

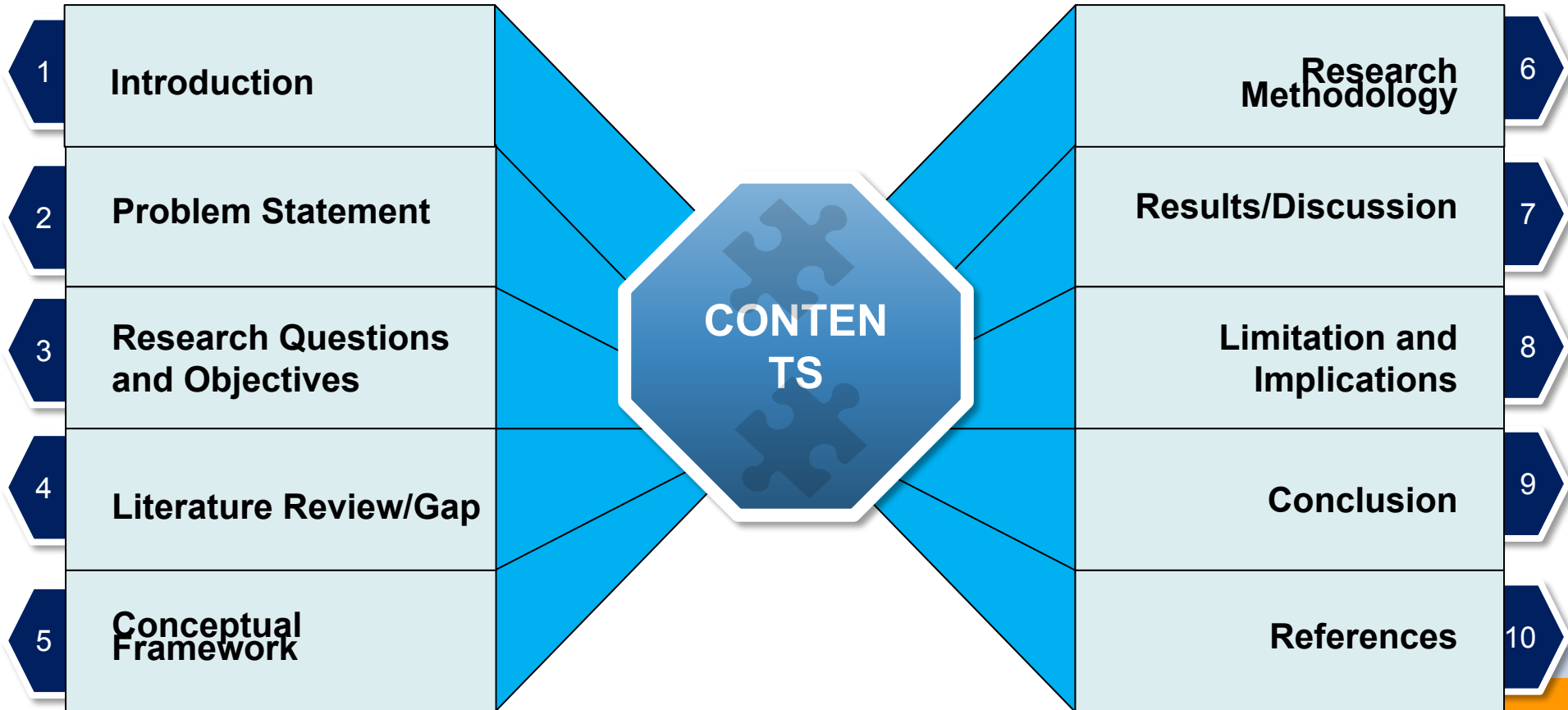
# Advancing Internationalisation of Higher Education in Malaysia and Its Rationale through International Networking: The ASEM Education Process

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**KOLOKIU PENYELIDIKAN**  
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# INTRODUCTION



## INTERNATIONAL DIMENSION IN HIGHER EDUCATION

- **Vital for political, economic, social development and academic performances**

(Arokiasamy, 2012; Chankseliani, 2017; de Wit, 2010; Jeptoo & Razia, 2012; Knight, 2012; Tham, 2013; van der Wende, 2001).



## INTERNATIONAL EDUCATION HUB

- **Increasing global trend** (MOE, 2015; Vidya & Gauri, 2014)
- **Aim of Malaysia**
- **Global Prominence - 8<sup>th</sup> Shift** of MEB-HE 2015-2025.



## INTERNATIONAL / INTER-GOVERNMENTAL ORGANISATION

- **UNESCO, SEAMEO RIHED, ASEAN, ASEM, EAS and APEC** (Lee, 2012)
- **Bologna Process**
- **Asia-Europe Meeting (ASEM) education cooperation**



# PROBLEM STATEMENT

## OUTPUT

Output is very low - ranked at 42 out of 50 countries (Williams & Leahy, 2018).

## EXPENDITURE

MOHE - equivalent to 5.5% of the annual Government of Malaysia expenditure (UNESCO benchmarking (MEB-HE 2015-2025)).

## INTERNATIONAL STUDENTS

Majority were from Asia and very few from Europe. (34,155-Bangladesh student and 10,899 China students (UNESCO, 2018)).

## STRATEGY

No precise strategy to engage with foreign nations especially with Europe (de Wit et al., 2015; Mohd Ismail & Doria, 2014a).

## INTERNATIONAL COOPERATION

Active member of the AEP since 2008 – No tangible outcomes or policy development.

## CHALLENGES

Graduate employability, R&D and commercialisation, university ranking, balanced mobility, industry-academia collaboration, international students and branding Malaysian education.



# RESEARCH QUESTIONS AND OBJECTIVES

## RESEARCH QUESTIONS

What are the rationales for international cooperation in the internationalisation of higher education in Malaysia?

1

How can the ASEM Education Process support these rationales for the internationalisation of higher education in Malaysia? and

2

What are strategies through the ASEM Education Process that can be used to strengthen international cooperation in the internationalisation of higher education in Malaysia?

3



## RESEARCH OBJECTIVES

1

To determine the rationales for international cooperation in the internationalisation of higher education in Malaysia;

2

To analyse the support of the ASEM Education Process for these rationales for the internationalisation of higher education in Malaysia; and

3

To develop strategies for strengthening international cooperation in the internationalisation of higher education in Malaysia through the support of the ASEM Education Process



# RATIONALE FOR INTERNATIONALISATION



**Van der Wende (1997)**  
Rationale model of national policy for internationalisation of higher education

**Jiang (2010)**  
Motivations for integrating an international dimension

**Knight (1997, p. 9; 2004, p. 4) and De Wit (2013, p.17)**

- Socio-cultural;
- Political;
- Academic; and
- Economic

**De Wit (2011)**  
Academic rationale - major element in strategic alliances and important for development of networks.

**Knight (2004)**  
Human resource development, social cultural development.

**Barcaru (2015); Wadhwa & Jha, (2014)**  
Aims and thrusts for the internationalisation of higher education -deconstructed with the help four rationales.

## INTERNATIONALISATION OF HIGHER EDUCATION IN EUROPE, ASIA AND MALAYSIA

De Wit & Hunter	Yat & Lo (2009)	Mohd Ismail and Doria (2014)	Ramanathan et. al. (2012) & Shahijan et al.	Chan (2004) and Chan (2013)
<b><u>EUROPE</u></b> - Boosted by the Erasmus for education, and the Marie Curie Fellowships for research.	<b><u>ASIA</u></b> - Increasing international competition, higher ranking and creating world-class universities.	<b><u>MALAYSIA</u></b> – Increase and enhance the access and quality of higher education.	<b><u>MALAYSIA</u></b> - Students, faculty members, education and programme mobility and higher education providers.	<b><u>MALAYSIA</u></b> – Focus on international cooperation to enhance the quality of HE and visibility in international



# INTERNATIONALISATION THROUGH THE ASEM EDUCATION PROCESS

**Kim (2007, p. 41)**

“understood as an informal and multi-dimensional dialogue and cooperation process - encompasses three pillars: political, economic and

**ASEM  
Process**

**AEP**

**Dang (2003)**

Gathered the Asia and Europe education stakeholders at an ideological level for intellectual convergence understanding

**Yeo (2011)**

A platform for involvement of various networks and the creation of a network to network collaboration

**ASEM  
Process**

**AEP**

**Dang (2013)**

Five major characteristics:

- (1) the cultural and associational process
- (2) an agenda-setting process
- (3) a policy transfer process
- (4) multi-layered partnership
- (5) an instrument for intra-regional integration and building regional identity

**Yeo (2015)**

Includes the education element constantly to foster networking and mutual learning without pressure and less political influences

**ASEM  
Process**

**AEP**

**Dang (2018, p. 262)**

The Conclusions by the Chair is the key policy document of AEP

# INTERNATIONALISATION AND NETWORK THEORY

Internationalisation – “the process of increasing involvement in international operations” - Welch & Luostarinen (1988, p. 36)

Johanson & Vahlne (1977, 1990) ;  
Dunning (1979); Johanson &  
Mattsson (1988); Oviatt & McDougall  
(1994)

(1) Uppsala or process theory, (2)  
eclectic/economic theory, (3) network  
theory and (4) international  
entrepreneurship theory – **focuses on  
business and economic dimension**

*Internationalisation  
theories*

Girdzijauskaite & Radzeviciene,  
(2014); Girdzijauskaitė et al. (2018,  
2019)

**Uppsala and network theories:**  
played an important role for  
**internationalisation of higher  
education** - branch campuses

*Uppsala and network  
theory*

Girdzijauskaitė et al. (2019)

**Uppsala model of  
internationalisation**

- describe the firms and business  
internationalisation process, may **not  
appropriate for higher education  
internationalisation**

*Uppsala  
theory*

Girdzijauskaitė et al. (2018, 2019)

Networking perspective - **innovated  
as a management tool for the  
development of higher education  
and create multi-layered  
partnership in higher education**

*Networking and higher education*

Johanson & Vahlne (2009)

**Network theory/model of  
internationalisation:**  
**model of rationale for  
internationalisation and impact on  
performances**

*Network model of  
internationalisation*

Johanson & Mattsson (1998); Mori  
(1999, p. 3)

**Network theory/model of  
internationalisation** - allows for the  
influence of external actors or  
organisations and a **form of  
multilateral governance structure**

*Network model of  
internationalisation*

James Chin (2009); Girdzijauskaitė  
et al. (2019)

Networks - exporting higher  
education

**supported that network model of  
internationalisation best suit for  
internationalisation of higher  
education**

*Network model of internationalisation and  
higher education*





# GAP AND THEORETICAL FRAMEWORK

**Apparent practical and knowledge gap in prior studies**

1

**Network model of internationalisation - utilised**

3

**Seven components of internationalisation through networking** (Johanson & Mattsson, 1988; Johanson & Vahlne, 1990b; Mori, 1999; Mtigwe, 2006)  
**five characteristics and roles of the ASEM Education Process** (Dang, 2013)

5

**Importance of the internationalisation process itself is absent and did not address the subject of networking**

2

**Definition of the internationalisation of higher education by Knight (2003)**

4

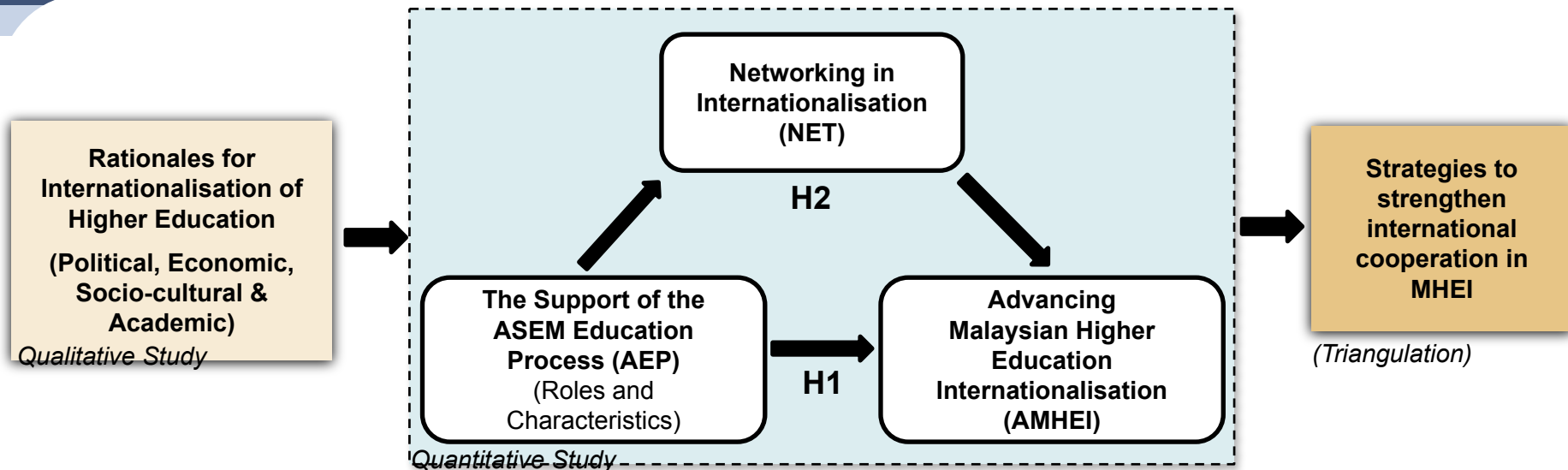
**Four rationales for internationalisation (political, socio-cultural, economic and academic) - Knight (1997, 2004b) and De Wit (2013)**

6

**Four rationales are linked to the characteristics and roles of the ASEM Education Process through networking to further enhance Malaysian higher education internationalisation**



# CONCEPTUAL FRAMEWORK



**H1:**

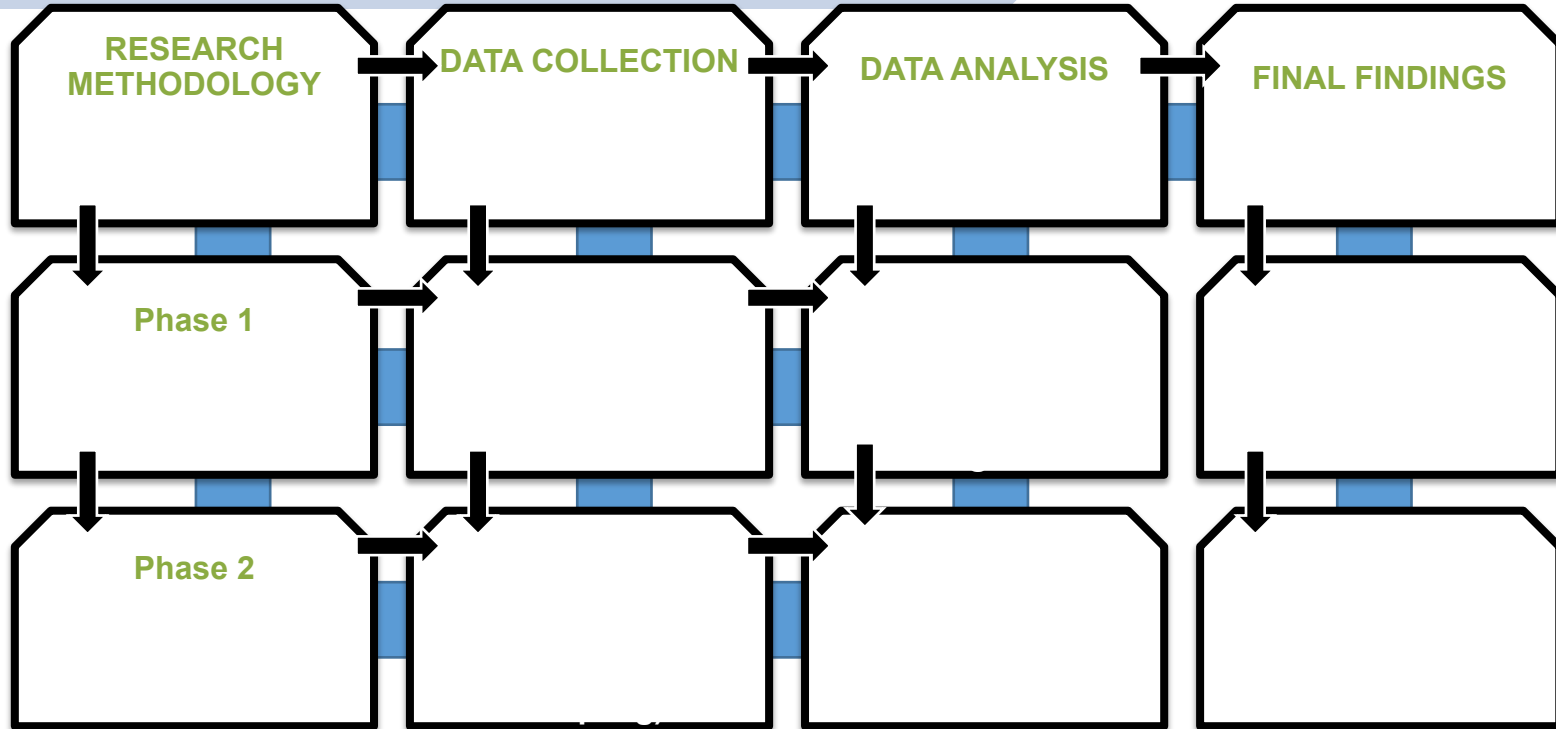
There is a positive relationship between the support of the AEP and AMHEI.

**H2:**

NET positively mediates the relationship between the support of the AEP and AMHEI.

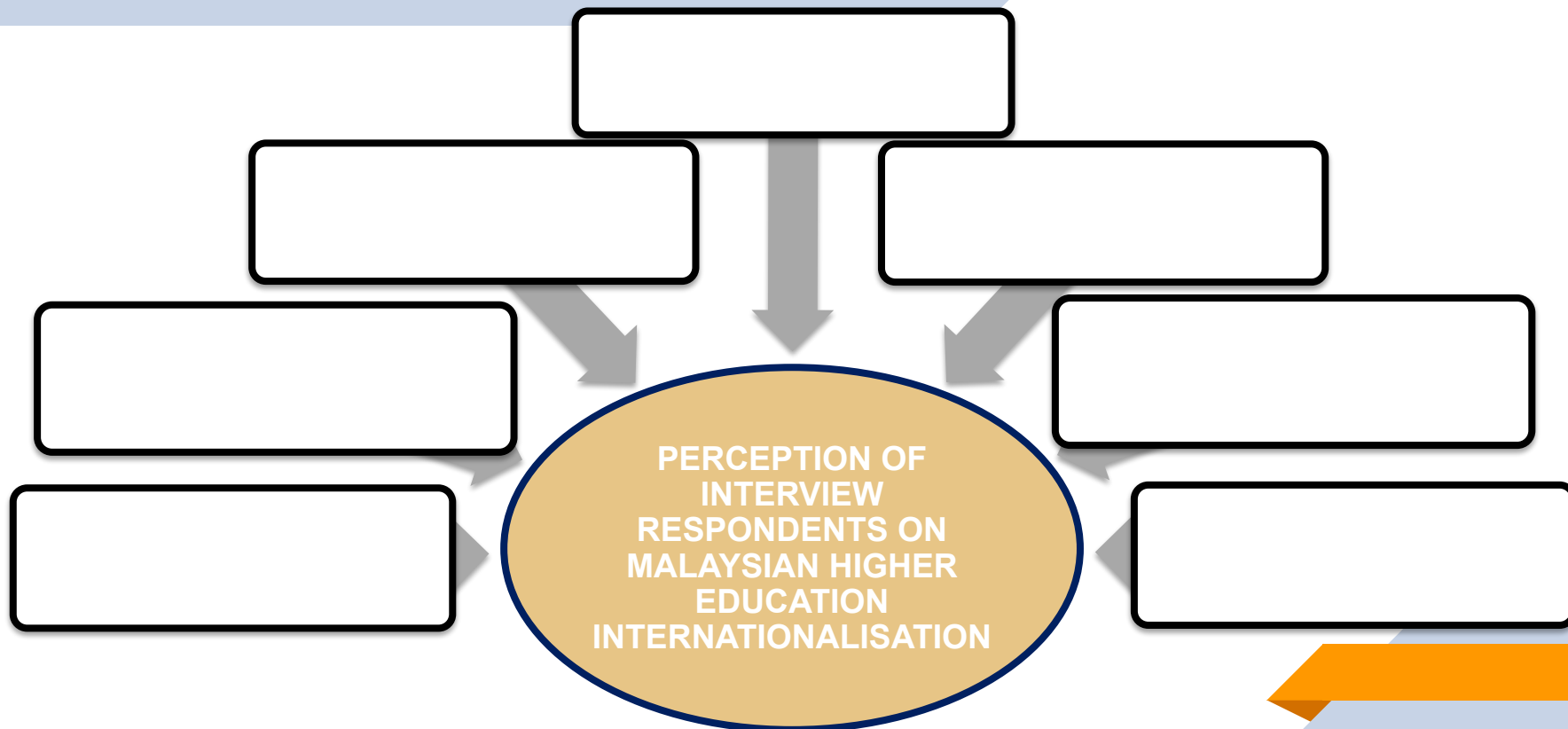


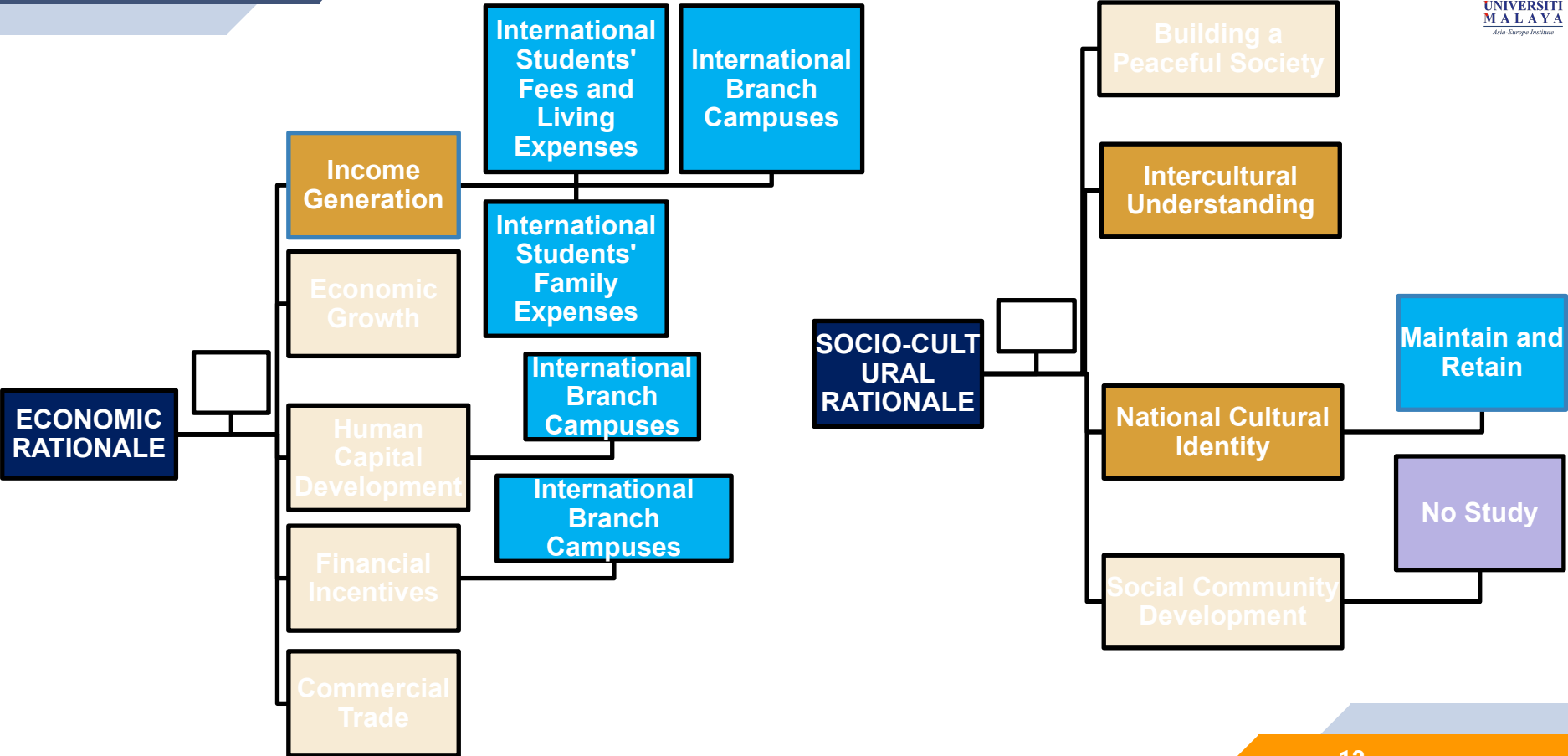
# RESEARCH METHODOLOGY

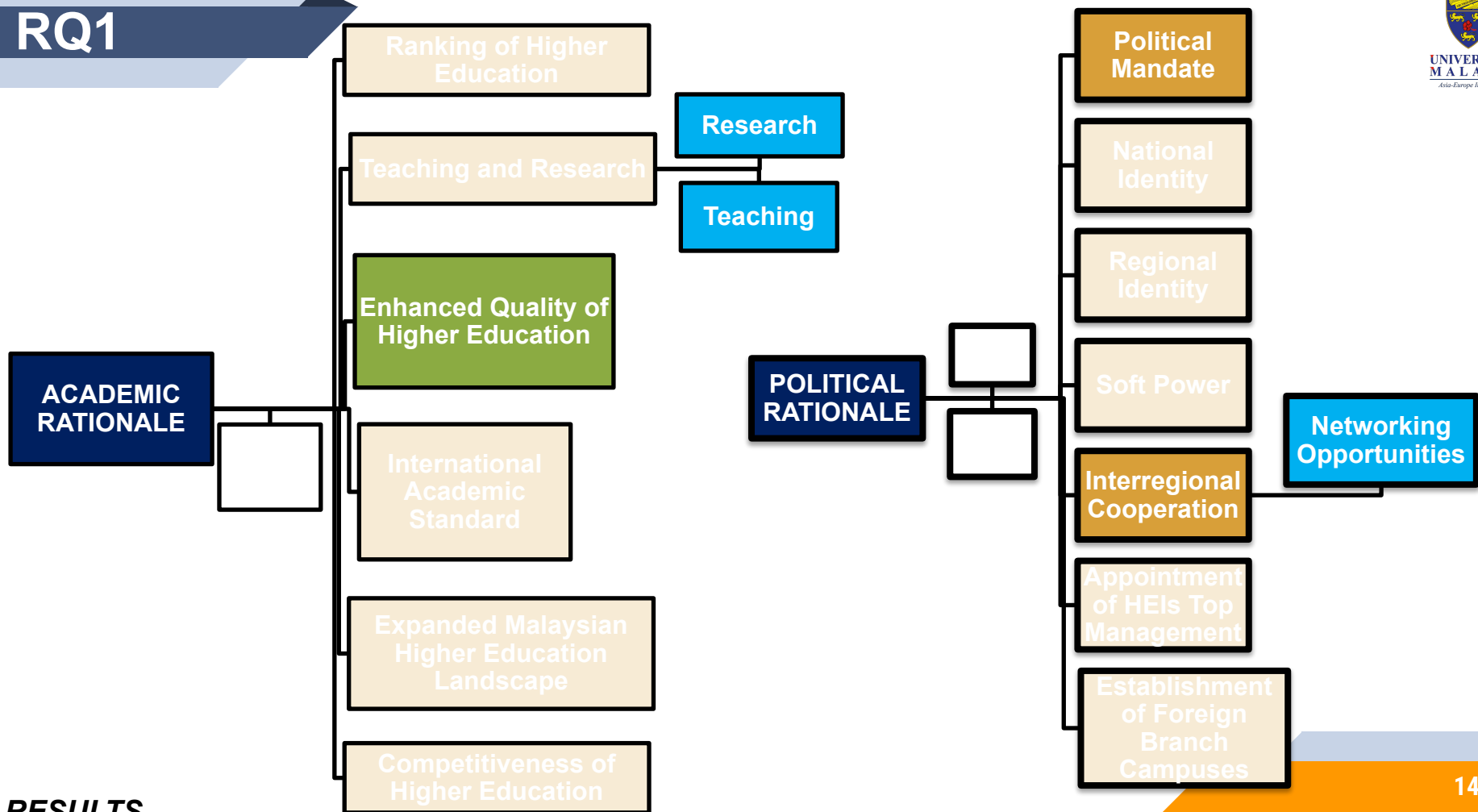




## RESULTS







Profile	Variable	Frequency	Percentage
Gender	Male	52	40%
	Female	78	60%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Age	20-29	9	6.9%
	30-39	53	40.8%
	40-49	33	25.4%
	50-59	22	16.9%
	60 and above	13	10%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Education Level	Bachelor Degree	31	23.8%
	Masters	72	55.4%
	Doctorate	27	20.8%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Category of Organisation	Ministry/Department/Agency-Malaysia	55	42.3%
	Research Universities	19	14.6%
	ASEM Education Senior Officials	42	32.3%
	ASEM Education Stakeholders	14	10.8%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Position	Officer/Assistant Manager/Assistant Director	63	48.5%
	Senior Officer/Manager/Director	67	51.5%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Region	Asia	94	72.3%
	Europe	36	27.7%
	<b>Total</b>	<b>130</b>	<b>100%</b>
Year of involvement in the ASEM Education Process	1-3 years	80	61.5%
	4-6 years	32	24.6%
	7-10 years	18	13.9%
	<b>Total</b>	<b>130</b>	<b>100%</b>

## EXPLORATORY FACTOR

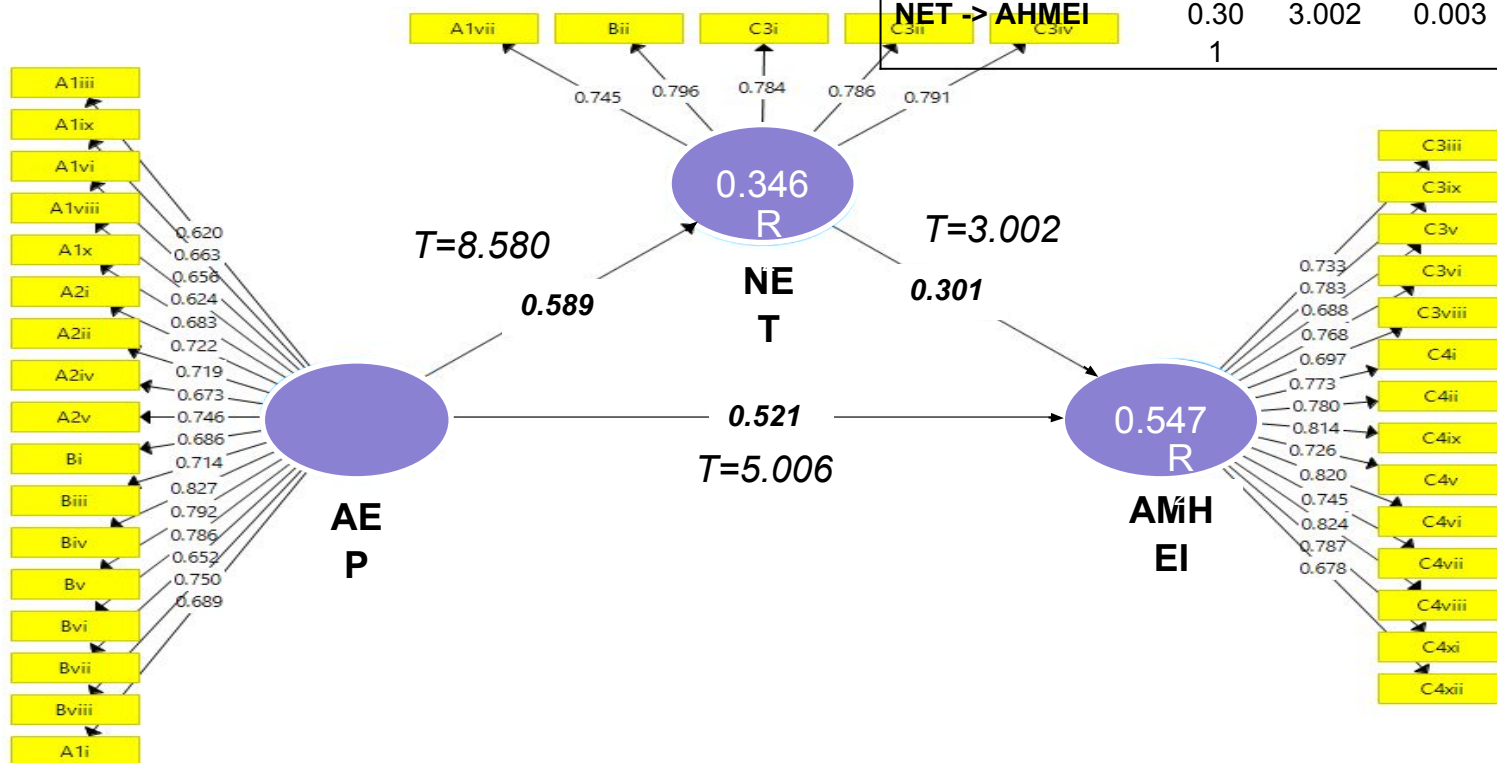
Factor	RESULTS	Cronbach's Alpha	No. of Elements
1	Advancing Malaysian Higher Education Internationalisation	0.953	16
2	The Support of the ASEM Education Process	0.937	18
3	Networking in Internationalisation	0.839	5

## EVALUATION OF MEASUREMENT

No.	MODELS Measurement	Evaluation
<b>CONVERGENT VALIDITY</b>		
1.	Factor loading	Pass (>0.60)
2.	Composite Reliability	Pass (>0.70)
3.	Cronbach Alpha	Pass (>0.70)
4.	Average Variance Extracted	Pass (>0.70)
<b>DISCRIMINANT VALIDITY</b>		
5.	Fornell-Larker Criterion	Pass
6.	Heterotrait-Monotrait Ratio (HTMT)	Pass
7.	Cross loadings	Pass

Construct	AMHEI			NET			R <sup>2</sup>	Q <sup>2</sup>
	VIF	Beta	f <sup>2</sup>	VIF	Beta	f <sup>2</sup>		
AEP	1.530	0.521	0.391	1.000	0.589	0.530		
AMHEI							0.547	0.283
NET	1.530	0.301	0.131				0.346	0.186

	(β)	T	P	Result
AEP → AHMEI (H1)	0.52 1	5.006	0.000	Accepted
AEP → NET	0.58 9	8.580	0.000	Accepted
NET → AHMEI	0.30 1	3.002	0.003	Accepted





# Mediation

	$\beta$	T	P	Significant
<b>Direct Effects (AEP -&gt; AHMEI)</b>	0.521	5.706	0.000	Yes
<b>Indirect Effects (AEP -&gt; NET -&gt; AHMEI) (H2)</b>	0.177	2.607	0.009	Yes
<b>Total Effects</b>	0.689			

- ❖ The Baron & Kenny (1986) model and Hair. et al. (2017)'s bootstrapping method were employed.
- ❖ There is a partial mediation effect in this study as the both indirect and direct effect are significant.
- ❖ H2 proposed for this study is supported.
- ❖ The variance accounted for (VAF) of the mediator variable is 75.6% ( $0.521/0.689 \times 100\%$ ) and its confirmed that **NET partially mediates the relationship between the AEP and AMHEI.**

# IPMA

	AMHEI		Performance	Important
Latent Construct	Direct	Indirect		Total Effect
<b>AEP</b>	0.606	0.206	74.700	0.813
<b>NET</b>	0.346		80.169	0.346
<b>AMHEI</b>	Target Variable		76.143	Target Variable

- ❖ NET- highest performance construct and the AEP - highest important construct.
- ❖ The AEP plays more importance role to AMHEI compares to NET.
- ❖ The most impactful indicators that affect the AHMEI are:
  - ✓ indicator 3iv - sharing and learning best practices from Europe and Asia
  - ✓ indicators Bii - Build informal networks to seek new partners for international expansion; and
  - ✓ indicator Bviii - enhance multi-layer partnership for international cooperation



# DISCUSSION

**Four rationale** - Knight (1997; 2004) and de Wit (2013) **played major role in the Malaysian higher education internationalisation**

**Economic rationale - Income generation** becomes an important motivation for Malaysia

Tham (2013) - **internationalisation efforts in Malaysian higher education primarily motivated by economic rationale.**

**Socio-cultural rationale - sustain and maintain the national cultural identity**

(Jang, 2009, pg.13) **“individual development as a local, national and international citizen with intercultural understanding and communication skills”.**

**Academic rationale - teaching and research** become a major focus of Malaysia

Academic rationale - **achieve an excellence status in research and scholarly activities** (Jeptoo & Razia, 2012; Qiang, 2003).

**Political rationale - strategic alliances through networking**

**International cooperation and exchange programmes** - important elements for **agreement between nations** (de Wit, 2010, p. vii).



## DISCUSSION (Empirical) cont.

PLS-SEM results indicate – **the AEP have substantial relationship and impact on AMHEI**

1

The results demonstrated by the values of **path coefficient ( $\beta$ )**, **effect size ( $f^2$ )**, **coefficient of determination ( $R^2$ )** and **predictive accuracy ( $Q^2$ )**

3

Hypotheses (H1 and H2) were supported

2

The findings - **supported by the European educational programme**, the Socrates (de Prado Yepes, 2007);  
- consistent with Reiterer (2009) findings - **ASEM creates a venue for honest networking to achieve mutual benefit**

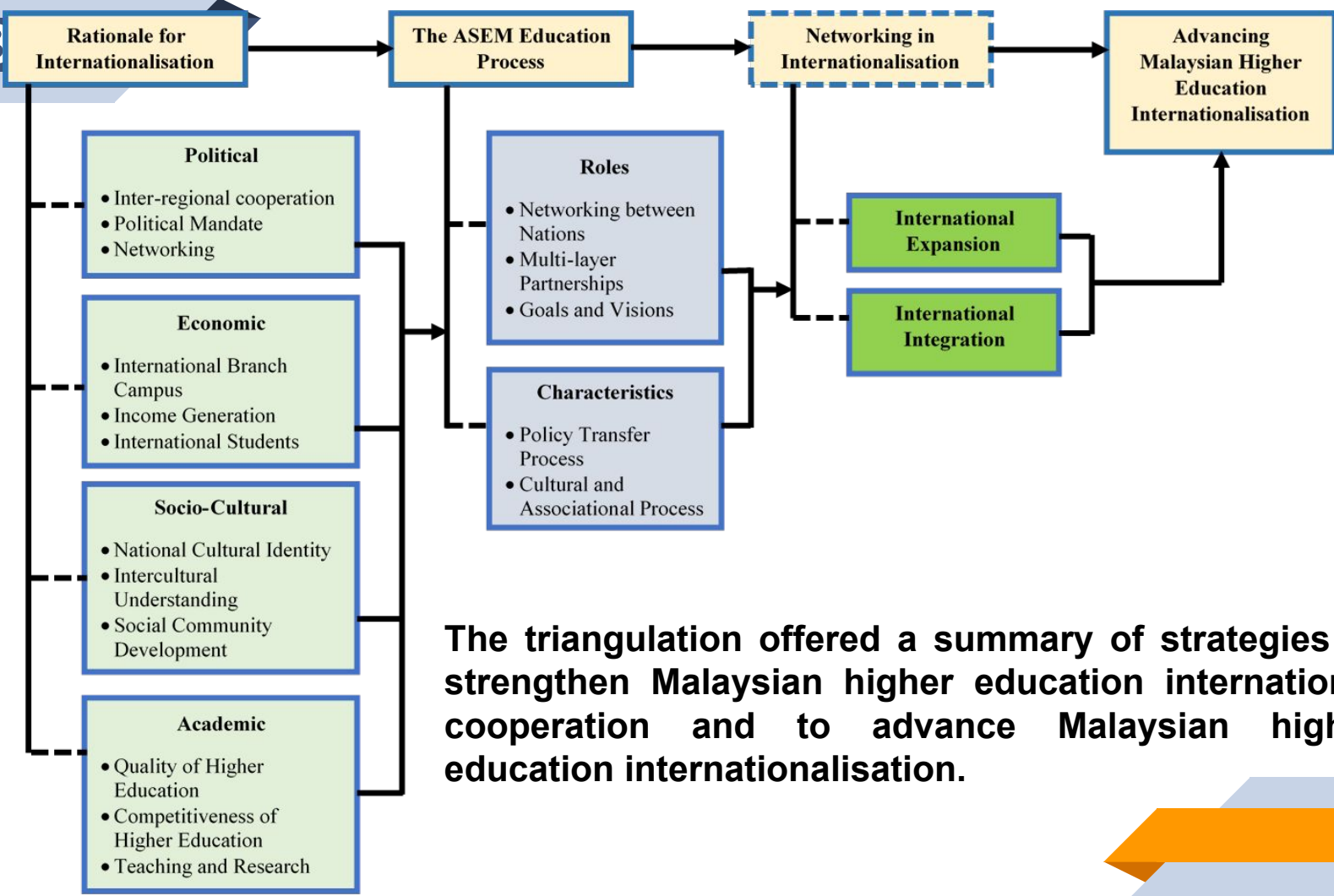
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The **agenda-setting process** encourages the ASEM Education Ministers and stakeholders to **enrich their interactions in higher education cooperation to enhance visibility** (Reiterer, 2009)

5

**Mediation results - in line with the MEB (HE) 2015-2025 - underlines the importance of networking** (Hassan et al., 2015).  
- in line with Shahjahan (2012) findings - **IOs become a bridging mechanism between regional and inter-regional actors**

6



The triangulation offered a summary of strategies to strengthen Malaysian higher education international cooperation and to advance Malaysian higher education internationalisation.



# LIMITATION AND IMPLICATIONS

## IMPLICATIONS

### LIMITATION (Study and Findings)

Semi-structured interview **only conducted with top management of MOHE.**

Research on the AEP was limited - **only been in the international higher education arena in the last 10 years. Citation limited to few articles and policy documents.**

**Only applicable for national level and public higher education sector of Malaysia.**

### PRACTICAL

Enables the policymakers to **understand the relationship** between inter-regional cooperation and internationalisation of higher education

### THEORETICAL

A new study conducted to connect the **AEP and internationalisation of higher education and the network theory of internationalisation.**

### POLICY

Policymakers – should **consider working closely with Asian and European higher education stakeholders through the ASEM Education Process**



# CONCLUSION

<b>Four Rationales</b>	❖ Useful tool to evaluate Malaysian higher education internationalisation
<b>Economic &amp; Socio-cultural Rationales</b>	❖ Significant for Malaysian higher education internationalisation
<b>Political Rationale</b>	❖ International networking is an important part
<b>Academic Rationale</b>	❖ Academic collaboration is vital for strategic alliances
<b>ASEM Education Process</b>	❖ Supports the rationales for internationalisation through the mediation of networking in internationalisation
<b>Partial Mediation of NET</b>	❖ International expansion, bridging mechanism, international integration and people-to-people contact contributes to advancing the Malaysian higher education system.
<b>Proposed Strategies</b>	❖ ASEM Education Process - support the rationales to advance Malaysian higher education internationalisation with the mediation of networking in internationalisation.

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**THANK YOU**

**M.MIANDY MUNUSAMY**

Learning gives  
creativity,  
creativity leads to  
thinking, thinking  
provides  
knowledge.



A.P.J Abdul Kalam, 11<sup>th</sup>  
President of India