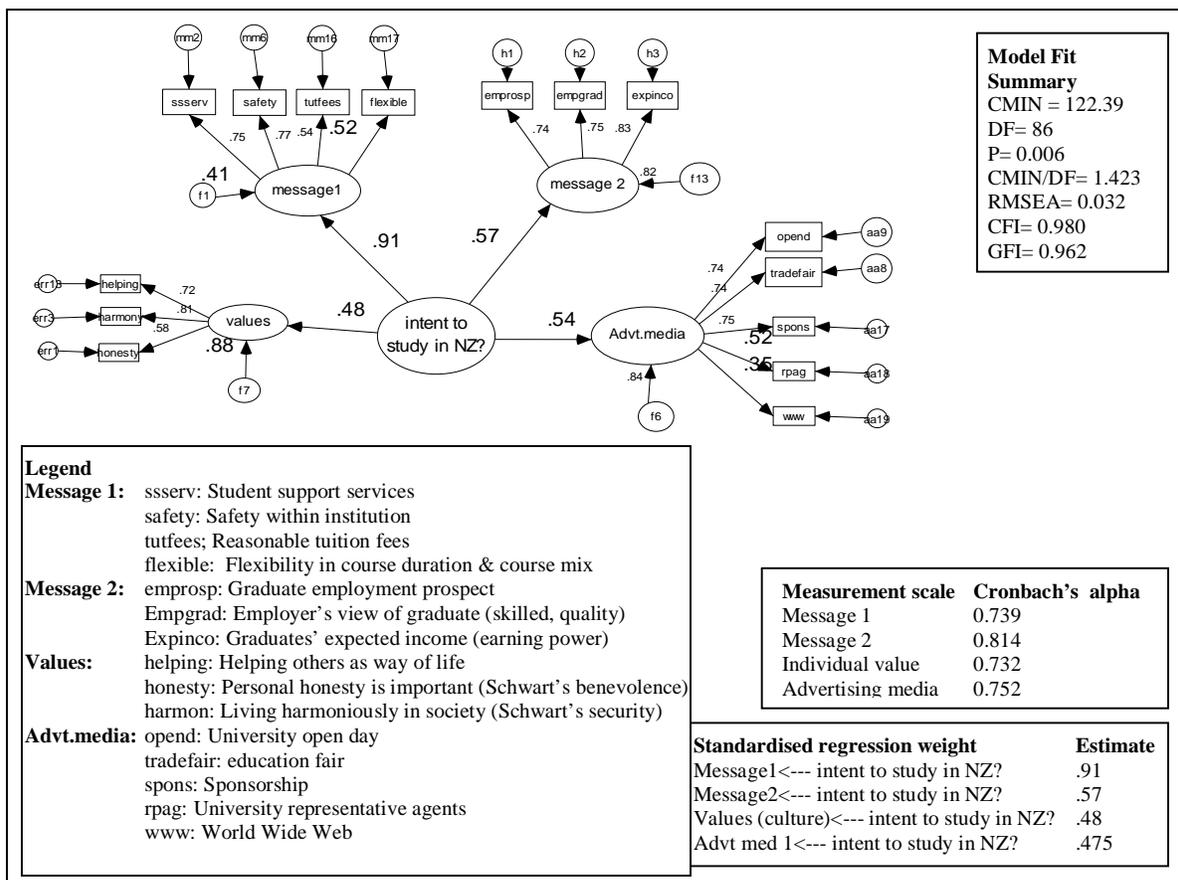


Figure 2: Hypothetical model of intention to study in New Zealand (universities) among Chinese residents in Singapore and Malaysia

Appendix 1

Factor analysis results of the factor (measurement) scales

<p style="text-align: center;">Component Matrix^a</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Component</th> </tr> <tr> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>econom</td> <td>.785</td> <td></td> </tr> <tr> <td>tecadv</td> <td>.758</td> <td></td> </tr> <tr> <td>purpow</td> <td>.731</td> <td>-.387</td> </tr> <tr> <td>stdliv</td> <td>.695</td> <td></td> </tr> <tr> <td>people</td> <td>.511</td> <td></td> </tr> <tr> <td>stdter</td> <td>.487</td> <td>.651</td> </tr> <tr> <td>govtsupp</td> <td>.521</td> <td>.536</td> </tr> </tbody> </table> <p>Extraction Method: Principal Component a. 2 components extracted.</p> <p>a) Socioeconomic variables</p>		Component		1	2	econom	.785		tecadv	.758		purpow	.731	-.387	stdliv	.695		people	.511		stdter	.487	.651	govtsupp	.521	.536	<p style="text-align: center;">Component Matrix^a</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Component</th> </tr> <tr> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>sdiscip</td> <td>.736</td> <td></td> </tr> <tr> <td>harmony</td> <td>.735</td> <td>-.350</td> </tr> <tr> <td>worket</td> <td>.688</td> <td></td> </tr> <tr> <td>helping</td> <td>.683</td> <td></td> </tr> <tr> <td>honesty</td> <td>.662</td> <td>-.305</td> </tr> <tr> <td>ordsoc</td> <td>.624</td> <td></td> </tr> <tr> <td>drespect</td> <td>.574</td> <td>.548</td> </tr> <tr> <td>open</td> <td>.453</td> <td>.641</td> </tr> </tbody> </table> <p>Extraction Method: Principal Component An a. 2 components extracted.</p> <p>b) Individual/cultural value</p>		Component		1	2	sdiscip	.736		harmony	.735	-.350	worket	.688		helping	.683		honesty	.662	-.305	ordsoc	.624		drespect	.574	.548	open	.453	.641																								
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Appendix II

Comparative Hofstede's (2000) cultural dimension index of Malaysia, New Zealand and Singapore

Country	Hofstede dimension index				
	PDI	IDV	MAS	UAI	LTO
Malaysia	104	26	50	36	
Singapore	74	20	48	8	48
New Zealand	22	79	58	49	30