



Driving Thailand to Become a Regional Education Hub: An Analysis of the Factors of Attraction among Chinese Students in Thailand and Malaysia

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ABSTRACT

This paper aims to illustrate the differences in attractive factors between Thailand and Malaysia and to analyze the possibility of developing Thailand as a regional education hub for Chinese students. A qualitative research method has been employed to collect and analyze data pertaining to these issues. The research framework is applied at both the micro and macro levels to analyze the attractive factors and compare them between Thailand and Malaysia to determine effective strategies for the Thai case. In Malaysia, the government has invested heavily in its national higher education institutions since 1996 in order to become an alternative international education hub for international students. Consequently, Malaysian higher education institutions have gained further advantages and were able to recruit over 93,000 foreign students in 2019 due to the strong support of the government in connecting Malaysia to the world education hub. By contrast, the Thai government has not consistently targeted the internationalization of higher education, due to its prioritization of domestic labor demand and its uncertain national strategy. As a result, Thai international curricula do not attract many foreign students. Malaysian academic institutions have been built toward meeting the national strategy for the internationalization of education. These organizations have thus rapidly developed the practical tools needed to achieve the national goal. Thai universities lack explicit support at the state policy level; unfortunately, therefore, the fight for international students depends heavily on institutions taking proactive measures. Ultimately, micro-level or personal decisions also play a significant role in attracting foreign students. Cultural skills as Thai soft power have effectively pushed Thailand to become the center for Thai language and Thai culture study, which benefits international workforces.

1. INTRODUCTION

The shift from an industrial economy to a knowledge based economy as a result of globalization requires the ability to internationalize human capital to support this economic change. In order to be successful in the dynamic global economy, personnel with the ability to adjust to, manage and integrate into international contexts are in high demand. Meanwhile, there has also been positive growth in international student mobility worldwide. Statistically, Chinese students are some of the most significant mobile students, due to inadequacies in their domestic education (in terms of both quality and quantity) and the direction of development in China. Chinese students mainly go to developed countries, such as the US, the UK, Australia, and Japan; however, other geographically closer countries also host a significant number of Chinese students, namely Malaysia and Thailand.

Table 1: Landscape of Chinese students in foreign countries

Host countries	Number of Chinese students	Host countries	Number of Chinese students
USA	333,935	Germany	30,023
Australia	143,323	France	23,494
UK	107,813	New Zealand	18,338
Japan	84,101	Macao	17,002
Canada	70,877	Italy	15,167
Korea, Rep	51,345	Malaysia	11,713
Hong Kong	35,623	Thailand	5,305

Source: Adapted from UNESCO Institute of Statistics (UIS), 2020 (UNESCO Global Flow of Tertiary-level students, 2021)

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According to the UNESCO Institute for Statistics (UIS), as shown in Table 1, Malaysia ranks first in Southeast Asia in hosting Chinese students, while Thailand ranks second, with 11,713 and 5,305, respectively. Worldwide, Malaysia and Thailand rank 11th and 12th (excluding Hong Kong and Macao), which is relatively remarkable. However, the interesting point is the growth of students in both countries. The total number of Chinese mobile learners in Malaysia escalated from 6,468 in 2007 to 10,214 in 2010 and 14,850 in 2017. However, the number declined slightly to 13,448 in 2019 [1]. In the case of Thailand, 4,028 Chinese students enrolled in Thai institutions in 2007; this number reached 9,329 in 2010 but declined to 8,456 in 2017 and 5,305 in 2020 [2] [3].

Both Thailand and Malaysia have an advantage in attracting Chinese students due to their geographical proximity to China; however, as mentioned above, the declining number in Thailand and the increasing number in Malaysia represent the advancement, potential and strategies of the internationalization of Malaysian institutions. Comparing the cases of Chinese students in Thailand and Malaysia thus illustrates the weakness of the Thai side and offers useful information for guiding the formulation of appropriate policies for developing the landscape of internationalization in Thailand. This article, then, focuses on the differences in the attractive factors for Chinese students between Thai and Malaysian institutions and the possibility of Thailand becoming a regional hub for Chinese students.

This paper first illustrates the general situation of Chinese students worldwide. The second part describes the landscape for international students in Thailand and Malaysia, followed by an examination of the determinant and supportive factors in enrolling in universities in both countries. The units of analysis belong to three levels: government, organization and individual. Lastly, this paper ends with a discussion and suggestions for the relevant entities in Thailand to escalate the internationalization of Thai higher education.

2. OBJECTIVES

1. To illustrate the differences in attractive factors between Thailand and Malaysia.
2. To analyze the possibility of developing Thailand as a regional hub for Chinese students.

3. THEORETICAL FRAMEWORK

A qualitative research method was employed to collect and analyze data pertaining to these issues. A research framework was designed, based upon the existing literature, to be inclusive of two concepts: human capital and new knowledge hubs. The main sources of information were academic journals, textbooks, dissertations and research papers.

Concept and framework

The emergence of new education destinations like Singapore, Malaysia, China and Mexico has created competition for the traditional hosts; moreover, regional mobility has increased significantly [4]. The dominant theoretical framework implemented in this field is dependency theory, which has described the landscape of international education as center-periphery and North-South, based on the perception of the unequal power of knowledge. The concept has recently been questioned in terms of the limited explanatory value of the theory [5], which failed to explain the dynamic of newly emerging educational hubs in developing countries [6]. Different approaches from cultural theories have been employed instead, such as the interaction between local and global or the trend of periphery countries establishing their own knowledge centers. However, these new concepts are still under-examined due to a lack of evidence and additional research on these new destinations.

One of the concentrations in research on regional hubs is the role of higher education in the knowledge economy [6]. Singapore and the United Arab Emirates are examples of successful cases. In the case of the UAE, as the economy shifts from oil to knowledge, to some extent, Dubai has developed higher education to increase its brain power for a knowledge-oriented economy. Counting on its established academic institutions, Dubai recruited reputable institutions and cooperated with potential private enterprises to set up the Dubai Knowledge Village (KV) in 2003 [7]. Over 11,000 international students from 102 nationalities have enrolled in academic programs in the KV. Here, the targeted students are from the Middle East, North Africa and Asia [8].

Singapore has aimed higher than short-term revenue from its regional hub; a high performance research center is the long-term objective. Singapore first attracted reputable universities and talent with research expertise. Collaboration with international research institutions has been the key factor in elevating Singapore to become a regional hub in both edu-tourism and the knowledge-oriented economy [9]. Both cases illustrate states' policies and strategies in promoting their countries to become regional education hubs. These states have not only gained advantages through increased revenue and knowledge development; they have also seen gains in soft power influence and long-term economic prosperity.

This article adopts the concept of human capital from cultural approaches and considers the development of new knowledge centers in explaining the possibility of Thailand emerging as a new educational hub for Chinese students. Adjusting from theory and case studies, the framework of this research is applied at both the micro and macro levels in analyzing the attracting factors. State policy, institution activity and individual aspects are investigated. The specific comparative cases of this paper are Thailand and

Malaysia because of their closeness in terms of geography and aims. Chinese students are taken as the case study due to the significant quantity in both countries.

According to Figure 1, micro-level decision making concentrates on the accumulation of human capital, such as knowledge, skills and migrant prospects. The organizational level explains the level of activity of universities and educational agencies, while the macro-level critiques the role of government in promoting internationalization and the educational hub. This framework, thus, is applied to find out how these relevant actors in Malaysia and Thailand perform and to determine Thailand's weak point that limits its achievement.



Fig. 1. Applied framework.

4. FINDINGS

In order to examine the topic systematically, the findings are arranged according to the framework. First, the general situation and trends of Chinese students abroad are provided before concentrating on the landscape of Chinese students in Thailand and Malaysia. Next, the determinant and supportive factors among Chinese learners in the designated countries are analyzed at three levels: government strategy, the role of organizations, and individual perceptions of human capital. Finally, the article discusses the prominent factors and considers the possibility of promoting Thailand as an education hub for Chinese students.

4.1 Chinese students and the trend of going abroad

To briefly address the history of Chinese students abroad, this outbound flow started with a project for studying abroad, which was initially promoted in 1978 when the Chinese government sent talented students to study in the West, and then signed an academic agreement with the U.S. in 1979 [10]. After that, regulations concerning studying abroad were announced systematically, such as the allowance of self-financed students to pursue degrees

and training abroad in 1981. The profiles of Chinese students in foreign countries also changed from postgraduate students granted domestic or overseas scholarships to privately funded students who mainly attend undergraduate or language programs. As a result of this shift, self-financed students now comprise up to 88.97% of all Chinese students abroad, and China has become the largest source country of international students with 541,300 in total [11].

Although the world order is transitioning and the occurrence of Covid-19 has shaped the new norm, the trend of Chinese students going abroad is still strong. In total, 5,194,900 students have enrolled in overseas institutions since 1978 [12]. As mentioned above, the major destinations are the US, Europe and Japan. Recently, the mobility of Chinese students has shifted to 37 Belt and Road countries, which welcomed 66,100 students in 2017 [11]. The factors that influence Chinese people to go or to send their kids abroad can generally be categorized as push and pull factors.

Examining domestic issues, this study found several particularly strong push factors, including excess demand for domestic higher education, the household responsibility system, and the social value placed on foreign degrees [13]. The inadequate number of university seats is particularly significant; since the 1980s, the demand for tertiary education among Chinese students has exceeded the capacity of domestic university management. More recently, in 2017, only 3.72 million out of 9.4 million students were expected to enroll in undergraduate programs through the annual national college entrance examination or 高考 (GaoKao) [14]. Facing intense competition in the entrance examination, a number of rich families have decided to send their children abroad to attain an international degree instead.

4.2 The landscape of international students in Thailand and Malaysia

Classification of institutions is fundamental to any educational development strategy. Malaysian higher education can be classified into four categories: 20 public universities, 47 private universities, 34 college universities and 10 international branch campuses [15][15]. Each type has its own path and goals to reach according to the national education blueprint. This is also true of the various categories of Thai institutions, which consist of 27 autonomous public universities, 10 public universities, 9 Rajamongkol technology colleges, 38 Rajabhat universities (demonstration universities) and 72 private universities, colleges and institutions [16]. The aim of the classification system of Thai institutions is to develop specific roles and expertise in order to serve the Thai labor market.

Malaysia's attentiveness in implementing the internationalization of higher education was explicitly stated in the 9th and 10th Malaysia Plans (2006–2010 and

2011–2015). Strategies for promoting the country as a regional hub for education include, for example, the establishment of Educity in Iskandar Malaysia and Kuala Lumpur Education City (KLEC) to attract reputable universities from abroad. Active universities administrating branch campuses in Malaysia include Monash, Curtin University of Technology and Swinburne University of Technology. Adopting strong policies and practices, Malaysia hosted 44,390 foreign students in 2006, climbing to 70,423 in 2008 and ultimately 136,293 international students in 2017 [1].

Private universities contribute significantly in term of quantity. They host 59,013 international students, which make up 43.2% of the total number of students in private institutions. By contrast, public universities concentrate more on quality and ranking; foreign students make up 25.3% of their total students [1]. The remaining international students are more dispersed, enrolling in language schools, mobility institutions, skill centers and so on.

The escalating number of international students in Malaysia is the consequence of collaborative projects, the establishment of university campuses and the national strategy of recruiting students from the region and other Islamic countries [7]. As shown in Figure 2, the proportion of international students in Malaysia in 2019 comprised students from China (14%), Islamic countries (31%) including Indonesia (10%), Bangladesh (8%), Yemen (6%), Pakistan (5%), Nigeria (5%), Egypt (3%), Saudi Arabia (2%) and Iraq (2%), India (3%) and other countries (42%) [17].

The number of international students in Thailand is also increasing, although it has not approached the number in Malaysia, even though Bangkok has also promoted a regional education hub policy. The current number of international students in Thailand is 25,110 (2019) [18] up from 8,534 in 2006 and 16,999 in 2012 [19]. The major sources of foreign students in Thailand are China (44%) and the lower Mekong countries (39%), including Myanmar (16%), Cambodia (9%), Laos (7%) and Vietnam (7%); others contribute 27%.

Investigating the landscape of international students in both countries, it is clear that the foreign students in Malaysia are from more diverse origins, while the international learners in Thailand are largely from neighboring countries. However, the ratio of Chinese students in both countries is obviously high; indeed, the statistical data indicates that China is the most important source of international students for both. This paper, as a consequence, focuses on investigating the trends and strategies among Chinese students to illustrate and compare the attractive factors of Malaysia and Thailand.

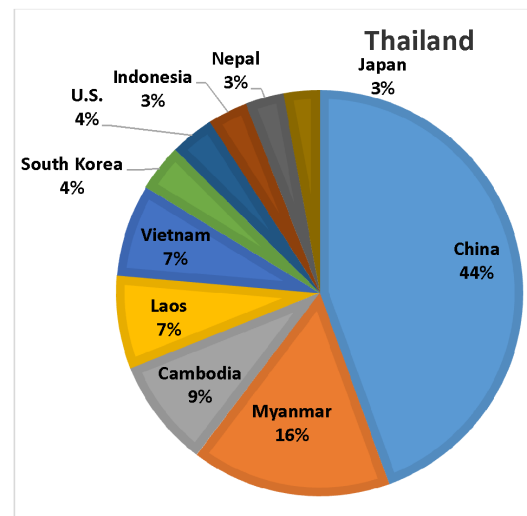
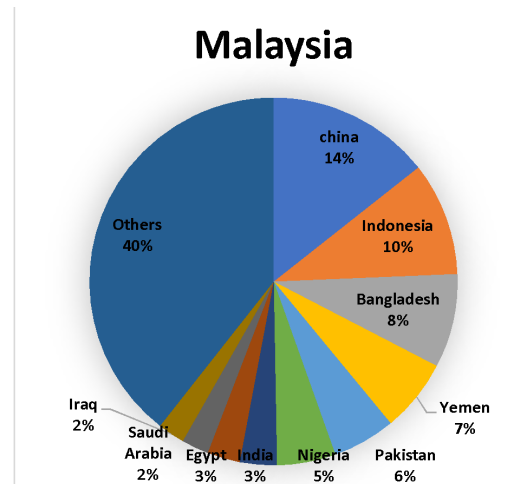


Fig. 2. International students in Malaysia and Thai higher education institutions, 2019 (Percentage).

Source: UIS, UNESCO (UNESCO Global Flow of Tertiary-level Students, 2019)

Concentrating on the characteristics of Chinese students in Thailand and Malaysia, we see that their profiles are completely different in terms of their places of origin, programs attended and ethnic composition (see Table 2). Most Chinese students in Thailand are from South-central (38%) and South-western (44%) China with Han and Zhuang ethnicity, while most Chinese students in Malaysia are from North (31%) and Northwest (19%) China. After the Han ethnicity, Hui is the second largest ethnic group to enroll in Malaysia. One explanation is that Hui people are Muslim and thus decide to take courses in Malaysia, an Islamic society. In terms of degrees and institutions, most Chinese students in both Malaysia and Thailand pursue undergraduate programs, and the most selected institutions are private universities. The dissimilarities in personal characteristics stem from particular factors and contrasting variables in Thailand and Malaysia, which will be discussed in the following section.

Table 2: Profiles of Chinese students in Malaysia and Thailand (percentage)

		Thailand (N=426)*	Malaysia (N=888)**
Gender	Male	22.5	57.5
	Female	77.5	41.6
Ethnicity	Han	78	78.5
	Zhuang	10.5	0.6
	Hui	0	13.9
	Manchu	0	2.5
	Uyghur	0	1.8
Students' Origins	North	7	30.9
	Northwest	0	19.1
	East	9	14.1
	South central	38	13.6
	Southwest	44	8.1

Sources: *Lertpusit, S. "Chinese students in Thai higher education institutions and the transformation of graduate migrant: Characteristics, practices, and transitional migration." Waseda University, 2019, pp. 139-140.

**Wong, D and Wen, O. "The Globalization of Tertiary Education and Intra-Asian Student Mobility: Mainland Chinese Student Mobility to Malaysia." Asian and Pacific Migration Journal, vol. 22, no. 1, 2013, pp. 61.

4.3 Determinant and supportive factors in enrolling in universities in Malaysia and Thailand

This part explores the influential factors that determine the pattern of Chinese student mobility to Thailand and Malaysia, which may be beneficial in developing strategies to recruit more qualified students in the future. The factors will be examined from the macro to the micro level, from state actions, to organizations' roles, to personal aims. At the government level, internationalization strategies, including activity implementation, are considered. Then, the following level examines the contribution of organizations in promoting and attracting foreign students through institutional activity and the execution of state policies. The final level looks at individual motivations driven by the value of degrees, specific skills and personal contentment.

4.3.1 The role of state policy in developing internationalization in higher education institutions

Many countries formulate strategies for the internationalization of education that aim to gain advantages through academic exchange, creating intellectual capital and generating financial income [20]. Traditional hosts, such as the US and the UK, have developed strong alternative programs to attract international students, for example, certificate, exchange

and credit-transfer programs. In addition, newly emerging education destinations have developed as regional hubs. An interesting case is Turkey, which promotes itself as a regional international academy and attracts students from the Balkans, the Middle East, the Caucasus, and Central Asia [21].

In Malaysia, the government has invested heavily in national higher education institutions, stimulating them to become an alternative international education hub. Higher education in Malaysia has expanded rapidly since 2000, according to Vision 2020, introduced by Mahathir, which required significant human resources to support a national development roadmap. The Ministry of Higher Education (MoHE) projected five universities as research universities in 2008 and allocated a huge amount of the budget to develop these institutes. In 2011, the Ministry announced the Internationalization Policy to encourage international awareness of Malaysia, developing a sense of national pride and gaining national economic benefits [22]. Afterwards, the Malaysia Education Blueprint 2015–2025 was targeted to deliver world-class degrees and aims for 250,000 international students by 2025 [23].

The Ministry of Higher Education has also integrated a modern curriculum to bridge the gap between local and international standards by designing programs based on cooperation between private organizations, public institutions and foreign universities [24]. As a consequence, 138 institutions in the UK and Australia have collaborated with private colleges in Malaysia to offer degrees [25]. In addition, sixteen transnational university branch campuses have been established since 1998, for instance, Monash University Malaysia, Curtin University of Technology (Sarawak), The University of Nottingham and Xiamen University.

The situation is different in the case of Thailand, as the Thai government has constantly changed the direction of its education strategy from promoting internationalization to serving internal interests. The strategy shifted once again to partially focus on international programs after the announcement of ASEAN integration. Thailand first began to formulate its internationalization plans sometimes around 1990, concentrating on the provisions of instruction in English. The main objective of the educational plan was to develop human resources in order to fulfil the labor demand. However, the economic recession in 1997 caused the redirection of the educational scheme, from internationalization to domestic advantages. The ninth educational plan (2002–2006) was projected to cultivate fundamental knowledge for internal social and economic benefits. Again, in 2009, the Thai government readdressed its academic goal to leverage Thailand to become a regional education hub within the ASEAN community by 2015 [26]. The consolidation of the ASEAN community highlights English language as the principle academic value. International curriculums, therefore, were promoted.

Consequently, Thai universities currently offer 315 international programs using English as the medium of instruction, consisting of 92 doctoral programs, 84 master's programs, 138 undergraduate curricula and other degree programs [27].

To summarize, in terms of government policy, Malaysian education institutions have gained further advantages and have been able to recruit over 130,000 foreign students due to the strong support of the government in bridging Malaysia to the world education hub. The advantages of internationalization are returned in the form of revenue, which averages RM7.2 billion annually from tuition fees, living costs and other expenses [28]. In contrast, the Thai government has not consistently targeted the internationalization of higher education due to the priority placed on domestic labor demand and the uncertain national strategy. As a result, the international curricula have not attracted as many foreign students.

4.3.2 The level of activity of organizations in approaching Chinese academic institutions

State policy is a substantial factor in promoting the internationalization of education. However, with or without the strong support of the government, educational organizations in both Thailand and Malaysia have launched strategies to attract international students. In terms of Chinese students, education agents play a significant role. Moreover, the level of activity at the organizational level also intensifies the scope of cooperation and functions as a practical tool to persuade Chinese learners.

In Malaysia, the huge demand for higher education among Chinese students is facilitated by education agencies. Private universities rely heavily on agents working on their behalf, with an agency cost of US\$1,000–1,500 per registered student. Shanghai and Beijing are the centers for education agencies for Malaysian universities, which relates to the proportion of students from those areas [25]. In addition to the role of education agencies, Malaysian universities have also expanded their collaborations with overseas institutions. Of the more than 40,000 research projects between Malaysia and foreign countries from 2012–2016, collaborations with China stood in 8th place with 2,762 co-authored publications [29]. Furthermore, Malaysian academic institutions have expanded their partnerships globally; 74% of agreements and memoranda of understanding have been signed with institutions in Asia, especially with Indonesia, and 16% with organizations in Europe [30].

Focusing on the case of Thailand, the vitality of educational organizations is substantially driven by connections with the private sector. Previously, education brokers were the major channel for recruiting Chinese students on behalf of private universities, such as Assumption University. Currently, the most effective arrangement persuading students from China to study in

Thailand are the bilateral agreements between universities. Forty out of 136 collaborative degree program agreements were signed with academic institutions in China in 2015.

Numerous dual degree and joint degree programs have been developed in accordance with increasing collaborations. This cooperation attracts some Chinese students who are seeking an international experience at an affordable cost. Forms of collaboration include short-term programs; exchanges, internships and long-term curricula; and dual degree, joint degree and degree transfer programs.

A prominent case study is the collaboration program conducted by the Faculty of Chinese Medicine, Huachiew Chalermprakiet University and Shanghai University of Traditional Chinese Medicine. In addition, some degree programs in private universities also propose flexible modes of degree as alternative programs for students, such as the curriculum offered by Huachiew University. The programs allow students to reconsider their degree after one year of study in Thailand. Students have option to keep study in Thailand by transferring their credits towards Huachiew University's degree program. Hence, learners may graduate from Thai degree, or they can decide to fulfill their Chinese degree by return to take further credits in China. Short-term exchange and internship projects in Thailand are also offered, increasing the range of alternative destinations for Chinese students.

To conclude, Malaysian academic institutions have been built to support the national strategy for the internationalization of education. The enthusiastic educational organizations in Malaysia, therefore, quickly developed the practical tools needed to achieve the national goal. In contrast, Thai universities lack explicit policy support from the state level, so the fight for Chinese students unfortunately depends heavily on the proactive work of institutions. The lack of government support in the case of Thailand explains the importance of macro-level planning. In addition, micro-level and personal decisions also play significant roles in attracting Chinese students, as analyzed in the following section.

4.3.3 Advancing individual knowledge, investment in human capital and the influence of cultural comfort

Universities' reputations, English language-oriented programs, foreign degrees and international experiences are the strong attractive factors pulling individual Chinese students to invest in pursuing an international degree in Malaysia. In addition, the religion-oriented (Islamic) factor clearly plays an important role in the Malaysian education industry, as it attracts students from Muslim countries such as Bangladesh, Indonesia, Pakistan, Yemen and Libya. In addition, the proportion of Chinese students who identify as Muslim is 14.3% [25], which is considered high compared to the proportion identifying as Muslim in China.

By contrast, different factors motivate Chinese students to attain educational achievements in Thailand. Soft power can be identified as the most influential factor. Applying the concept of soft power [31], cultural comfort and social integration were frequently mentioned in interviews. Chinese students become partially integrated into Thai culture through cultural products such as Thai dramas and movies, ultimately persuading them to attend programs in Thailand, where they feel comfortable living.

Meanwhile, investing in human capital in Thailand seems to concentrate on the efficiency of the Thai language, and social and cultural assimilation. The majority of Chinese students in Thailand take short course collaborative programs, aimed at developing their Thai language skills which will be useful for their employability in their hometown. In addition, job opportunities in Thailand also motivate Chinese students to learn the Thai language. Corresponding to the tightening of economic ties between Bangkok and Beijing, the demand for Chinese-Thai speaking personnel has increased significantly. Demand for Chinese-skilled staff in the Thai labor market exceeds the local supply. One remarkable reason is that the qualification and quantity of local Chinese-language graduates have not met the high demand [32]. In short, job opportunities persuade Chinese students to study abroad, while Thai soft power attracts them to choose Thailand as their destination.

5. DISCUSSION AND SUGGESTIONS

Comparing the attractive factors of Malaysia and Thailand in recruiting foreign students, the cohesion and energy levels of governments, institutions and individual motivations are major influential factors. Malaysia persuades students through a combination of state policies, active agents and universities and students' personal need to develop their own human capital. By contrast, Thailand lacks strong governmental support, as is clear from the discontinuous educational policies. However, the positive performance of Thai institutions has influenced the decisions of Chinese students. Another key factor in the Thai case is the influence of Thai soft power, including Thai language skills and Thai television entertainment, which strongly persuades Chinese students to enroll in Thai universities.

In terms of attractive factors, one remarkable strategy in both Malaysia and Thailand is cultural engagement. Malaysia depends highly on the Islamic factor and has been developed as an educational hub for Muslim learners, including Muslims from China. On the other hand, Thailand gains advantages through soft power (in the form of Thai dramas and products) in attracting Thai language learners from China.

Considering the above analysis, the potential exists to develop Thai academic institutions as centers of localized knowledge based on the Thai language and social

integration. Due to the increasing economic interdependency between Thailand and China, the demand for Chinese-Thai speaking staff is expanding in both countries. Expertise in the Thai language and cultural awareness of Thai society are thus considered substantial skills worth investing in, because the economic, social, cultural and individual returns are high. To summarize, various factors at the organizational and individual levels have effectively attracted a number of Chinese students. However, in order to attract more foreign students, the Thai government should formulate an internationalization policy and support the role of educational agencies.

Promoting education hubs provides strategic benefits in strengthening the power of knowledge, increasing financial returns and gaining an advantage through brain gain. The transition from Chinese students to workers is an additional gain for the Thai labor market. In accordance with the lack of Chinese-speaking personal in the Thai labor market, attracting Chinese students to continue working in Thailand is essential for the Thai economy [32]. In short, cultural skills have effectively pushed Thailand to become the center for Thai language and Thai culture study. Promoting the strength of cultural engagement thus sustainably supports the strategy of educational internationalization.

The key factor in the successful internationalization of education in Malaysia is the clear strategy and policy implementation. In opposition to Malaysia, Thailand's education policy towards internationalization is inconsistent and unclear. The long-term goals for Thai education, therefore, should be precisely determined, as should practical policy activities. In addition, the government and the Ministry of Higher Education, Science and Innovation, as the main responsive administrator, should actively support organizations in terms of promoting, facilitating, and controlling education quality. The government should establish a bureau to organize collaboration procedures and compile a database.

According to the findings, individual decisions indicate the significance of embedded human capital and the influence of soft power; hence, organizations should extend collaboration activities and offer alternative programs such as cultural exchanges or educational tourism projects. In pursuit of increasing the number of local Chinese-language learners, educational institutions should integrate and generate more activities with Chinese students, such as organizing education camps.

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