



Student mobility and knowledge transfer in Malaysia: A case study of a renowned public university

Mohd Dzul Azzwan¹, Ameera Ellyana Azhar¹

¹Faculty of Economics and Management, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

Correspondence: Mohd Dzul Azzwan (email: azzwan@ukm.edu.my)

Abstract

Student mobility programmes offer an opportunity for students to study abroad while undertaking degree programmes in a local university. This paper took a closer look at the transfer of knowledge involved in these programmes by examining the reality experienced by the mobility students as revealed by the data collected after they completed their knowledge transfer programmes. Primary data were gathered via semi-structured qualitative interviews with 21 randomly sampled students of the Faculty of Economics and Management, National University of Malaysia who participated in the mobility programmes with various foreign universities across the world. The findings revealed that since there was language barrier, mobility students had the difficulty of communicating with other students especially in Korea and Japan as most of them were still unable to communicate in English. The mobility students also did not take a long time to adapt to the cultures of the foreign countries although they must still be alert because their social skills did not really improve their learning process. Nevertheless, the mobility students did benefit from the positive environment, excellent facilities, and refreshing learning patterns which were different from the UKM that had allowed them to learn comfortably apart from the usual opportunity of gaining new living experiences as well as new foreign friends.

Keywords: conducive learning environment, knowledge transfer, language barriers, living experiences, social skills, student mobility programmes

Introduction

Student mobility programmes have become one of the global agendas amongst local universities. This programme helps to provide exposure in the techniques of studying to university students besides providing them the opportunities to learn about cultures of certain countries. Besides that, student mobility programme also helps to strengthen the relationship between countries since there are many activities that could be done especially in academic as well as research areas. Therefore, Universiti Kebangsaan Malaysia (UKM) has taken the initiative to introduce the student mobility programme, similar to universities of other countries such as Korea, Indonesia, Japan, Sweden, the Netherlands and also Brunei. The main objective of introducing this programme is to globally expose students and to improve the quality of UKM graduates every year.

Therefore, this research was done to evaluate how motivational, environmental and cultural aspects help mobile students to apply their knowledge gained from this programme. Data were collected based on the interviews done on 21 students who were randomly selected from Fakulti Ekonomi dan Pengurusan (FEP), UKM. The interviews were conducted as to know their perception towards their experiences and knowledge gained from their participation in the student mobility programme; which was organized by UKM in collaboration with other international universities including University of Brunei Darussalam (Brunei), University of Indonesia (Indonesia), Ajou University (Korea), Solbrige International School of

Business – Woosong University (Korea), University of Economic and Laws, Osaka (Japan), University of Tsukuba (Japan), Avans Hogeschool of Applied Science University (the Netherlands) and University of Gothenburg (Sweden).

This research covers five (5) chapters; with the first chapter (I) being the introduction to student mobility programme, including the explanation on mobility students' issues and knowledge transfer as well as research questions, research objectives, research scopes and limitations encountered during research. Chapter II presents the discussions on knowledge transfers according to previous research, which includes definition, motivational, environmental and cultural aspects among the mobile students. Further, Chapter III explains research methodology. Chapter IV covers the results of analyses done. Meanwhile, Chapter V includes research opinions and conclusion.

Literature review

Student mobility

Mobile students are international students studying at local universities, where education for globalization results in progress in terms of education and learning, and educational projects via the internet (T. I. Belova, 2005). In fact, according to Anna Wells (2014), transnational mobility, better known as international students intending to study abroad for a certain period, is undertaken by young people or adults for the purposes of formal and informal learnings as well as for their personal and professional developments.

T. I. Belova (2005) stated that 70% of international students are interested to pursue their studies in United States of America, Britain, German, France and Australia. This is due to the increase in education demand among communities that are progressing economically and socially. This will increase the opportunities for graduates to build a career. In Chile, student mobility is growing due to government scholarship and implementation of international policy by the Institute of Higher Education. In fact, Chile has received more international students compared to Mexico and Brazil since Chile is developing its human capital base (Lynda K. Vazques, Francisco R. Mesa & Daniel A. Lopez, 2014).

According to T.I. Belova (2005), Korean government plans to increase the number of international students in Korean universities. The main reason is to improve the Korean culture popularity globally and to improve technical progress. Korea also planned to collaborate with Korean companies to make industrial practice project a success by allowing these international students to do industrial practice after their graduation.

Anna Wells (2014) introduced the 'pull and push' in which pull factors can be associated with students' desire to go abroad, while push factor is something that caused them to leave their home countries. At the same time, students who have experienced their education abroad are more likely to experience various push factors. However, in the host country, the answer to this effect depends on the individuals.

a. Motivation

Most mobile students stated that exchange students' programme is unique and provides a lot of experiences to them. This programme helps students to appreciate life, as well as improving skills and abilities in decision making. Researchers found that students of Universidad De Los Lagos (ULAGOS) were able to manage their time and finances, as well as overcome fear in facing challenges (Lynda K. Vazques, Francisco R. Mesa & Daniel A. Lopez, 2014). According to If Price, Fides Matzdorf, Louise Smith & Helen Agahi (2003), students will choose a university based on several factors such as reputation in teaching and research, cost of living, opinion of their parents, college location and town facilities.

Anna Wells (2014) stated that the decisions and choices about student mobility and exchange are based on their social networks; whereby they are influenced by the recommendations of friends who have the relevant experience. However, some students have a greater access that it resulted in a new network of

student mobility such as support groups, and 'buddy program'; and this is a priority for the growth of international students such as the European Union that tries to facilitate student mobility.

Investment in mobility program will provide a significant advantage in the development of human resource competencies and strengthen the competitiveness of a country. If the state decides to fund the education of students for at least one semester for the future of the country itself, it is expected that students will return with competencies in education, culture and social issues. In addition, by sending students abroad, the country hopes that the students can develop their competencies in terms of skills and knowledge and improve human capital; and thus, there will be no unemployment among university graduates in the future (Vilmante Kumpikaite & Kestutis Duoba, 2013).

b. Environment

According to Thor-Erik Sandberg Hanssen & Gisle Solvoll (2015), university facilities play an important role in achieving university objectives by providing basic infrastructure to improve the function of university. Among the featured facilities are library, access to computers, lecture halls, group work rooms, auditorium and social space; whereby university facilities may influence the results and satisfaction of students of a university.

According to Gordana Radic & Sinisa Jakovljevic (2011), every university has its own identity management system whereby each student's mobility data need to be inserted in the smart card. Researchers noted that the University Belfast Queen expands the implementation of smart card system in which employees and students can access the data and books in the library, all areas of the university, including car park.

London School of Economics and Political Sciences, United Kingdom and the Valencia University, Spain have worked together on a project called 'WebCT' system. This system is a virtual learning system which operates in two languages, English and Spanish. In fact, this system allows students from the two different universities to communicate, debate, exchange ideas and also add knowledge in foreign languages in cyberspace (Maria-Eugenia, Ruiz-Molina & Manuel Cuadrado-Gracia, 2008).

Group projects are the methods used by the lecturers to evaluate university students in which it does not only focus to inculcate discipline, but also to diversify and create an innovative learning. In addition to the presence of group work, students can also develop their interpersonal skills (Mary O'Farrell & Jessica Bates, 2009).

c. Culture

International students showed interest in learning and adapting to another culture. More than 65% of students have fun learning the culture and tradition of a country such as mutual respect, punctuality, responsibility and flexibility; and they can apply these to their future careers (Lynda K. Vazques, Francisco R. Mesa & Daniel A. Lopez, 2014).

According to Chantika Pornpitakpan (2005), language differences are not a hitch because they can always refer to dictionaries for the words they could not understand. Helena Fino, Lyudmila Zinchenko, Vladimir Solovyev (2013) stated that even though Russian students who studied in Portugal were taught in the Portuguese language, English was used for concept explanation, tasks and documents. Moreover, for Portuguese students who are keen to study in Russia, they are encouraged to take Russian language classes before going to Russia. The difference in language is not a barrier for them but it helps students to recognize new words and also help them overcome the fear of communicating with the locals in foreign language (Lynda K. Vazques, Francisco R. Mesa & Daniel A. Lopez, 2014).

Due to the development of new technologies, countries with different cultures and religions are interdependent. Global engineers who are able to work in foreign countries with a multinational team of different traditions, cultures and religions are an important asset for the new century (Helena Fino, Lyudmila Zinchenko, Vladimir Solovyev, 2013).

Knowledge transfer

Gordana Radic & Sinisa Jakovljevic (2011) stated that by having mobility, the quality of educational system can be improved in European Union Members and European countries. This is because it encourages knowledge and idea exchange as well as practical usage of it. Juan Carlos Bou-Llusar & Mercedes Segarra-Cipres (2006) stated that knowledge transfer can be a lot easier if it is taught, observed and has a simple system to use.

Helena Fino, Lyudmila Zinchenko, Vladimir Solovyev (2013) had done a research on mobility of students and found that mobility is an important component of the curriculum in engineering as it will encourage the transfer of knowledge between research teams.

Methodology

This study used a qualitative survey in order to evaluate the perception of mobile students of FEP, UKM from the motivational, environmental and cultural aspects. Perception survey was only done in FEP, UKM, Bangi. This study involved instrumental data collection that used structural interview method. A total of 21 sample students were randomly selected from FEP students who participated in the mobility programme in Indonesia, Japan, Korea, Brunei, Sweden and Netherland.

In this study, researchers used two methods in data collection; namely, primary and secondary sources of data. Primary data were collected from semi-structural interviews of 21 respondents from FEP, UKM, Bangi who had participated in mobility programme. Meanwhile, secondary data were obtained from journals, articles, reference books and internet. These secondary data are the most important resources as they are necessary in explaining previous studies which are related to this study.

To perform this study, hypotheses were created based on the research objectives in order to relate motivational, environmental and cultural aspects with knowledge transfer.

H1: There is a relationship between motivation and knowledge transfer.

H2: There is a relationship between environment and knowledge transfer.

H3: There is a relationship between culture and knowledge transfer.



Figure 1. *Conceptual framework*

The above conceptual framework was created based on the relationship between student mobility and knowledge transfer formed from this research's objectives. Factors like motivation, environment and culture have been identified to relate student mobility with knowledge transfer to survey students' perception after their participation in mobility programme organized by the FEP.

Results

Relationship between motivation and knowledge transfer

Majority of the respondents stated that the reason they participated in this mobility programme was to gain a first-hand experience of the foreign countries themselves. Armed with the experience gained, indirectly their marketability will be higher when they apply for a job later. Besides that, some of the respondents said that this programme provided the opportunity for the students to learn in foreign countries since some of them had failed to do so due to constraints they faced. In fact, some of the respondents thought that by participating in this mobility programme, they can come out from their comfort zones and increase their self-esteem.

Factors that guide the respondents in choosing the universities are currency, university mobility status, and the culture of the country itself. Some of the respondents chose Sweden because they would like to socialise and make friends with the Europeans since they socialize differently from the Asian people. Besides that, some of the respondents stated that they would like to experience winter and the four seasons. Meanwhile, a few of them said that the university is the best university academically and some said that their universities were chosen by UKM. This is similar to respondents who participated in the mobility programme of the Netherlands; they were chosen because there had been no application from students to participate in the university mobility program for the Netherlands.

Respondents who participated in mobility programme in Korea stated that they were concern about the currency even though funds had been given. Some of the respondents said that they went to Korea due to the university's mobility status. This is because the chosen university is a well-known university and has many syllabuses for business subject. Some of the respondents went to Japan because Japan has advanced technologies and unique culture. Besides that, it is one of the biggest universities in Japan. As such, the respondents were interested to communicate with students from all over the world.

Meanwhile, there were also respondents who chose university mobility program in Brunei. This is because Brunei is a Muslim country and as such, to get halal food is easy. There were also respondents who stated that they were interested to study the monarchy system there. Besides that, respondents who chose mobility programme in Indonesia stated that the currency exchange is low, language is easy to understand, and their cultures and religion are almost similar to Malaysia. Moreover, the chosen university is a famous university in the country.

Majority of the respondents knew about this mobility programme from social media; i.e. through Facebook and briefing conducted by the faculty itself. Besides that, they also knew about this programme from friends and seniors who had participated in this mobility programme. Many of the respondents expected that by participating in this mobility programme, they will be able to improve their skills and abilities for decision making. They also expected to get new friends from other countries while learning other countries' languages and cultures. Respondents stated that the objectives have been achieved for this programme. In fact, they had successfully increased their confidence in communicating in English.

They hoped that this mobility programme will be continued for FEP students and there will be an increase in the quota and choice of universities. They also hoped that more male students will participate. Meanwhile, some of the respondents hoped that the duration of the programme extended and more fund be given to the students.

There is a relationship between environment and knowledge transfer

Respondents stated that the learning patterns in Sweden are different from the learning patterns in UKM. Even though there is no record for attendance; students were responsible at attending their classes. Meanwhile, in the class, a two-way communication was practiced; i.e. in the learning process between lecturers and students, the students can give their opinions regarding certain learning issues. Besides that, respondents also stated that students will participate in their classes by frequently asking questions to the

lecturers. Lecturers will allow the students to take a 15-minute rest for every 30 minutes of learning session.

Libraries in Sweden are occupied by students even during the weekends. The university in Sweden had introduced an online learning system, known as 'Logul'. It has similar functions to the online learning system in UKM, 'iFolio'. Timetable, past year questions and tasks can be obtained and submitted through 'Logul' system.

On the other hand, the learning environment in Korea is different. The classes had limited number of students and there were only tutorial classes. Lectures were also conducted by using two-way communication. Clean, modern environment as well as positive competition provided motivation to the students. Respondents stated that the university was not examination oriented; in fact they did practical. However, this university did not provide any online learning system to students.

In Japan, respondents stated that the learning environment is different from the environment in UKM; whereby it was more relaxed and no club activities as in UKM. Respondents also stated that the university had an online learning system but it was conducted in Japanese. They also stated that the university had many students from all over the world. This is because it is the largest university in Japan and also an international university. In classes, lecturers have varieties of learning technique, for an example, students are allowed to actively participate in class, 15 minutes break will be given, and bell will be rung when the class is over.

Similar practices are also observed in Brunei; whereby the respondents stated that the lectures given were better and two-way communication was also used in the lectures. 'Turnitin' and 'MyUBD' were introduced in the university; whereby the system has data regarding tutorials and online learning system. In Indonesia, respondents agreed that the learning process there was conducted in a more relaxed manner and not examination oriented. There are a variety of learning techniques such as debate, research, discussions, exchanging of ideas and quizzes which lead to active participation from students. Learning environment in the Netherlands also involves the two-way communication between lecturers and students. Respondents also stated that every student will be involved in the questions and answers sessions and there is no racism there. Each class will only have approximately 13 students.

Most of the respondents stated that their universities provided basic infrastructure such as areas for socialising, discussing and resting. In addition, Sweden has facilities like cafes, photocopy machines, printers, microwave ovens and fridges. Students can access data and books from the library, as well as use photocopy machines and printers by using their student cards. However, students must first ensure that their cards have sufficient balance before using them.

Similarly in Korea, student cards can also be used to pay bus fares, to access the campus and also for class attendance. The university also had an interesting cafe which provides water cooler and free instant drinks like coffee and chocolates for their students. A sophisticated LCD system and English consultancy were also provided for students in need.

In Japan, student cards were also used for library access and for borrowing books besides photocopy services and access to entrances. Respondents whom participated in mobility programme in Japan stated that there were many vending machines including vending machine for college fee payment. Moreover, it also provided a grocery store, gym, swimming pool, basketball court and a dance space for the students to do club activities and sports comfortably.

In Brunei, the university hostels provided free washing machine, television room, kitchen, and refrigerator. The library was equipped with Apple computers, Wi-Fi and chatrooms while student service centre was provided at the faculties. University in Indonesia provided facilities including photocopy services which gives free first 150 copies. Besides having huge classrooms and discussion rooms, there were also a lot of prayer rooms and ATM machines. The university also provided free bus service and bicycles for students. The respondents stated that students must use their student cards to access the library, yet for books borrowing, the process is still done manually.

In the Netherlands, respondents stated that the facilities were better compared to UKM. Accommodation for students including furniture and Wi-Fi were provided for students. In addition, the university encourages its students to use student card instead of cash for every transaction including

photocopy services and also to buy food. Hence, students have to ensure that the card's balance is sufficient before any purchases.

Majority of the respondents stated that they had participated in activities at their respective universities. In Sweden, some of the respondents had participated in group buddies activities, 'Explorace' and International Day. However, some of the respondents admitted that they did not have the chance to join any activities because they were not chosen and some of the activities involved pubs and alcohols.

For the respondents in Korea, they participated in Cultural Day, Sports Day, International Day, and other activities that were organised by calligraphy club. Respondents who went to Brunei for mobility programme stated that they participated in Entrepreneurship Week, UBD Open Day, delegation trip between Universiti Malaysia Sabah (UMS) and Universiti Brunei Darussalam (UBD), and activities organised by Muslim Youths Club.

In Japan, respondents stated that they participated in activities including the Autumn Festival, activities organised by Asean Inter Mobility for Student (AIMS) such as debates and ASEAN café, as well as Campus Open Day. However in Indonesia, the respondents participated in career seminar, visited interesting places in Jakarta and welfare programme at the orphanage. On the other hand, respondents from the Netherlands had never experience any of the activities at their university.

Majority of the respondents had group works based on the subjects taken and they must complete the tasks given by the lecturers in groups. For an example, students in Sweden must completed reports that were given in groups, and the group members were from different countries. Respondents stated that the Swedish encourage teamwork in children while being independence in middle school as well as in university.

For the students studying in Korea, they were asked to perform a group drama in their Korean language class. In Japan, the respondents stated that the projects were done in small groups. Respondents in Brunei, however, had similar group projects as in UKM, whereby the projects must be done during class period. On the other hand, students in Indonesia must do research and presentations to complete the projects given by the lecturers.

Respondents from the Netherlands stated that their group work involved the whole class and their classmates were students of 13 different countries. Upon the completion of the project, the students will present it to their respective lecturers. Respondents from Sweden, Korea and Japan also admitted that they had some communication issues in completing the projects as their group members were from different countries.

Respondents who joined mobility programme to Sweden and Korea stated that the public transports there had increased their productivity. This is because they often used public transport like busses, trams, and subways to go to the university; and the public transports there are more frequent and punctual. However, in Brunei the students were not provided with any public transport because majority of the students own cars and they admitted that public transports did not increase their productivity.

In the Netherlands, Japan and Indonesia, buses and trains are not the main transport to classes because most of them prefer to cycle. Hence, respondents from Netherlands stated that public transport did not increase their productivity. Meanwhile respondents from Japan and Indonesia admitted that public transports increased their productivity because most of them used public transport when they were not in the university area.

All of these six universities provided Wi-Fi to the students. Respondents agreed that the speed of the internet in the university area increased their productivity and eased the search of information and the communication with their family members in Malaysia. Respondents who participated in mobility programme in Sweden, Korea and Brunei stated that the student council in their respective universities increased their productivity. This is because the student councils took good care of them and were efficient in doing their jobs.

There is a relationship between culture and knowledge transfer

Based on the interviews done, for the university in Sweden, students will communicate in English while in classes and university area. The same applies to Korea, Japan, Brunei, Indonesia and the Netherlands. Lecturers used English as the medium of teaching because it eases the understanding of the mobile students. However, respondents who participated in university mobility program in Korea admitted that they need to use body language whenever the other students did not understand what they were trying to deliver. For countries like Sweden and the Netherlands, respondents agreed that the students and also the communities there were fluent in English, hence making it easier to communicate.

However, off-campus, they need to communicate in the native language of respective countries such as Swedish, Korean, Japanese, Indonesian, Brunei Malay and Dutch. Even though it was difficult, they were allowed to attend language classes offered by the universities. They will also refer to dictionaries for words that are difficult to pronounce and understand.

Respondents also admitted that they needed time to adapt to local cultures. According to respondents from Sweden and the Netherlands, it was difficult to adapt to foreign culture because Sweden and Netherlands are not Muslim countries; thus, prayer rooms, mosques and halal food were not easily found. Moreover, most of the activities involved pubs and alcohols, although the local communities were open minded, helpful and practice a healthy lifestyle. Respondents said that they must be smart and strong to control themselves from disobeying Islamic teachings.

Respondents from Korea stated that they can easily adapt to the local culture because the Korean people are very polite. Respondents also stated that they must be positive and avoid negative behaviours. Respondents in Japan stated that they had learned about the local culture there. Therefore, it did not take a lot of time to adapt to local community but sometimes they needed to initiate a small talk with the students before starting a conversation.

According to respondents who participated in the mobility programme in Brunei, the culture there is not of much different from Malaysian culture. However, they faced some difficulties in adapting to the monarchical culture whereby one can be jailed if he/she says bad things about the king and the monarchy system. Respondents in Indonesia, however, agreed that it was easy to adapt the Indonesian culture since they were eager to learn about it. Minority of the respondents admitted that it was difficult for them to adapt to the unhygienic environment.

Respondents who participated in mobility programme in Japan, Indonesia and the Netherlands admitted that the students from their universities socialized more than the UKM students. Respondents from the Netherlands stated that the students there often go and plan for parties and always they get themselves drunk. The similar situation applies to the Indonesian students. They frequently invited the students to go to night clubs and dressed impolitely. Some of the respondents said that they often smoke cigarette in the camps and class. However in Japan, the other students understood when the mobile students explained about the limit of socialising in Islam. Some of the respondents said that the Japanese socialized in an almost similar manner to UKM students due to their shyness.

However, some of the respondents stated that the Swedish students socialise by hanging out, or in Swedish it is called 'Fika', in pub. Some said that Swedish students only socialise during lunch and dinner; and seldom touch each other except for family or couples. Nonetheless, it was a significant difference for Brunei. The respondents stated that students there will spend their time doing club activities since there were not many entertainment places. Similar to Korea, because they are friendly and have strong family bond, they often have activities like cooking together.

Respondents from Sweden, Korea, Japan and the Netherlands stated that it was very difficult to pray due to the absence of prayer rooms or mosques since Islam is a minority religion there. Respondents stated that they will generally pray at clean and quiet areas like the roadside or beside the staircase. Respondents will pray at their hostels, classes, rooms or meditation rooms if they are in the campus area. For the campus in Korea, Muslims were allowed to pray at the prayer room provided by Indonesian students. Meanwhile in Japan, the university provided a place for prayer. For Muslim countries like Brunei and Indonesia, there were no issues for students to pray. However, a number of respondents

claimed that the prayer rooms were not well managed because there was no partition segregating the female and male's ablution areas.

In terms of halal food, Sweden, Korea, Japan and the Netherlands had limited halal food. Respondents chose to cook instead of eating out due to the high prices of food. There were some grocery stores that sold halal raw materials like poultry. For Indonesia and Brunei, finding halal food was not a problem to the respondents but to find clean food was quite a challenge. Respondents stated that they did not encounter any problem of wearing hijab in all the six countries even though they always questioned ladies in hijab.

Among the positive outcomes of the university mobility program are: the respondents had improved their confidence; able to be independent without the help of families; the chance to travel and visit other countries; made new friends from other countries and opportunity to learn more about Islam. Some of the respondents said that they trusted and depended on each other, which are also one of the good memories there. A number of respondents stated that their unforgettable experience is working and earning money in foreign countries.

Benefits of the organisation

Majority of the respondents stated that UKM hopes that the students who participated in the mobility programme will be exposed to the learning patterns of their respective universities, besides achieving good grades and gaining valuable experience while in foreign countries. UKM also hopes that the students who participated in this programme will promote UKM to other countries. Some of the respondents stated that UKM did not any have aspirations from this mobility programme.

UKM spent RM15000 for each student for the mobility programme to Sweden, RM8000 for each student to Korea and Japan, and RM20000 per student to Brunei. Some of the respondents who participated in mobility programme to Indonesia stated that UKM gave RM6000 per student, while some said that it was RM11000 for each student.

Sending students to other countries is a refreshing idea for UKM. Thus, most of the respondents were ready to contribute ideas and volunteer themselves in promoting this mobility programme to other UKM students. Some of the students had helped in promoting UKM by saying that UKM has many students with great potentials. Majority of the respondents agreed that they will share their life experiences while studying at their respective countries and participated in programmes related to mobility programme.

Many of the respondents hoped that UKM will provide more facilities like discussion rooms, photocopy machines, internet and also public transport. As for the pattern of learning, there were respondents who suggested that other UKM students to start participating in class activities and change their way of thinking. Besides that, lecturers should not only focus on lectures, but instead, to start tutorials as well as to allow breaks in between lectures.

There were respondents who suggested that UKM to enhance the organisation and introduce smart card for every student whereby the card could be used to access places within the campus. Moreover, some of the respondents stated that it is not fair for UKM to be compared to other universities because all of them are private and international universities. They also hoped that UKM will treat their students better.

Conclusion

This study was done to evaluate the extent of the mobile students in transferring their knowledge in relation to motivation, environment and culture. Based on the findings, it can be concluded that the students were motivated to participate in this mobility program because it will provide an invaluable experience to students, meeting students from different countries and improving the students' marketability. Students who participated in mobility programs were also motivated to share their knowledge and experiences gained with other students.

Besides that, with positive environment, their learning patterns which are different from UKM together with the facilities provided had allowed the mobile students to learn comfortably. By participating in the activities organised by universities, students had the opportunity to gain new experiences as well as new friends from different countries. They also learned other aspects of lives and applied them while in UKM.

Since there is language barrier, mobility students had the difficulty of communicating with other students especially in Korea and Japan. This is because most of them were still unable to communicate in English. The mobility students also did not take a long time to adapt to the cultures of other countries; but they must still be alert because high social skills did not really improve the learning process of these mobility students.

References

- Anna Wells (2014) International student mobility: Approaches, challenges and suggestion for further research. *Procedia-Social and Behavioral Science* **143**, 19-24.
- Belova TI (2005) Research of students' mobility in the Republic of Korea. Pp. 850-852.
- Carlos Bou J, Segarra M (2006) Strategic knowledge transfer and its implications for competitive advantage: an integrative conceptual framework. *Journal of Knowledge Management* **10**, 100-112.
- Chanthika Pornpitakpan (2005) The effect of cultural adaptation on perceived trustworthiness: American adapting to Chinese Indonesian. *Asia Pacific Journal of Marketing and Logistics* **17**, 70-83.
- Fino H, Zinchenko L, Solovyev V (2013) Challenges for Students Mobility between European and Russian Universities. *International Conference on Interactive Collaborative Learning (ICL)*, pp. 472-479.
- If Price, Fides Matzdorf, Louise Smith, Helen Agahi (2003) The impact of facilities on student choice of university. *Facilities* **21** (10), 212 – 222.
- Lynda KV, Francisco RM, Daniel AL (2014) To the ends of the earth: student mobility in southern Chile. *International Journal of Educational Management* **28**, 82-95.
- Maria R, Manuel Cuadrado (2008) E-learning in a university interdisciplinary and bilingual context: Analysis of students' participation, motivation and performance. *Multicultural Education & Technology Journal* **2**, 156-169.
- Mary O'Farrell, Jessica Bates (2009) Student information behaviours during group projects: A study of LIS students in University College Dublin, Ireland. *Aslib Proceedings: New Information Perspectives* **61**, 302-315.
- Radic G, Jakov Ijevic S (2011) Identity management of high education student mobility. *International Symposium on intelligent system and informatics*, pp.507-509.
- Thor-Erik Sandberg Hanssen, Gisle Solvoll (2015) The importance of university facilities for student satisfaction at a Norwegian University. *Facilities* **33** (13/14), 744-759.
- Vilmante Kumpikaite, Kestutis Duoba (2013) Developing core competencies: Student mobility case. *Procedia-Social and Behavioral Science* **99**, 828-834.