THE LEVEL OF AFFECTIVE COMMITMENT AMONG INTERNATIONAL STUDENTS

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LIST OF SYMBOLS AND ABBREVIATIONS

Symbols

α	Alpha
≥	Equal and more than
n	Frequency
<	Less than
(-)	Negative
r	Pearson Correlation Coefficient
%	Percent
F	Percentage of variance
N	Population

Abbreviations

UNWTO	World Tourism Organization
SDGs	Sustainable Development Goals

UNESCO   United Nations Educational, Scientific and Cultural Organization

ABSTRACT

x
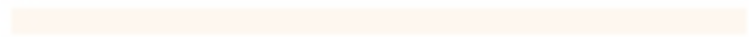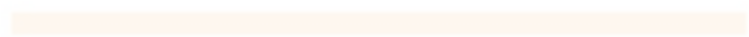
The purpose of this research is to examine the relationship of affective commitment, institution image and student incentive among the international students in Malaysia. The primary aim for this research is to find out the factor that influence the level of affective commitment among international students in Malaysia. It is discovered that the student incentive and institution image were the main reason of level of affective commitment among international students in Malaysia. The target of respondents was 384 which successfully answered by the international students through the questionnaire. By using the Statistical Package for Social Science (SPSS) the data collection was analysed. The SPSS Statistical addresses the whole statistical analysis, reporting for the better decision making and performance. Pearson Correlation Coefficient was used in this research to investigate the relationship between low rate of discrimination, student's incentive, institution image towards the level of affective commitment among international student in Malaysia. The result shows the strength of the relationship between low rate of discrimination and the level of affective commitment among international students, whereby student incentive and institution image factors was at highly moderate level, followed by indicated the strength of low rate of discrimination factor toward the level of affective commitment among international students in Malaysia. Based on this research can understanding that the low rate of discrimination, student incentive and institution image influence the level of affective commitment among international students in Malaysia.

Keywords: Affective Commitment, Low Rate of Discrimination, Institution Image, Students Incentive.

ABSTRAK

Tujuan penyelidikan ini adalah untuk mengkaji hubungan komitmen afektif, kadar diskriminasi yang rendah, insentif pelajar dan imej institusi dalam kalangan pelajar antarabangsa di Malaysia. Tujuan utama penyelidikan ini adalah untuk mengetahui factor yang mempengaruhi tahap komitmen afektif dalam kalangan pelajar antarabangsa di Malaysia. Didapati bahawa kadar diskriminasi yang rendah, insentif pelajar dan imej institusi adalah sebab utama komitmen afektif di kalangan pelajar antarabangsa. Sasaran responden adalah 384 yang Berjaya dijawab oleh pelajar antarabangsa melalui soal selidik. Dengan menggunakan Statistical Package for Social Science (SPSS) pengumpulan data dianalisis. Statistik SPSS membahas keseluruhan analisis statistic, melaporkan untuk membuat keputusan dan prestasi yang lebih baik. Pekali Kolerasi Pearson digunakan dalam penyelidikan ini untuk mengkaji hubungan antara kadar diskriminasi yang rendah, insentif pelajar dan imej institusi terhadap komitmen afektif di kalangan pelajar antarabangsa, di mana factor insentif pelajar dan imej institusi berada pada tahap yang sangat sederhana, diikuti dengan menunjukan kekuatan tahap factor yang rendah terhadap tahap komitmen afektif dalam kalangan pelajar antarabangsa di Malaysia. Berdasarkan kajian ini dapat memahami bahawa kadar diskriminasi yang rendah, insentif pelajar dan imej institusi mempengaruhi tahap komitmen afektif dalam kalangan pelajar antarabangsa di Malaysia.

Kata kunci: Komitmen Afektif, Kadar Diskriminasi Rendah, Insentif Pelajar, Imej Institusi

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter contains seven sections. The first section discusses the Background of the study, followed by the Problem Statement in the second section. Then, the development of research question and research objective in Section 1.3 and Section 1.4. Significance of the study and Definition of Term are also discussed in the respective sections. The last section provided the summary of Chapter 1.

1.2 BACKGROUND OF THE STUDY

Edu-tourism was introduced in 2014 and the trend is increasingly attracting many international students to come to Malaysia. Malaysia has been a hub for international students from all over the world to come and further their studies at any local institutions in Malaysia. Malaysia has promised a high-quality education, affordable education and an attractive learning destination. Besides that, Malaysia offers a low cost of living, but at the same time it rich in culture and tradition. Local institutions offer a wide range of education level ranging from diploma, degree, master, and doctoral qualification from various fields. Dr. Mohd Radzi,

said currently, Malaysia is sending clear signals to attract more international students to further their study in Malaysia. In additional, according UNWTO in 2015 is the year of education. The tourist industry may provide incentives to invest in education and vocational training, as well as help worker mobility, through cross-border agreements on qualifications, standards, and certifications. Because of tourism has the capacity to create inclusion, youth, women, older citizens, indigenous peoples, and people with special needs, in particular, might benefit from educational opportunities.

Nowadays, studying abroad has become a trend for education tourism. Being an international student is a worldwide phenomenon, with students travelling across countries, continents, and seas to obtain the best education possible. Teenagers with an open mind who want to push themselves and learn something new while travelling overseas. Foreign students can acquire new languages, appreciate different cultures, increase their knowledge, overcome obstacles, and develop a better perspective of the world by studying abroad (UNWTO, 2015). Another top reason for foreign students why they choose to study aboard, is because they want to improve their career prospects. As a result, studying abroad is a once-in-a-lifetime opportunity to travel the globe while also providing a tremendously gratifying educational experience. Seeing various regions of the globe will undoubtedly have a significant impact on their character and perspective, as well as assist them in preparing for life in a tough environment. These attitudes are critical for their future success, since modern employers search for these characteristics when employing new employees. Employers are increasingly valuing graduates with foreign experience and education in today's globally connected society. (Malaysia Education Blueprint 2015-2025, 2015, p. 193).

The previous Minister Higher of Education stated that "Higher education mobility will continue to be Malaysia's main agenda for the next 10 years" (UNESCO, 2019). It means that local institutions are expecting to receive many students from international to further their study

in local institutions. Therefore, it is a necessary to understand the problems faces by foreign students during their study at local institutions. Thus, the next section will highlight the problems faced by existing international students in Malaysia.

1.3 PROBLEM STATEMENT

For international students who study in local institution, transitioning to new environment can be difficult and can impair not just their social well-being but also their academic performance. Reported that, international students are struggling with perceiving hate, discrimination, and culture shock and this may cause acculturative stress (Ahrari, Krauss, Suandi & Abdullah, 2019) among them. Depression was positively linked with cultural tension among Taiwanese foreign students (Ying & Han, 2006), Korean international students (Lee et al., 2010), and other Asian international students (Constantine, Okazaki & Utsey, 2004) studying at Western universities. Thus this, may affect their level of Affective Commitment towards local institutions.

Besides that, student's incentive also influenced the level of Affective Commitment among international students. The unwell-designed student's incentive will decrease student's performance and can lower the Affective Commitment (Dee, .2009). Fryer (2010) also stated that, the incentives tied to output or non-financial reward are not effective because students will be less motivated and do not put their effort which led to reduction of Affective Commitment among students.

Previously, the Affective Commitment has been examined in the workplace as a way to examine its interaction with other factors, which can lead to new sources of competitive advantage for a company (Omar & Urteaga, 2008; Orozco & Arroyo, 2017). However, in this

study, Affective Commitment is adopted to be tested among international students. Together with it, the study adopted Low Rate of Discrimination, Student Incentives, and Institution Image in local institutions as independent variables. The aim of this study is to investigate the issues of Low Rate of Discrimination, Student Incentive and Institution Image related to the level of Affective Commitment among international students.

1.4 RESEARCH QUESTION

The problem discussed in the previous section, spark the development of these research questions. The research questions for this research are: -

I.   What is the level of Affective Commitment among international students towards local institutions?

II. What are the factors that influence Affective Commitment among international students in local institutions?

1.5 RESEARCH OBJECTIVES

The research question discussed in the Section 1.4, drive the formulation of the below research objective. The research objectives for this research are: -

I.   To identify the level of Affective Commitment among international students in local universities.

II. To identify what are the factors may influence the level of Affective Commitment among international students in local universities.

III. To investigate the relationships between independent variables (Low Rate of Discrimination, Student Incentive and Institution Image) with dependent variable (Affective Commitment)

1.6 SIGNIFICANT OF STUDY

This section provides a brief description in terms of the significance of the study regarding factors that influence the Affective Commitment among international students. It is believed that the findings of this present study will significantly contribute to academic perspective and practical perspective which are relevant to educational tourism.

1.6.1   Academic Perspective

From the academic perspective significant, additions to the existing body of knowledge will be contributed by this study through hypotheses testing and further relating the findings to empirical evidence drawn from extant literature. This study can contribute to new resources of material in the academic field. In addition, it provides an overview of the current situation

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of the education tourism industry in local universities in Malaysia. It is also a good chance to improve the level of Affective Commitment among international students on educational tourism in Malaysia.

1.6.2   Practical perspective

From the practical perspective of the educational tourism, this study can give a benefit to them as a guide to improve their standard operating process and the way improve the institution environment, facilities, and etc. It can affect the confidence level of international students when choosing institution to further their study. This study gives benefits and has a positive impact on international student's level of affection. The findings of this study provide useful information on long-term educational programs for the Ministries of Higher Education and Tourism. The findings of this study will also add to the Ministry of Education's understanding of potential remedies for future issues involving overseas students at local institutions.

1.7 DEFINITON OF TERMS

Important key concept and operational definitions of the variables examined in this study are Low Rate of Discrimination, Student Incentive, Institution Image and Affective Commitment.

No	Variable	Definition
1	Low Rate of Discrimination	Refers to "the act of making unjustified differences between human beings based on the races, classes, or other categories they are deemed to belong to" (Athman & Andrew, 2020).
2	Student Incentive	Refers to "monetary payments which is directly deposited into bank accounts opened for each student or paid by check to the student" (G. Fryer & Jr, 2007).
3	Institution Image	Refers to "an image referred to a holistic impression, such as good or bad, favourable or unfavourable about an entity" (Mazzarol & Nafari, 2017).
4	Affective Commitment	Refers to "affectively engaged individuals are seen as having a sense of belonging to an identification that increases their involvement in the activities of the organization, their willingness to pursue the objectives of the organization, and their willingness to stay with the organizations." (Meyer & Allen, 1991; Mowday, Porter & Steers, 1982; Rhoasdes, Eisenberger & Armeli, 2001)

1.8 SUMMARY

This study consists of three chapters. In the first chapter, this study discusses the background of the study, problem statement, research objectives, research questions, the significance of the study and definitions of terms. The next chapter provides the review of previous studies on education tourism.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This section contains eight sections starts with Section 2.1 explain the supporting theory for this study, followed by the discussion of the independent variables in the following sections. Before end, the Conceptual Framework is presented in Section 2.7 and conclude with a summary in Section 2.8.

2.2 THEORY OF AFFECTIVE COMMITMENT

Affective Commitment can be described as the emotional attachment to an organization as manifested by an individual's identification with, and involvement in that organizations (Meyer et al. 2002). Affective Commitment and its sub-dimensions are an important area of this study, especially in making sense the factors of student behavior and adapting behavior in the local institutions. Affective Commitment is defined as "affectively engaged individuals are seen as having a sense of belonging to an identification that increases their involvement in the activities of the organization, their willingness to pursue the objectives of the organization, and their willingness to stay with the organizations." (Rhoasdes et al,2001)

Affective commitment is defined as a psychological tie with the organization (Buchanan, 1974) as well as favorable feelings for a social attachment to the organization (Buchanan, 1974). (Still, 1983). An emotional involvement, affiliation, and value congruence with the universities are all examples of an affective link. It will contribute to a mindset that includes a cognitive realization that what one is doing in the organization has a significant purpose. It is an attitudinal sort of commitment (Meyer and Allen 1991), and the foundation for Attitudinal Commitment Theory is the desire to stay in the organization (Mercurio, 2015).

Affective Commitment remains an essential factor key outcome for student performance and productivity. It has been shown Affective Commitment have a strong positive relation with student behaviors. This will help students to increase their academic and non-academic performance. The low of Affective commitment it will affects the student performance where their academic performance and non-academic will show a decreasing trend. Therefore, it also will affect the performance of local institutions and institution image.

A relationship approach emphasis on-going exchanges between the students, institution and academic. Its valuable analytical lens, increasing adopted by the scholars writing about the higher education's content (Bowden & Wood, 2016). This argues commitment is the most important elements of a relationship approach, encompassing notions of dedication and on-going interaction. However, the program for built Affective Commitment work on to student loyalty, informing subsequent studies, focused on the commitment as a key for higher education (Henning- Thurau, 2011). Indeed, the more recently commitment has been to focus of a series of scholar work within context of higher education.

2.3 AFFECTIVE COMMITMENT

Affective commitment can be defined as "the degree to which an individual is psychologically attached to an organization through feelings such as loyalty, affection, warmth, belonging and so on" (Jaros et al., 1993). Meyer and Allen (1991) define it as "the emotional attachment of individual to identification with and participation in the organisation". However, this study adopted a definition by Rhoades et al (2001). Rhoades et. al., (2001) states that, Affective Commitment is a "feeling of belonging to an identity that enhances their presence in the organization, their willingness to improve the goals of the organization, and also their desire to remain with the organization".

According to Lovakov (2016), the unique physiological relationship between students and the local institutions is necessary to consider. It enhances emotional, mental, and physical investment, attachment to the vision and mission by students towards institutions (Moon et al., 2014). Likewise, Brown (2013) stated that if students have a high level of Affective Commitment to further study, it turns out that Affective Commitment will have a positive connection with students' desired. Here, students desired refer to the commitment shown by the international students prior their admission to the selected local institution. It means that, when student's desired are fulfilled prior their admission at the local institution, they will show a high level of Affective Commitment throughout their study duration in the local institution.

In addition, Agca & Ertan (2008) point out that the Affective Commitment is an important aspect that encourage individual's internal motivation. This may affect their behaviour too. For this reason, Affective Commitment is selected as dependant variables that clarify the international students need to further their study in local institutions.

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2.4 LOW-RATE DISCRIMINATION

This study has identified three independent variables that could affect the level of Affective Commitment among international students in local institutions. The variables are low rate of discrimination, student incentive and institutions image. This section will discuss about low rate of discrimination and the following section will discuss about another two variables.

It is an individual's perception that he or she is treated differently or unfairly because of that person's membership (Jamaludin, Sam, *et al.*, 2016). Discrimination is described as "the act of making unjustified between human being based on the races, classes, or other categories they are deemed to belong to (Athman & Andrew, 2020). International students claimed that they are always experience discrimination. It comes in various forms depending on their interactions with faculty, staff, other students, and the community (Ye, et. al., 2012). Thus, this may affect their loyalty intention with local institutions (Jamaludin, Sam, *et al.*, 2016).

The factors that are perceived as discrimination can be seen in terms of intercultural issues, and languages problem (Jamaludin, Sam, *et al.*, 2016; Lee & Rice, 2017). There are studies found that, different languages and cultures causes the Latin American and Asian students to have high levels of stress than other international students during their study in United States of America (Lee & Rice, 2017). Similarly, there are several international students who experienced academic discrimination from academician and non-academic staff. Things are worsening when international students also had been treated badly by local students in local institution. Basically, communication problems go beyond English proficiency is a critical challenge encountered by foreign students (Ahrari, Krauss, Suandi & Abdullah, 2019). Especially in Malaysia, failure to speak local Malay language had caused a major barrier for

international students to approach their lecturers and classmates when they study in local institution. Sadly, the rate of discrimination is increasing, but only a small number of international students reported the discriminations incidents happened to them during their study (Jamaludin, Sam, *et al.*, 2016). As a result, the act of making differences between human being deemed to be the primary cause for the foreign students to refuse to study at Malaysia because it brings negative impression during their study experience.

Therefore, this study predicts low rate of discrimination may positively influence the Affective Commitment among international students in local institution. Hence, the first hypothesis is formulated as below.

H1: Low rate of discrimination influence the level of Affective Commitment among international students.

2.5 STUDENT INCENTIVE

Student incentives refer to monetary payments which is directly deposited into bank accounts opened for each student or paid by check to the student" (G. Fryer & Jr, 2007). "An inducement or supplementary reward that acts as a motivating mechanism for intended learning" is how incentives for learning are defined (Abdulkardiroglu, 2009). Scholars state that, when extrinsic incentives are, student react to incentive in a monotone way; the higher the incentives the greater effort shows by the students (Gneezy and Rustichini, 2000a & Gneezy and Rustichini, 2003). However, in some cases this reaction is not monotonic. When moving from no incentives to small incentives the effort is the same where students are still not showing a good performance. Economists have recently investigated the

efficacy of a variety of monetary incentives in a variety of contexts in a number of nations (Fryer, 2010).

Recently, a new research investigates the benefits of explicit incentives for the students in developing countries (Muralidharam and Sundramanan, 2009). Generally, the findings shown a positive improvement in the test scores and it also increased lecturer's attendance to the class (Figlio & Kenny, 2006). The lecturers become more proactive in the class because the feel enthusiastic when the students shown the good performance in their course (Kremer et al, 2004). Student incentive can help overcome student problem to increase the student performances in local institutions with provide extrinsic incentive to study and learn. With the incentives might get student to exert more effort of their study performances. Many students who are aware of the big financial benefits can help they in when being a student for full time. They will not have source of income to financing them while study. With the incentives that they get, they fully focus on their study and increase their performance.

According to Lovakov (2016) the unique physiological relationship between students and the local institutions is necessary to consider. It enhances emotional, mental, and physical investment, attachment to the vision and mission by students towards institutions (Moon et al., 2014). Therefore, the local institutions should introduce a reward to encourage the international students. The types of incentives that local entities can implement can be divided into two categories: financial and non-financial incentives. Financial incentives are the most seeking incentives among international students because it helps to finance their study in Malaysia. Usually, financial incentives are offered through various schemes by the local institutions such as becoming a research assistant, tutor, or even as a temporary worker at the faculty. This kind of incentives may increase their Affective Commitment because incentives may reduce worker turnover due to satisfaction of their work.

From the discussion above, this study concludes that Student Incentive and Affective Commitment is crucial to investigate. Therefore, second hypothesis is formulated as below: -

H2:   There is a positive relationship between Student Incentives and Affective Commitment among international students in local institution.

2.6 INSTITUTION IMAGE

An image is defined as 'a reflection or representation of sensory or conceptual information (Stringer, 1984, p. 149). While, institution image refers to "an image referred to a holistic impression, such as good or bad, favorable or unfavorable about an entity" (Mazzarol & Nafari, 2017) and this study adopted the definition by Mazzarol and Nafari (2017).

A basic sensory form of an image is a visual display, sound, taste, smell, or a sense derived from touch (Nghiemphu & Nhuyen, 2019). The image portrayed by local institutions plays a critical role about that institution (Evjen & Sunniva, 2015). This is because the image shown by the institution will be interpreted by the public. All signs that are issued by the institutions through it services and communication program giving a chance for the public to create their own judgement towards the local institution. As a result, the local institution must preserve and establish a distinct image in order to gain a competitive edge in the marketplace. It is one of strategy that local institution should uses institution image brilliantly, to stay ahead from other competitors. More importantly, institution image also effects on student's willingness to enrolment, to donor (considering as an endowment), or a company to select the

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specific institution to do a research collaboration. Thus, the local institution must understand that the image they portrayed to the public, and make sure the image is accurate and have a favorable reflection of the institution for attract more students to choose the institutions (Thanh, et al., 2019).

Meanwhile, international students must evaluate the institutions' attributes when making decision on host countries and institution. The institution image can be contributed by reputation, quality, number of international students, aids and scholarships, etc. (Nafari, et al., 2017). Furthermore, there is evidence that students may prefer to study abroad because the host nation and host university have distinct images than their own countries and institutions (Llanes & Munoz, 2012). From this discussion for institutions image, this research concludes that institution image is may positively influence the Affective Commitment among international students who choose to study in local institution. Hence, the last hypothesis is presented as below: -

H3: There is a positive relationship between Institution Image and Affective Commitment among international students.

2.7 CONCEPTUAL FRAMEWORK

This section depicted the conceptual framework developed for this study. The framework is as shown below: -
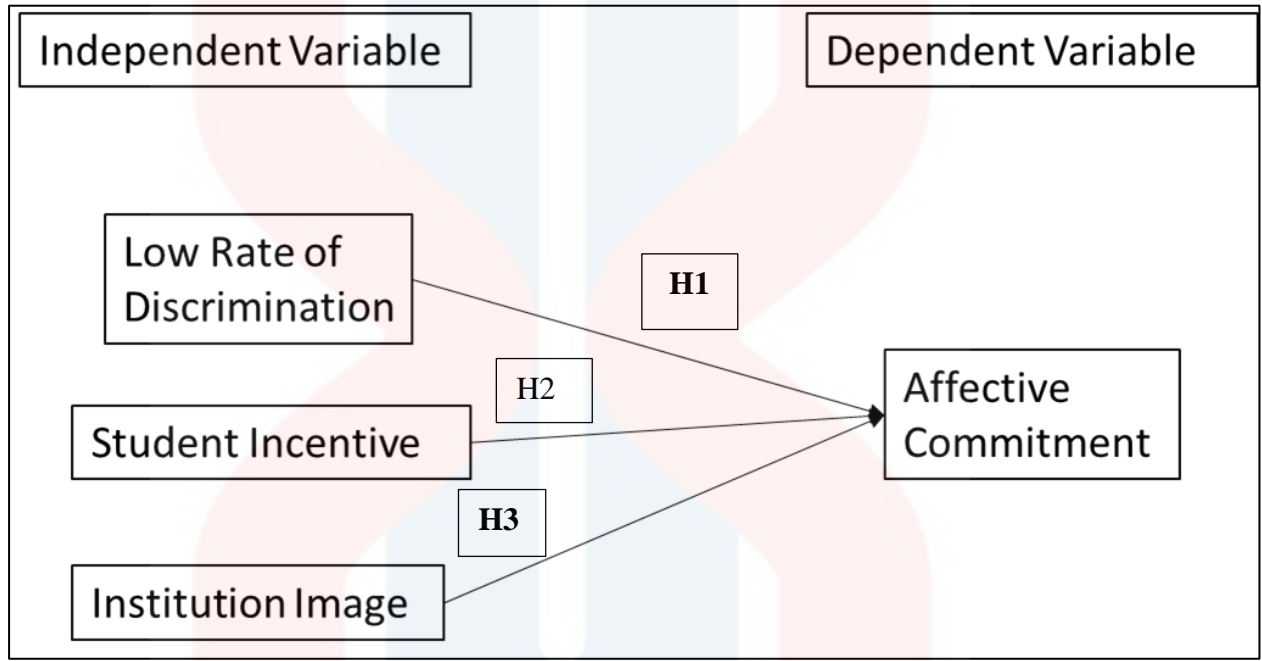
Figure 2.1: Conceptual Framework

2.8 SUMMARY

This chapter discussed the relevant previous studies on education tourism. This study intends to study factors that influence the Affective Commitment among international students in Malaysia. This chapter presented the conceptual framework in the last section. The methodology adopted is discusses in the next chapter.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter describes about the methodology to complete the research. There are nine sections have been written in this chapter which begin with the introduction and follow by the research design. In the third and fourth sections, the researchers will explain the details of the population and sampling size. Next sections are presented the sampling technique and follow by data collection procedure. The seven and eighth sections highlighted the research instrument and the data analysis. The last section will also clarify the summary based the study.

3.2 RESEARCH DESIGN

A research design can be defined as step-by-step approach used by a researcher to conduct a scientific study (Aaker et al.,2000). There are various alternatives to carry out the research so that, the outcome will be handed efficiently.

Quantitative research approach are corncerned with collecting and analyzing data is structured and can be represented numerically in particular statistics (Creswell.,1994). A large-scale survey by questionnaire helps in generate statistics and data collection. This study tend

to use quantitative research because more scientific which prefer to a large amount of data is gathered and then be analyzed statically. Besides that, the researcher has more control over about how the data is collected and is more distant from the experiment, also an outside perspective is gained using this method. The quantitative approach is way more relatable which it provided to make a predictions, establish facts and test hypotheses that have already been stated. This research examines the relationship between Low Rate of Discrimination, Student Incentive, Institution Image as an independent variables and level of Affective Commitment as a dependent variable.

3.3 POPULATION

Population may be described as the researcher needs to analyze items, individuals or events (Mukesh et al., 2013). This research is intended to explore factors affecting the Affective engagement of foreign students in Malaysia in the study. As of March, private and public higher education (Stacey, 2019) welcomed 157, 924 international students in Malaysia, according to media sources, as it is out of a total of 26 million visitor arrivals in 2019.

3.4 SAMPLE SIZE

Generally, sample can be explained as the element of the population. The member of the sample is known as subject and the total number of subjects in the sample known as sample size. The sample size is normally determined by population. For population, that is more than 1, 000,

000 the required sample is 384 (Krejcie & Morgan, 1970). The rule is, when population increases, the sample size increases. At a diminishing rate, the sample size will stay remain as it eventually constant at 380 sample size and a slightly more. Thus, it is the best for researcher uses a sample size of 384.

$s = X^2 NP(1-P) \div d^2(N-1) + X^2 P(1-P)$.

s = Required sample size.

X^2 = The table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = The population size.

P = The population proportion (assumed to be .50 since this would provide the maximum sample size).

d = The degree of accuracy expressed as a proportion (.05).

Table 3.1: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—N is population size.
S is sample size.

Source: Kerjcie and Morgan (1970)

3.5 SAMPLING METHOD

This study will use a Non-probability sampling technique to collect data. Non-probability can be defined as which not all members of the population have an equal chance of participating in the study, unlike probability sampling the sample is selected based on random selection so that each element of the population has a known chance of being selected. For this research, the total population of educational tourism in Malaysia was used a sample to determine the number of international students that come and visit Malaysia.

A sample is a part of a large assembly. A sample is taken to learn about the entire form (the " population ") that is drawn. For the selection of participants in this research, a stratified, simple random sampling method (SRS) was used. Simple random sampling is a technique of probability sampling selection procedure, in which there are some fixed criteria in choosing respondents. The fixed criteria in choosing respondents in this study is either he or she must be an international students and age 18 years old and above. With the simple random sample, each visitor is equally likely to be selected from the population being studied.

This technique ensures truly equal representation of the study variables. The sample, n is 384 random international students from the N population, 157, 924, a total number of international students who have studied in Malaysia in year 2019. All visitors in the sample must have the same probability that each sample of size n is selected, 384 visitors from the population have the same chance of being selected.

3.6 DATA COLLECTION PROCEDURE

The data for this study was gathered using an online survey. An online survey is a questionnaire that may be completed by the target population over the internet. Web forms are commonly used to construct online surveys, which are then stored in a database and analyzed using statistical tools. So, in this research an online will send this survey to the international students in Malaysia.

Respondent were selected based on several characteristics such as respondent must be an international student in Malaysia. To make sure the respondents selected are qualified, researcher asked a few screening questions which is "are you international student and where you come from" before respondent answering the questionnaire.

3.7 RESEARCH INSTRUMENT

The current study developed an instrument based on several scholars. Three sections were created, and the details of the items are shown in Table 3.2.

Table 3.2: Questionnaire Items

Sections	Items	Number of items	Supporting references
Sections A	Demographic data	5	Isa, Phaik, Mohammad (2017)
Sections B	Affective Commitment	5	Ilban & Kasli (2015)

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Section C	Low Rate of Discrimination	3	Anderson & Bhati, (2012)
	Student Incentive	3	Steve W. Kelly (2016)
	Institution Image	4	Lam et. al., 2011

3.7.1 Questions Used in Section A of the Questionnaire

Section A was created for the collection of data on respondent's demographic profile. In this section will involves age, marital status, gender, country and university. The items listed are show in table

Table 3.3: Items for Section A

Dimensions	Supporting references	Items
Demographic Profile	Isa, Phaik, Mohammad (2017)	1. Age (20 years old and below, 21 to 30 years old, 31 to 40 years old, 41 years old to 50 years old. 2.Marital status (single, married, divorced) 3. Gender (male, female) 4. Country 5. University

3.7. 2 Questions Used in Section B of the Questionnaire

Section A is designed to understand the influencing factors of Affective Commitment among international students. A total 15 items were adopted in the aspects of Affective Commitment, Low Rate of Discrimination, Student Incentive and Institution Image in order to measure the statement on each dimension. Adaption from the referred research articles, Eid (2013), a Five-point Likert scale was used in this study too respondents to indicate their level agreement. This scale is ranging from one (1) with "strongly disagree" to (5) with "strongly agree". All the items are shown in Table 3.4.

Table 3.4: The Five-point Likert Scale

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

Table 3.5: Items for Section B & C

Dimension	Supporting references	Items
Affective Commitment	Meyer & Allen (1991)	1. This institution has a great deal of personal meaning for me.
		2. I feel like I have strong relationships with an institution.

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		3. I willingness to participate the activities held by institution.
		4. I am very excited to go to institution without any forces.
		5. I will keep continue my study in this institution to gain more knowledge and experience.
Low Rate of Discrimination	Anderson & Bhati (2012)	1. This institution has a low discrimination rate.
		2. Low discrimination rate is important for international students.
		3. Low rate of discrimination in this institution helps to improve my study performance.
Student Incentive	Steve W. Kelly (2016)	1. Student incentive provided by institution can improve my study performance.
		2. I prefer a cash incentive rather than coupon incentive.
		3. I need get a high CGPA to get a student incentive.
Institution Image	Lam et.al., 2011	1. The higher the reputation of the institution, the better quality of academic the institution provided.

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		2. I preferred to choose institutions that offered lower tuition fees.
		3. I choose to study in this institution because of complete infrastructure and great environment.
		4. I choose this Institution due to the image of the institution that lead to the positive performances.

3.8 DATA ANALYSIS

Data analysis is a means of arranging, defining, representing, analyzing, and interpreting data using mathematical practice. Firstly, when performing the study, it is necessary to clearly understand the purpose of this research. The most frequent approach used in a quantitative method is descriptive analysis.

3.8.1 DESCRIPTIVE ANALYSIS.

The basic characteristic of the data in the study where defined using descriptive analysis. It encourages the researcher to summarize the knowledge obtained and identify trends. This contains the sense of the numerical average of the set of values, called the median. The mode id a generic value in a series of values and the percentage is usually used to express how the data is connected to a category of respondents. The research questions and the research design chosen for this analysis should be the basis of these data analyses. Researchers need to have a clear mind on analysis issues and what to demonstrate before descriptive approaches are applied. For instance, the gender composition of respondents is better illustrated in percentage terms. In a small sample survey, descriptive analysis is the safest, and where a larger population is not required, since descriptive analysis is often used to evaluate a single variable.

3.8.2 RELIABILITY ANALYSIS

Reliability analysis is a method of determining the accuracy of the data collection process employed in the study. The consequence of dependability is usually consistent and equal-valued findings (Blumberg et, al 2015). The measuring technique must be trustworthy before the study's results may be regarded legitimate. Reliability is concerned with constituency or the extent to which a question in a survey is asked of the same sort of information each time the respondent is questioned. This is critical when it comes to tracking and comparing results to previous internal surveys and external benchmarks. Cronbach's Alpha

are used in testing the consistency of internal and measuring the scale on reliability this research. According to Matkar (2012), the acceptance ranges for value alpha value estimates from between 0.7 to 0.8. Table 3.8 below is the rule of thumb of Cronbach's Alpha on testing reliability.

Table 3.6: Rule of Thumb Cronbach's Alpha.

Cronbach's Alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	unacceptable

Source: Matkar (2012)

3.8.3 PEARSON CORRELATION

Pearson Correlation Analysis is a test statistic for determining the statistical link, or association, between two continuous variables. In the correct techniques, the research hypothesis would say that one score influences the other. It gave details on the magnitude of the association or correlation, as well as the direction of the link. Pearson Correlation was utilized to examine the link between foreign students' level of Affective Commitment to safety and low discrimination, student incentive, and institution image in this study.

3.8.4 PILOT STUDY

Pilot study can be defined as a small-scale preliminary research that conducted in order to evaluate probability, duration, cost, adverse events and improve upon the study design prior to show of a full-scale research plan. The pilot study helps respondents to understand the questionnaire before distributing it to the study sample which all the mistake or misleading information were fixed right after the questionnaires returned by the respondents. This study is really important to do whenever it involved with questionnaire approach. Through this pilot study, reliability and validity of the questionnaire get to improve (Czaja,1998).

3.8.5 NORMALITY TEST

A normality test is a statistical procedure for determining whether a sample or set of data falls into a conventional normal distribution. Mathematically or visually, a normalcy test can be represented. The normal distribution could be called as Gaussian distribution (Altman and Bland., 1995). Frequently, it was applying to measure a large number quantity of individuals to obtain a pattern of value obtained distributed. If a variable fails a normality test, examine the histogram and normal prospect plot to determine if one outlier or a small selection of outliers is to blame for the non-normality.

3.9 SUMMARY

In conclusion, this chapter discussed the research design used in this study. Researches have defined research methodologies, including population, samples, and data collection instruments used in the study, and strategies used to ensure ethical standards and reliability in this study. The target population for this research is international student. From the data of tourists who have the intention of a visit for educational tourism, a researcher has decided to choose 384 international students as respondents. In this research, the quantitative method is chosen in terms of questionnaires, which was distributed to the respondents.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

The results of the data analysis obtained from the 384 respondents on the survey administered are discussed in this chapter. Descriptive analysis, reliability testing, and Pearson's correlation analysis were used to show the findings.

4.2 RESULT OF DESCRIPTIVE ANALYSIS.

Descriptive analysis was conducted based on the data collected from 384 respondents on section A for the background information summaries in respondents' demographic profile.

4.2.1 AGE

Table 4.1 presents the age distribution of total 384 respondents collected from the data collection.

Table 4.1: The Age of Respondents

Age	Frequency (n)	Percent (%)
20 years old and below	105	27.3
21 to 30 years old	215	56.0
31 to 40 years old	48	12.5

41 to 50 years old	16	4.2
Total	**384**	**100**

Table 4.1 shows the age distribution of 384 respondents. Among these four-age group, the highest number of respondents were from the age 21 to 30 years old with 56.0 percent (n=215). The second highest number of respondents were from the age of 20 years old and below with 27.3 percent (n=105). Following with 12.5 percent (n=48) respondents from the age of group 31 to 40 years old. While the lowest number of respondents were from the age of 41 to 50 years old with 4.2 percent (n=16).

4.2.2 MARITAL STATUS

Table 4.2 presents the marital status distribution of a total 384 respondent collected from the data collection.

Table 4.2: The Marital Status of Respondents.

Marital Status	Frequency (n)	Percent (%)
Single	286	74.5
Married	75	19.5
Divorced	23	6.0

Total	**384**	**100**

Table 4.2 above shows that the percentage of marital status among the respondents. The highest number of marital status group is single group which is 74 percent (n=288) respondents. The second highest number of respondents is married group with 19.5 percent (n= 75) respondents. While the lowest number of respondents from the divorced group with 6 percent (n=23).

4.2.3 GENDER

Table 4.3 presents the gender distribution of a total of 384 respondents collected from the data collection.

Table 4.3: The Gender of Respondents

Gender	Frequency (n)	Percent (%)
Male	175	45.6
Female	209	54.4
Total	**384**	**100**

Based on Table 4.3 above, the pie chart shows the gender distribution of a total of 384 respondents. The pie charts above clearly show that female respondents were 54.4 percent (n=209) more than male respondents' 45.6 percent (n= 175).

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4.2.4 ORIGIN COUNTRY

Table 4.4 presents the origin country distribution of a total 384 respondent collected from the data collection.

Table 4.4: The Origin Country of Respondents.

Country	Frequency	Percent (%)
China	54	14.1
Indonesia	52	13.5
Thailand	35	9.1
Taiwan	19	4.9
India	18	4.7
South Korea	24	6.3
Singapore	24	6.3
Australia	11	2.9
Hong Kong	9	2.3
Egypt	9	2.3
Brunei	8	2.1
Laos	6	1.6
Japan	11	2.9
Bangladesh	9	2.3
Germany	6	1.6
Pakistan	7	1.8
Myanmar	6	1.6
Nigeria	7	1.8
New Zealand	7	1.8

Switzerland	6	1.6
Iran	14	3.6
Philippines	7	1.8
Jordan	4	1.0
Yemen	3	0.8
United Kingdom	4	1.0
Turkey	5	1.3
Spain	2	0.5
Africa	2	0.5
United States	4	1.0
Iraq	1	0.3
Sudan	5	1.3
Libya	2	0.5
Italy	3	0.8
Total	**384**	**100**

Table 4.4 above shows the origin country distribution of the 384 respondents which had been classified into 33 groups. By referring to the chart and table above, shows that China has the largest with 14.1 percent (n=54) as compared to Iraq which is the lowest with 0.3 percent (n=1). The second highest percentage is Indonesia with 13.5 percent (n= 52) following with Thailand 9.1 percent (n=35). Next. Following with South Korea and Singapore have the same percentage which is 6.3 percentage (n=24). Taiwan with 4.9 percent (n=19) is highest than India with 4.7 percent (n=18) meanwhile for country Iran with 3.6 percent (n=14). For country Australia and Japan has a same percentage which is 2.9 percent (n=11). Next, 2.3 percent (n=9) for country

Hong Kong, Egypt and Bangladesh following with Brunei 2.1 percent (n=8). The for country has a percentage 1.8 percent (n=7) are Pakistan Nigeria, New Zealand and Philippines. Next following with country Laos, Germany, Myanmar and Switzerland has 1.8 percent (n=6) meanwhile for country Turkey and Sudan 1.3 percent (n=). Following with 1.0 percent (n=4) from country Jordan, Africa, United states and United states than following with 0.8 percent (n=3) are from country Yemen and Italy. Meanwhile, for the second lowest respondents are Spain and Libya with 0.5 percent (n=2).

4.2.5 INSTITUTION

Table 4.5 presents the type of institution obtained by 384 respondents was collected from the data collection.

Table 4.5: The Type of Institution

Institution	Frequency (n)	Precent (%)
Private	213	55.5
Public	171	44.5
Total	**384**	**100**

Based on Table 4.5 above, the pie chart shows the institution distribution of a total of 384 respondents. The pie chart above clearly shows that Private institution were 55.5 percent (n=213) more than public institution 44.5 percent (n=171). The reason why international

students choose private institutions because of the easier enrolled requirement than public institution.

4.3 RELIABILITY ANALYSIS

Reliability analysis is a method of determining the accuracy of the data collection process employed in a study or thesis. The outcome of dependability analysis is usually a consistent result of equal worth (Blumberg et al., 2015). Table 4.6 shows the Rules of Thumb of Cronbach's Alpha adopted for this research.

Table 4.6: Rules of Thumb of Cronbach's Alpha coefficient size

Alpha Coefficient Range	Strength of Association
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Matkar (2012)

Table 4.6 illustrates the overall consistency for the dependent variable and independent variables.

Table 4.7 presents the results of reliability Cronbach's Alpha for the variables.

Variables	Number of Items	Cronbach's Alpha	Strength of Association
Affective Commitment	5	0.742	Acceptable
Low Rate Of Discrimination	3	0.687	Questionable
Student Incentive	3	0.672	Questionable
Institution Image	4	0.735	Acceptable

Table 4.6 of the SPSS findings showed the importance of both independent variables and dependent variable in this analysis. According to Table 4.7, two of the variables (i.e., Affective Commitment and Institution Image) were over 0.700 meanwhile two of the other variables (i.e., Low Rate of Discrimination and Student Incentive) were over 0.600. The questionnaire was approved and five (5) questions were used to access the Affective Commitment variable. The Cronbach's Alpha result for the Affective Commitment variable questions is 0.742 and has been proven to be acceptable. The coefficient obtained for Affective Commitment variable questions was also accurate.

Other than that, for measuring the Low Rate of Discrimination variable, three (3) questions were used and the result of the Cronbach's Alpha is 0.687, which indicated as questionable. Hence, the coefficient obtained for these questions in the Low Rate of Discrimination variable were moderate.

Then, three (3) questions were used to calculate the Student Incentive variable and the Cronbach's Alpha outcome is 0.672 which also indicated as questionable. The coefficient obtained in the aesthetic variable for this Student Incentive variable was moderate.

Finally, four (4) questions were used to calculate the Institution Image variable and the Cronbach's Alpha outcome was 0.735 which was indicated as acceptable. The coefficient obtained for these questions in the Institution Image variable was reliable. As a result, the data were deemed appropriate for future investigation.

4.4 DESCRIPTIVE ANALYSIS

In research, descriptive analysis was employed to describe the basic characteristics of the data. It helps the researcher to summarize the data that collected and find patterns. It involves meaning which is the set of value's numerical average, namely Median. A common value in a set of values is mode and percentage are normally used to express how a group of respondents are related to the data. These data analyzed should be based on the research questions and the research design selected for this study.

Before descriptive methods applied, researcher need to have a clear mind on research question and what to show. For example, gender distribution of respondents are best to show in percentage. Descriptive analysis is the best in a limited sample research and when larger population are not needed since descriptive analysis is mostly used for analyzing single variables.

4.4.1 Independent Variable and Dependent Variable

Table 4.8: Descriptive Statistics

Variables	N	Mean	Standard Deviation
Affective Commitment	384	4.1745	0.45044
Low Rate of Discrimination	384	4.2283	0.53181
Student Incentive	384	4.1927	0.52983
Institution Image	384	4.1979	0.49233

The number of respondents, as well as the mean and standard deviation of independent and dependent variables, are shown in Table 4.8. For the independent variables, the highest mean was Low Rate of Discrimination which is 4.2283 and followed by Institution Image which is 4.1979 and Student Incentive was 4.1927. The mean for the dependent variable was 4.1745.

4.4.2 Univariate Analysis

UNIVERSITI

The findings of the univariate analysis performed on the items are shown in this part as a frequency distribution, mean, and standard deviation for each variable. All of the independent variable items were scored on a five-point Likert scale, with the following values: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), and Strongly Agree (SA).

KELANTAN

4.4.2.1 Affective Commitment

Table 4.9 presents the descriptive statistics for the Affective Commitment from section B which is that were collected from 384 respondents.

Table 4.9: Descriptive Statistics for Affective Commitment.

Item		SD	D	N	A	SA	Mean	S.D.
AC 1	This institution has a great deal of personal meaning for me	0	1 0.3%	21 5.5%	252 65.6%	110 28.6%	4.23	0.549
AC 2	I feel like I have strong relationships with an institution	0	4 1.0%	68 17.7%	210 54.7%	102 26.6%	4.07	0.694
AC 3	I willingness to participate the activities held by institution	0	10 2.6%	48 12.5%	217 56.5%	109 28.4%	4.11	0.709
AC 4	I am very excited to go to institution without any forces	0	1 0.3%	45 11.7%	216 56.3%	122 31.8%	4.20	0.639
AC 5	I will keep continue my study in this institution to gain more knowledge and experience	0	0	32 8.3%	214 55.7%	138 35.9%	4.28	0.606

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The frequency, mean, and standard deviation for the items used to measure personal value are shown in Table 4.9. There were five (5) questions with one (1) of the items having the highest mean 4.28 for item AC5 on the statement 'I will keep continue my study in this institution to gain more knowledge and experience'. There were a total number of 342 respondents (91.6%) strongly agreed and agreed on the item AC5 'I will keep continue my study in this institution to gain more knowledge and experience'. Meanwhile, AC2 was the item with the lowest mean 4.07 on the statement of 'I feel like I have strong relationships with an institution'. The mean values for AC1, AC3 and AC4 were 4.23, 4.11 and 4.20 respectively.

4.4.2.2 Low Rate Discrimination

Table 4.10 presents the descriptive statistics for the Low Rate of Discrimination collected from 384 respondents.

Table 4.10: Descriptive Statistics for Low Rate Discrimination.

Item			Frequency					Mean	S.D.
			SD	D	N	A	SA		
LRD 1	This has	institution a low	2	6	34	213	129	4.20	0.704

	discrimination rate.	0.5%	0.8%	10.2%	30.2%	58.9%	
LRD 2	Low discrimination rate is important for international students.	0	3 0.8%	37 9.6%	203 52.9%	141 36.7%	4.23	0.656
LRD 3	Low rate discrimination in this institution help to improve my study performance.	0	1 0.3%	50 13.0%	193 50.3%	140 36.5%	4.23	0.674

Table 4.10 showed the frequency, mean and standard deviation analysis of respondents on the independent variable which was behavioral intention. There were three (3) questions measured and item LRD2 and LRD3 scored the same mean value which was 4.23 on the statement 'Low discrimination rate is important for international students' and 'Low rate discrimination in this institution help to improve my study performance'. Meanwhile, LRD1 was the items with score mean 4.20 on the statement of 'This institution has a low discrimination rate'. There were a total number of 2 respondents (0.5%) who stronger disagreed on the item LDR1 'This institution has a low discrimination rate'.

4.4.2.3 Student Incentive

Table 4.11 presents the descriptive statistics for the Student Incentive collected from 384 respondents.

Table 4.11: Descriptive Statistics for Student Incentive.

Item		SD	D	N	A	SA	Mean	S.D.
				Frequency				
SI 1	Student incentive provided by institution can improve my study performance.	0	2 0.5%	39 10.2%	203 52.9%	140 36.5%	4.25	0.651
SI 2	I prefer a cash incentive rather than coupon incentive.	3 0.8%	4 1.0%	53 13.8%	206 53.6%	118 30.7%	4.13	0.737
SI 3	I need get a high CGPA to get a student incentive.	0	0	51 13.3%	205 53.4%	128 33.3%	4.20	0.653

Table 4.11 showed the frequency, mean and standard deviation analysis of respondents on the independent variable which was behavioral intention. There were three (3) questions measured and one (1) of the items having the highest mean 4.25 for item SI1 on the statement 'Student incentive provided by institution can improve my study performance'. There were a total number of 342 respondents (89.4%) strongly agreed and agreed on the item SI1 'Student incentive provided by institution can improve my study performance'. Meanwhile, SI2 was the item with the lowest mean 4.13 on the statement of 'I prefer a cash incentive rather than coupon

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incentive'. There were a total number of 3 respondents (0.8%) who stronger disagreed on the item SI2 'I prefer a cash incentive rather than coupon incentive'. The mean value for SI3 is 4.20.

4.4.2.4 Institution Image

Table 4.12 presents the descriptive statistics for the Institution Image collected from 384 respondents.

Table 4.12: Descriptive Statistics for Institution Image.

Item		Frequency					Mean	S.D.
		SD	D	N	A	SA		
II1	The higher the reputation of the institution, the better quality of academic the institution provided.	0	1 0.3%	30 7.8%	221 57.6%	121 34.4%	4.26	0.605
II2	I preferred to choose institutions that offered lower tuition fees.	0	10 2.6%	47 12.2%	216 56.3%	111 28.9%	4.11	0.710
II3	I choose to study in this institution because of complete infrastructure and great environment.	1 0.3%	5 1.3%	43 11.2%	214 55.7%	121 31.5%	4.17	0.689
II4	I choose this Institution due to	0	2	34	215 56.0%	133	4.25	0.629

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the image of the	0.5%	8.9%	34.6%
institution that lead			
to the positive			
performances.			

Table 4.12 shows the frequency, mean and standard deviation for the items used to measure the personal value. There were four (4) questions with one (1) of the items having the highest mean 4.26 for item II1 on the statement 'The higher the reputation of the institution, the better quality of academic the institution provided'. There were a total number of 342 respondents (92%) strongly agreed and agreed on the item II1 'the higher the reputation of the institution, the better quality of academic the institution provided'. Meanwhile, II2 was the item with the lowest mean 4.11 on the statement of 'I preferred to choose institutions that offered lower tuition fees'. for II3 the mean is 4.17. There were a total number of 1 respondent (0.3%) who stronger disagreed on the item II3 'I choose to study in this institution because of complete infrastructure and great environment'. The mean for II4 is 4.35.

4.5 PEARSON CORRELATION COEFFICIENT

One of the most important analyses that assessed the linear relationship between the two variables was Pearson's correlation analysis. The goal of this study was to see if there were any relationships between the independent factors (Low Rate of Discrimination, Student Incentive, and Institution Image) and the dependent variable (Low Rate of Discrimination) (Affective Commitment). If the relationship is significant, researchers must decide whether the level of strength of the association is acceptable.

Table 4.13: Strength Interval of Correlation Coefficient

Size of Correlation	Interpretation
0.90 to 1.0 (-0.90 to 1.0)	Very high positive (negative) correlation
0.70 to 0.90 (-0.70 to -0.90)	High positive (negative) correlation
0.50 to 0.70 (-0.50 to -0.70)	Moderate positive (negative) correlation
-0.30 to 0.50 (-0.30 to -0.50)	Low positive (negative) correlation
0.00 to 0.30 (-0.00 to -0.30)	Negligible correlation

Source: Hinkle, Wiersma and Jurs (2003)

Table 4.13 shows the result of correlation analysis of the level of the Affective Commitment among international students.

Hypothesis 1: Low Rate of Discrimination

H_1: Low Rate of Discrimination influences the level of Affective Commitment among international students.

Table 4.14: Correlation coefficient for Low Rate of Discrimination and the level of Affective Commitment among international students.

		Affective Commitment	Low Rate Discrimination
Affective Commitment	Pearson correlation	1	0.504**

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			0.000
	N	384	384
Low Rate Of Discrimination	Pearson correlation	0.504**	1
	Sig. (2-tailed)	0.000	
	N	384	384

Table 4.14 illustrates Pearson Correlation Coefficient, significant value and the number cases which is 384. The p-value was 0.000 which was less than the significance level of 0.01. The correlation coefficient suggested 0.504 a moderated positive correlation between Low Rate of Discrimination and the level of Affective Commitment among international students.

Hypothesis 2: Student Incentive

H_2: There is a positive relationship between Student Incentives and Affective Commitment among international students in local institution.

Table 4.15: Correlation coefficient for Student Incentive and the level of Affective Commitment among international students.

		Affective Commitment	Student incentive
Affective Commitment	Pearson correlation	1	0.635**
	Sig. (2-tailed)		0.000

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	N	384	384
	Pearson correlation	0.635**	1
Student Incentive	Sig. (2-tailed)	0.000	
	N	384	384

Table 4.15 illustrates Pearson Correlation Coefficient, significant value and the number cases which is 384. The p-value was 0.000 which was less than the significance level of 0.01. The correlation coefficient suggested 0.635 a moderated positive correlation between Student Incentive and the level of Affective Commitment among international students.

Hypothesis 3: Institution Image

H_3: There is a positive relationship between Institution Image and Affective Commitment among international students.

Table 4.16: Correlation coefficient for Institution Image and the level of Affective Commitment among international students.

		Affective Commitment	Institution Image
Affective Commitment	Pearson correlation	1	0.664**

	Sig. (2-tailed)		0.000
	N	384	384
Institution Image	Pearson correlation	0.664**	1
	Sig. (2-tailed)	0.000	
	N	384	384

Table 4.16 illustrates Pearson Correlation Coefficient, significant value and the number cases which is 384. The p-value was 0.000 which was less than the significance level of 0.01. The correlation coefficient suggested 0.664 a moderated positive correlation between Institution Image and the level of Affective commitment among international students.

4.6 FRAMEWORK ANALYSIS
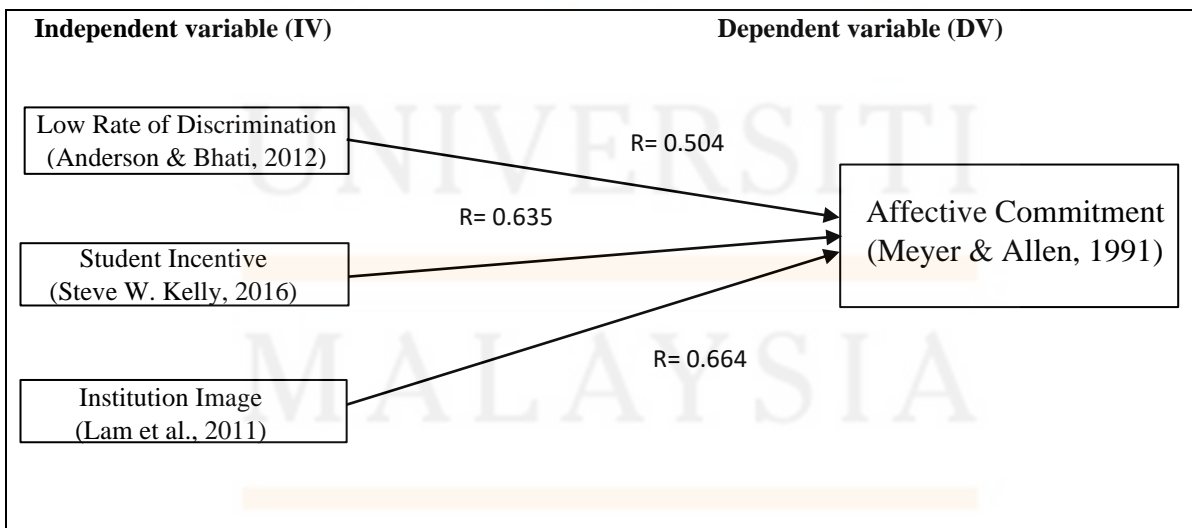
Figure 4.6: Correlation between Low Rate of Discrimination, Student Incentive, Institution

Image and Affective Commitment.

The framework with data values for significant independent factors to the dependent variables was shown in Figure 4.17. For independent variables (Low Rate of Discrimination, Student Incentive and Institution Image) had a significant relationship to the dependent variable (Affective Commitment). The highest Pearson correlation value is between Institution Image and Affective Commitment which is 0.664. Meanwhile the lowest Pearson correlation 0.504 with relationship between Low Rate of Discrimination and Affective Commitment. The Pearson correlation between Student Incentive and Affective Commitment is 0.635. Therefore, there were three variables independently included Low Rate of Discrimination, Student Incentive, Institution Image and that had significant relationship to the level of Affective Commitment among international students.

4.7 SUMMARY

To sum up, this chapter has concentrated on the data analysis employed in this study. It showed the effects of a low rate of discrimination, a student incentive, and a positive image of the institution on the degree of Affective Commitment among international students. Descriptive analysis, reliability analysis, and Pearson's Correlation Coefficient were used in the research. In Chapter 5, the study's summary, limitations, and recommendations for further research are provided.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 INTRODUCTION

This chapter will discuss about the result obtained on Chapter 4. After that, this chapter explained about the recommendation that can used for further research and also, at the end of this chapter there will be the conclusion about the whole research will be provided.

5.2 RECOMMENDATION

This research shows the level of Affective Commitment among international students in Malaysia. After the data been collected and analysed, there are two recommendations was suggested in order to attract more students for continued their study in Malaysia.

Firstly, the main authority that plays a big role to attract the international students to further their study in Malaysia is our government. The kind of programme and benefits offered by the government is really important to help Malaysia's education growth and expanded. With the cooperation between Education Ministry and Tourism Ministry, there are many advantages should be provided to the students to ease their intention to continued study in Malaysia. For example, reduce the transportations fees, prepare a comfortable accommodation or hostel and

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Ministry of Tourism, Art and Culture (MOTAC) can provide a special care for international students such as provide activities that involve everyone and encourage them to participate in programs about our culture, give discount if they want visit museum or other place they want visit. It can show them about the culture and heritage available in country. And also ensure the safety and harmony of society in Malaysia in a stable state and multiracial people can live in peace and harmony.

Lastly, the education institution also need to prepared something that interesting to gain this international's students attention to choose Malaysia as their first spot to continued study. The good facilities, services and various courses were the reasons why the institutions get high response from others. The students will enjoy their study if the environment is full with positive vibes and the comfortable study place. Before decided to join the study programme in Malaysia, the website is the main references for the international students to know and understand about the institution. So, a user-friendly website that helps students to browse more information and learn it will be a first good step for the institution. The virtual campus tour that allows students to experience how it feels when they decided to study here is a very useful way to grab their interest.

5.3 FUTURE STUDY

There would be some improvements that we will remake if had to design this analysis again. First of all, we will change the questionnaires to the small scale which is, we would love to focused on the most favourite and popular institution among the country rather than use general terms. This will help us to find out the reasons and want it special features. Besides that, by using a small scale of data, it will help the calculation and analysis way more accurate.

Next, our research is used the quantitative method to achieve the study finding. To help the study outcome more accurate, we will apply the different method which is qualitative approach. This method to investigate between the Low Rate of Discrimination, Institution Image and Students Incentive with the level of Affective Commitment among international student in Malaysia more thoroughly and closely. The objective of experimenting with the new methods is to make a comparison between the previous and current result.

5.4 LIMITATION OF THE STUDY

During the progress of study, there must be a limitation or difficult that must be experienced by the researchers. But it was normal to the researcher for having a difficulty as long as, they know how to overcome it. The researcher need to identify and understand the shortcomings of the study like provided the acknowledgement in the conclusion part. Besides that, the major limitations that faced by every researcher is the time provided is not enough to researcher do the revision and study the various journals and articles in order to make a new report before handed it before the deadline. To find the suitable and exact data that related with the title is not too easy, but it can be solve with the internet access. Even though, there are many websites that provided thousand journals for the researcher use as the references, but some of them are require the payment to access it. Which it is also give a problem to the researchers.

In addition, the pandemic COVID-19 also contributes the limitations towards the researcher to finish the study correctly. This is because, the researchers and supervisors only communicate through online which is WhatsApp or Google Meet which it is not in person. The

online platforms explained why there are many miss-understanding or miss-communication always happened between the researcher and supervisor or lecturer.

5.5 CONCLUSION

This study has been carried out to find out the level of Affective Commitment among international students in Malaysia. This research This study objectives was to help the institution to identify the elements that attract the international students to continued their study in Malaysia. By using Statistical Package for the Social Sciences (SPSS), the data showed in Chapter 4 had been analysis and discussed whereby the conclusion will be decided after that based on the outcomes. As the result, it can simply conclude that there are significant relationships between Low Rate of Discrimination, Institution Image and Students Incentives towards the level of Affective Commitment among the international students in Malaysia. Hence, all the details and information provided throughout this research will help who involved in this study to gain the solutions for problems related. Also, this research are generally can be prefer to anyone to be as the references as the knowledge.

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APPENDIX

QUESTIONNAIRE

THE LEVEL OF AFFECTIVE COMMITMENT AMONG INTERNATIONAL STUDENTS

Dear respondents,

We are students from Bachelor of Entrepreneurship (Tourism) from faculty of Hospitality, Tourism and Wellness (FHPK), University Malaysia Kelantan. We are currently conducting a research project to fulfil our degree requirement. This questionnaire examines The Level of Affective Commitment Among International Students in Malaysia. Therefore, we are much appreciated, if you can spend approximately 5-10 minutes to complete this questionnaire. Please fill in this questionnaire based on your experiences as international student in Malaysia. Please assure that your answer will be handled in strict confidence. All information provided will be kept SECRET and will only be used for research purpose. Your cooperation is much appreciated. Any further inquiries, please kindly e-mail to amira.h18a0352@siswa.umk.edu.my

Your sincerely,

NUR AISYA BINTI ROZI (H18A0348)

NUR AMIRA HUSNA BINTI ZULKIFLI (H18A0352)

UMMI SALEHA AQILAH BINTI RAMLI (H18A0652)

WONG PEI SEE (H18A0669)

SECTION A: DEMOGRAPHIC PROFILE

Age

(   ) 20 years old and below

(   ) 21 to 30 years old

(   ) 31 to 40 years old

(   ) 41 to 50 years old

Marital status

(   ) Single

(   ) Married

(   ) Divorced

Gender

(   ) Female

(   ) Male

Origin Country

Institution

(   ) Public

(   ) Private
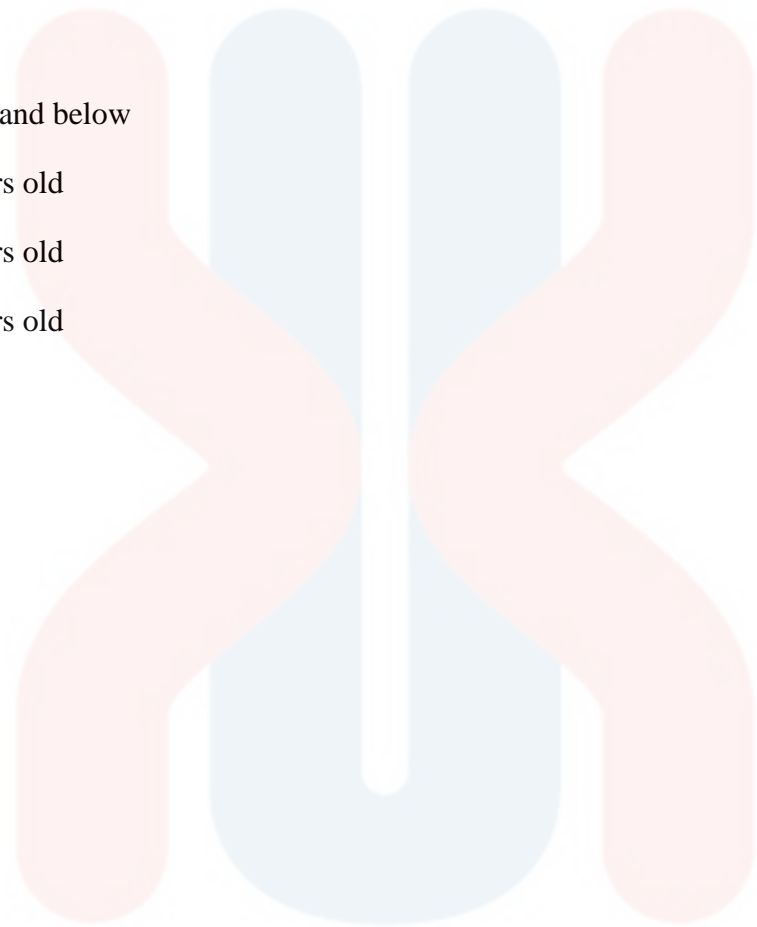
SECTION B&C: VARIABLES

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	2	3	4	5

Affective Commitment

1.	This institution has a great deal of personal meaning for me.	1	2	3	4	5
2.	I feel like I have strong relationships with an institution.	1	2	3	4	5
3.	I willingness to participate the activities held by institution.	1	2	3	4	5
4.	I am very excited to go to institution without any forces.	1	2	3	4	5
5.	I will keep continue my study in this institution to gain more knowledge and experience.	1	2	3	4	5

Low Rate of Discrimination

1.	This institution has a low discrimination rate.	1	2	3	4	5
2.	Low discrimination rate is important for international students.	1	2	3	4	5
3.	Low rate of discrimination in this institution helps to improve my study performance.		2	3	4	5

Student Incentive

1.	Student incentive provided by institution can improve my study performance.	1	2	3	4	5
2.	I prefer a cash incentive rather than coupon incentive.	1	2	3	4	5
3.	I need get a high CGPA to get a student incentive.	1	2	3	4	5

Institution Image

1.	The higher the reputation of the institution, the better quality of academic the institution provided.	1	2	3	4	5
2.	I preferred to choose institutions that offered lower tuition fees.	1	2	3	4	5
3.	I choose to study in this institution because of complete infrastructure and great environment.	1	2	3	4	5
4.	I choose this Institution due to the image of the institution that lead to the positive performances.	1	2	3	4	5

APPENDIX 2: RESPONDENTS' DEMOGRAPHIC PROFILE

Figure 4.1: The percentage of Age

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 years old and below	105	27.3	27.3	27.3
	21 to 30 years old	215	56.0	56.0	83.3
	31 to 40 years old	48	12.5	12.5	95.8
	41 to 50 years old	16	4.2	4.2	100.0
	Total	384	100.0	100.0	

Figure 4.2: The percentage of Marital Status

MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	286	74.5	74.5	74.5
	Married	75	19.5	19.5	94.0
	Divorced	23	6.0	6.0	100.0
	Total	384	100.0	100.0	

Figure 4.3: The percentage of Gender

Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	175	45.6	45.6	45.6
	Female	209	54.4	54.4	100.0
	Total	384	100.0	100.0	

Figure 4.4: The percentage of Origin Country

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ORIGIN COUNTRY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	China	54	14.1	14.1	14.1
	Indonesia	52	13.5	13.5	27.6
	Thailand	35	9.1	9.1	36.7
	Taiwan	19	4.9	4.9	41.7
	India	18	4.7	4.7	46.4
	South Korea	24	6.3	6.3	52.6
	Singapore	24	6.3	6.3	58.9
	Australia	11	2.9	2.9	61.7
	Hong Kong	9	2.3	2.3	64.1
	Egypt	9	2.3	2.3	66.4
	Brunei	8	2.1	2.1	68.5
	Laos	6	1.6	1.6	70.1
	Japan	11	2.9	2.9	72.9
	Bangladesh	9	2.3	2.3	75.3
	Germany	6	1.6	1.6	76.8
	Pakistan	7	1.8	1.8	78.6
	Maynmar	6	1.6	1.6	80.2
	Nigeria	7	1.8	1.8	82.0
	New Zealand	7	1.8	1.8	83.9
	Switzerland	6	1.6	1.6	85.4
	Iran	14	3.6	3.6	89.1
	Philipines	7	1.8	1.8	90.9
	Jordan	4	1.0	1.0	91.9
	Yemen	3	.8	.8	92.7
	United Kingdom	4	1.0	1.0	93.8
	Turkey	5	1.3	1.3	95.1
	Spain	2	.5	.5	95.6
	Africa	2	.5	.5	96.1
	United States	4	1.0	1.0	97.1
	Iraq	1	.3	.3	97.4
	Sudan	5	1.3	1.3	98.7
	Libya	2	.5	.5	99.2
	Italy	3	.8	.8	100.0
	Total	384	100.0	100.0	

Figure 4.5: The percentage of Institution

INSTITUTION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Private	213	55.5	55.5	55.5
	Public	171	44.5	44.5	100.0
	Total	384	100.0	100.0	

APPENDIX 3: DESCRIPTIVE STATISTICS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
AFFECTIVE COMMITMENT	384	3.00	5.00	4.1745	.45044
LOW RATE OF DISCRIMINATION	384	2.00	5.00	4.2283	.53181
STUDENT INCENTIVE	384	2.67	5.00	4.1927	.52983
INSTITUTION IMAGE	384	2.25	5.00	4.1979	.49233
Valid N (listwise)	384				

APPENDIX 4: RELIABILITY TEST

Table 4.1: Reliability Statistics for Pilot Test

Affective Commitment

Reliability Statistics

Cronbach's Alpha	N of Items
.742	5

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Low Rate of Discrimination

Reliability Statistics

Cronbach's Alpha	N of Items
.687	3

Student Incentive

Reliability Statistics

Cronbach's Alpha	N of Items
.672	3

Institution Image

Reliability Statistics

Cronbach's Alpha	N of Items
.735	4

APPENDIX 5: PEARSON'S CORRELATION COEFFICIENT

Table 4.7: Result of Pearson Correlation Coefficient

Correlations

		AVE AC	AVE LROD	AVE SI	AVE II
AFFECTIVE COMMITMENT	Pearson Correlation	1	.504**	.635**	.664**
	Sig. (2-tailed)		.000	.000	.000
	N	384	384	384	384
LOW RATE OF DISCRIMINATION	Pearson Correlation	.504**	1	.604**	.691**
	Sig. (2-tailed)	.000		.000	.000

		384	384	384	384
STUDENT INCENTIVE	Pearson Correlation	.635**	.604**	1	.699**
	Sig. (2-tailed)	.000	.000		.000
	N	384	384	384	384
INSTITUTION IMAGE	Pearson Correlation	.664**	.691**	.699**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	384	384	384	384

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

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