

**MARKETING OF THE FREE STATE TERTIARY
EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA**

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DECLARATION OF INDEPENDENT WORK

DECLARATION WITH REGARD TO INDEPENDENT WORK

I, Jin Hua, passport number G18073738 and student number 20398018, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree **MAGISTER TECHNOLOGIAE: MARKETING**, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfillment (or partial fulfillment) of the requirements for the attainment of any qualification.

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DATE

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SUMMARY

China is one of the largest countries in the world, with a population exceeding 1.4 billion, representing around one fifth of the world's total population. With rapid economic growth since the 1990's, China has experienced ever-increasing demands for higher education. However it does not have sufficient tertiary education resources to satisfy the demand. Nowadays, more and more Chinese students choose studying in foreign countries as a necessary alternative to Chinese universities.

The huge market opportunity attracts various countries to compete in the Chinese student market. The purpose of the research was to determine if the Free State province in South Africa effectively marketed its tertiary education opportunities to potential Chinese students. In order to determine the above, both students in China and Chinese students studying in the Free State, South Africa were surveyed. It was therefore a comparative study.

The samples in China were chosen from two cities, Chongqing and Shenyang. The samples of the Free State were chosen from the two local universities, the University of Free State and the Central University of Technology. Simple random sampling was selected in the research. Five hundred questionnaires were handed out to Chinese students in China, among them 250 in Chongqing and 250 in Shenyang. A total of 427 individual responses were obtained

representing a response rate of 85.4%. Due to the number of Chinese students studying in the Free State, all Chinese students are included in the survey and 113 questionnaires in the South African survey were handed out of which 89 responses are returned. Therefore a response rate of 79% has been obtained.

Research indicated that more than half of the Chinese students planned to study in a foreign country. Expenses and visa policy were the most important factors to take into consideration when they considered their study destinations. When it came to requirements for a university in a foreign country, good post-graduate job prospects were the first measurement.

Further research indicated that both the Chinese students studying in the Free State and the potential students that wanted to study in a foreign country saw the Internet and agents as the most convenient tools to use. Parents and family members influenced the students' decision-making process most and studies in Management sciences were their favourite. Five problems often troubled the Chinese students studying in the Free State, namely safety, problems with involvement in local communities, visa/study permit, language barrier and food. Fortunately, the majority of them was satisfied with their study experience and is willing to introduce the tertiary education of the Free State, South Africa to their friends and families in China.

The study showed that more than one third of the respondents in China had considered to study in South Africa. Although the majority of them knew very little about the Free State's tertiary education, 88% of respondents were interested in getting more information about it. It is a good opportunity for promotion, because there is a need for it.

It was suggested that the South African government should introduce the new South Africa to China, organize a large-scale education exhibition to promote its tertiary education, take actions to decrease crime rate, eliminate the worries of foreign students and establish a new qualification acceptance system between South Africa and China.

It was also suggested that universities in the Free State should work closely with the government to improve their service quality and expand their influence in China in order to attract more students to study with them. Attention should be given to improve the services of the international office, a reasonable finance policy should be applied to international students and actions need to be taken to increase the satisfaction level of current Chinese students. Cooperation with Chinese universities and local agents should be improved and intensive advertising from March to July every year and increased use of the Internet should be considered.

OPSOMMING

Sjina is een van die grootste lande in die wêreld. Dit het 'n bevolking van meer as 1.4 miljard mense, wat een vyfde van die wêreld se totale bevolking verteenwoordig. As gevolg van vinnige ekonomiese groei sedert die 1990's, het die Sjinese gemeenskap 'n groterwordende behoefte aan tersiêre opleiding. Die land het egter nie die opvoedkundige hulpbronne om aan die vraag te voorsien nie. Dit beteken dat al meer Sjinese studente in die buiteland gaan studeer as 'n noodsaaklike alternatief vir Sjinese universiteite.

Die reuse bemakingmoontlikhede in Sjina veroorsaak dat verskeie lande in die Sjinese studentemark kompeteer. Die doel van die ondersoek was om vas te stel of die Vrystaatprovinsie in Suid-Afrika sy tersiêre opleidingsmoontlikhede voldoende aan Sjinese studente en Sjinese studente in Suid-Afrika bemark. Om die bogenoemde vas te stel is studente in Sjina en Sjinese studente wat in die Vrystaat studeer se menings gevra. Die studie was dus vergelykend.

Die Sjinese studente in twee stede, Chongqing en Shenyang is geneem as voorbeeld. Die voorbeelde in die Vrystaat is by beide die Sentrale Universiteit vir Tegnologie en die Universiteit van die Vrystaat geneem. Die data is deur willekeurige steekproefneming ingesamel.

Vyfhonderd vraelyste is in Sjina aan Sjinese studente uitgedeel. 250 van die vraelyste is in Chonggingen 250 in Shenyang uitgedeel. 427 individuele vraelyste is terugontvang, wat 'n terugvoerpersentasie van 85.4% voorstel. As gevolg van die hoeveelheid Sjinese studente in die Vrystaat, is almal in die navorsing ingesluit. 113 vraelyste is in die Vrystaat uitgedeel en 89 antwoorde is ontvang. Dit gee 'n antwoordpersentasie van 79%.

Navorsing het gewys dat die helfte van die respondente in Sjina beplan het om buitelands te studeer. Uitgawes en visumwetgewings was die belangrikste faktore wanneer die studente 'n land moes kies vir hul verdere studies. Die belangrikste vereiste vir 'n buitelandse universiteit was die moontlikhede vir indiensneming na afloop van die studente se studies.

Navorsing toon dat beide die studente in Sjina en die Vrystaat die Internet en agente as die belangrikste hulpmiddels sien wanneer hulle 'n keuse moet maak. Ouers en familieledede oefen die grootste invloed oor die studente se keuse uit en Bestuurswetenskappe is die gewildste kursus om te volg.

Die Sjinese studente in die Vrystaat het vyf probleme geïdentifiseer, naamlik veiligheid, betrokkenheid by plaaslike gemeenskappe, visum/studiepermitprobleme, die taalgaping en kos. Gelukkig was die meeste

studente gelukkig met hul studies en het hulle onderneem om hul vriende en familie aan die Vrystaatse tersiêre onderwysstelsel bekend te stel.

Die navorsing het getoon een derde van die respondente in Sjina Suid-Afrika as moontlike tersiêre opleidingverskaffer gesien het. Al was daar min kennis oor die Vrystaatse onderrigstelsel het 88% van die respondente belangstelling in meer inligting getoon. Daar is 'n behoefte aan en dus ook 'n moontlikheid van meer bemerking in Sjina.

Die voorstel is gemaak dat die Suid-Afrikaanse regering 'n onderrigkorp in Sjina moet hou om die nuwe Suid-Afrika aan Sjina voor te stel, tersiêre onderwysstelsel in Suid-Afrika aan Sjina te wys, meer moet gedoen word om misdaad te bekamp, buitelandse studente se bekommernisse moet aangespreek word en 'n nuwe toelatingsstelsel moet tussen Suid-Afrika en Sjina ontwikkel word.

Dit is voorgestel dat die Vrystaatse universiteite nou met die regering saamwerk om hul dienskwaliteit te verbeter en hul invloed in Sjina te vergroot om meer studente aan te moedig om daar te studeer. Aandag moet gegee word aan die verbetering van die dienste van die internasionale kantoor, 'n beter finansiële beleid en beter tevredenheid onder die plaaslike Sjinese studente moet verkry word. Daar moet meer samewerking tussen die lande se

agente wees en uitgebreide bemarkingsprogramme moet aangewend word vanaf Maart tot Julie en die Internet moet meer effektief aangewend word.

CHAPTER 1

BACKGROUND OF THE RESEARCH

1.1 INTRODUCTION

The current transition of the Chinese economy from a static, centrally planned economy to a dynamic socialist market economy, along with rapid economic growth, has led to a series of profound social and economic changes.

One of the biggest changes in recent years is that China has experienced ever-increasing demands for higher education. In 1999, the number of high school graduates was 58.12 million, but because of inadequate higher education resources, only 4.13 million of them can enter colleges and universities (China education reform. 1999. In: China Youth, 17 February: 23).

An interesting phenomenon is that Chinese is a saving conscious nation. Moreover, according to Chinese law, each couple can only have one child. Many Chinese families are reluctant to spend their savings on expensive consumer goods, while they are very willing to pay the costs for their children's education.

In the past few years, more and more Chinese families send their children abroad to study, made possible by their societies. The Chinese Ministry of

Education releases figures that indicated that in 2001, the total number of Chinese students studying abroad were over 350,000. Since 2001, around 100,000 Chinese students per year go abroad to study (Studying abroad is popular in China. 2004. In: China Youth, 19 May: 8).

Chinese students not only contribute to the countries' economy in which they stay, but also to its culture, science, art and sport. For example, there were 47,740 Chinese students studying in Britain in 2004. They generate 1,730 million Pounds (= R17, 300 million) per year to the British government. It is estimated that each Chinese student studying in Britain offers 0.5 job opportunity to local people (Statistics of Chinese ministry of Education, 2004).

Only about 3000 Chinese students were studying in South Africa up to 2004. There are two main reasons for this low number: On the one hand, Chinese people have more adequate knowledge about the USA and the UK than about South Africa. On the other hand, South Africa has not explored the Chinese student market thoroughly (Zhou, 2006: 3). Being aware of the culture differences between the two countries is the key element to develop appropriate marketing strategies and to implement them.

1.2 LITERATURE REVIEW

Globalization is an inevitable process in the 21st Century, and so is cross-culturalization. On the one hand, the world is becoming increasingly interdependent. International markets and international exchanges are becoming so accessible that the notion of a global village is a reality. This means that the world is becoming more homogeneous, and distinctions between national markets are not only fading but, for some products, will disappear altogether. However, due to the enduring nature of cultural variables and cultural diversity, it is far more realistic to imagine the existence of numerous global villages for localizing marketing strategies (Rugimbana and Nwankwo, 2003: 5).

It is very important for marketers to realize that as the world becomes globalized the cultural imperative exists world widely; markets in the 21st century are world and yet cross-cultural markets. Understanding cultural borders is especially important for products and industries that are "culture bound". National culture is one critical factor that affects economic development, demographic behaviour, and general business policies around the world (Tian, 2004: 128).

The globalization of the economic environment has made it increasingly important for today's marketing managers to understand how to do business in a different cultural context. Effective distribution of products cross-culturally

has become a critical factor for success. The following observation by a young professional businessman in China can be used to demonstrate the argument (Wang, 2000: 27).

It was reported that the Japanese-made colour televisions dominated the imported television market in China during the period of later 1980s to the 1990s. In the early 1980s, many foreign television manufacturers, primarily Japanese and Europeans, made comprehensive studies of the Chinese market. After their initial research the European marketers decided not to market their products in China. They concluded that given the low Gross Domestic Product per capita in China at the time when they probed the Chinese market it was unlikely that the Chinese people will be willing to buy luxury goods like colour televisions (Wang, 2000: 28).

The Japanese television marketers, in contrast, after a long careful observation, found out that the Chinese people had a cultural tradition by handing down savings from generation to generation. They also found out that the Chinese tend to save money for future consumption, which differs from the Western culture of spending future money for the present consumption. Moreover, they realized that although there were domestic Chinese colour television makers, the Chinese consumers have more confidence in imported

products. Accordingly, the Japanese marketers concluded that the Chinese families were able to mobilize their financial resources to purchase colour televisions of high quality made by the Japanese (Wang, 2000: 28).

As they anticipated, almost every family in China had been accumulating their monthly wages for 2-3 years to realize their dream of getting a television. As a result the Japanese colour television marketers had made great profits in the Chinese market due to their sound understanding of the Chinese culture while the European competitors lost their opportunities for their lack of understanding the Chinese culture (Wang, 2000: 28).

Such examples could be endless; for instance, to be successful on the Persian Gulf most American franchisers have to have some adaptability and flexibility in their operations and policies because of the cultural sensitivity (Martin, 1999: 99).

Researchers indicate that culture can be characterised as a continuum between two extremes: tradition-based versus modern-based. This classification is further defined along with two interrelated dimensions: economic and cultural boundedness. Economically, modern-based cultures are characterised as market-driven, competitive, post-industrialised economic

systems. The United States, Canada, and other Westernised societies are categorised as modern-based. In contrast, Africa, Asia, and Middle Eastern societies are typically categorised as tradition-based which is featured with centralised, cooperative, agrarian, pre-industrialised systems (Martin, 1999: 99).

In terms of cultural boundedness, tradition-based cultures place a great deal of emphasis on their history, traditions, and established conventions. Whereas, modern-based cultures are not strongly tied to traditions within their society. The cultural boundedness of tradition-based societies carries over into its market system. Samiee (1998: 57) indicates that developing countries, which are classified in general as tradition-based societies, have strikingly dissimilar market systems than modern cultures. Consistent with the modern-based versus tradition-based cultural orientation, he suggests that both economic and social factors influence the development, and adaptation, of marketing institutions.

The understanding of cultural boundedness of business (i.e., the willingness of a culture to relinquish its traditional methods and adopt new ones) is not only imperative for international marketing effectiveness but also for marketing to ethnic populations domestically (Samiee, 1998: 25).

A research conducted in a minority region in China (a tradition-based culture) indicates that culture influences consumer behaviour regarding product distribution. It is noted that the cultural orientation of the ethnic group consumers has helped to establish and maintain, through vendor loyalty, plenty of small retailers supported by inefficient, multi-tiered distribution networks. It makes the Chinese State-owned retail business far from being profitable, let alone the foreign commercial institutions. Similarly, Griffith (1998: 8) indicate that cultural overtones in marketing operations are derived, to some extent, from consumer preferences. They suggest that “the cultural characteristics of a target market will be responsive to certain culturally bound channel structures, such as local stores, or bazaars...”

It might not be easy for marketers from Western countries, which are defined as modern-based culture, to understand the market system in developing countries, which are categorized as tradition-based culture. The influences can be minimized, as long as marketers are aware of and sensitive to the cultural differences.

Cross-cultural marketing is, therefore, defined as the strategic process of marketing among consumers whose culture differs from that of the marketer's

own culture at least in one of the fundamental cultural aspects, such as language, religion, social norms and values, education, and the living style. Cross-cultural marketing demands marketers to be aware of and sensitive to the cultural differences; to respect the right to culture by the consumers in various cultures and marketplaces, marketers should understand that they deserved the right to their cultures. If the marketers want to be the winners in the cross-cultural marketing, they must create the marketing mix that meets the consumer's values on a right to their culture (Rugimbana and Nwankwo, 2003: 7).

From the anthropological perspective, all market behaviours are culture-bound. Both consumer behaviour and business practices are performed to a large extent by the culture within which they take place. Therefore, in order to match the marketing mix with consumer preferences, purchasing behaviour, and product-use patterns in a potential market, marketers must have a thorough understanding of the cultural environment of that market, i.e., marketing cross-culturally (Rugimbana and Nwankwo, 2003: 8).

Cross-cultural problems definitely provide more challenges and opportunities to the marketers although they might not be totally new in the marketing area.

1.3 PROBLEM STATEMENT

The Free State province does not effectively market its tertiary education opportunities to potential Chinese students, thereby failed to earn more foreign investment.

1.4 RESEARCH OBJECTIVES

- MAIN OBJECTIVE: To determine if the Free State province effectively market its tertiary education opportunities to potential Chinese students.

- SUPPLEMENTARY OBJECTIVES:
 - Do a literature study of cross-cultural marketing.
 - Analyze the marketing environment of the Chinese student market from economic, political and social aspects.
 - Do a literature study of the current marketing situation of the Free State tertiary education compared to other countries which have successfully explored the Chinese student market.
 - Determine what strategies should be implemented by the Free State province to explore the Chinese students' overseas-study market effectively.

1.5 METHODOLOGY

1.5.1 Type of research

The research belongs to the qualitative research category, because the purpose of the research is to examine the effectiveness of marketing strategies and the cultural contexts within which they occur.

1.5.2 Methods of data collection

- Sample: Sample cities with the characteristics the research targets will be selected from both China and South Africa. In China, the sample cities are Chongqing and Shenyang. In South Africa, Bloemfontein is the sample city with two local universities.
- Questionnaire: Likert Scale method will be used in the questionnaire design. Open-ended questions will also be used in the questionnaire. **Two questionnaires will be designed** and sent out to the sample cities both in China and South Africa.
- Group Interview: Open-ended questions will be used in the interview. Interviews will be held in Bloemfontein with the current Chinese students.

1.5.3 Resources

- Primary information: This is the information collected by the researcher. All the primary information will be collected through samples, questionnaires and personal interviews.
- Secondary information: This is information already available for the

researcher to use. It includes all printed materials and Internet materials, such as books, journal articles, newspaper articles, thesis, dictionaries, government publications and government websites.

1.5.4 Pilot study

To assure the reliability and validity of the research, a pilot study will be implemented firstly.

- The questionnaire and interview template will be designed under an expert's instructions.
- The researcher will test the questionnaire on 3 to 5 respondents to see whether the questionnaire will give the researcher the expected feedback.
- The researcher will also interview 3 to 5 respondents to see whether the interview questions are designed rationally.

1.5.5 Method of analyzing data

The researcher will use software called SPSS to analyze the data collected. It will give the researcher tables and histograms to analyze the data collected.

1.6 VALUE OF THE RESEARCH

- Short-term values:
 - Create job opportunities in the Free State based on the foreign education investments.

- Stimulate local economy.

● Long-term values:

- Improve the intercommunication between Eastern and Western cultures in universities. Globalization enables people's understanding of both cultures as well.

- To consolidate South Africa's leading position in the African continent.

- To attract more education investment from China.

1.7 CHAPTER LAYOUT

Chapter 1: Background of the research.

Chapter 2 : Marketing of tertiary education.

Chapter 3: Cross-cultural marketing.

Chapter4: China as an education marketing environment.

Chapter 5: The competitive situation in the Chinese student market.

Chapter 6: Research methodology.

Chapter 7: Results of the empirical study.

Chapter 8: Recommendations

1.8 CONCLUSION

The Chinese students' overseas-study market is a huge, potential and

attractive market. The total education expense for overseas-study is over \$1.3 billion per annual, which equals to R7.69 billion (Wang, 2003: 25). It is also a fierce competitive market. Traditional strong competitors, such as America and Britain, exist with newly incoming competitors, such as Australia, New Zealand, and other European and Asian countries simultaneously. Each of them makes use of its advantages and tries to attract more Chinese students to study in the country.

The Free State province of South Africa should utilize this opportunity to marketing its tertiary education to China and absorb more foreign education investment. The key is how to develop the appropriate marketing strategy under a totally different cultural environment. This research will systematically demonstrate the cross-cultural marketing theory, analyze the marketing environment, and reach a solution through the data collected. The next chapter will cover the literature review of cross-cultural marketing.

CHAPTER 2

MARKETING OF TERTIARY EDUCATION

2.1 INTRODUCTION

Today's colleges and universities face greater challenges than ever, with tight operating budgets, increased government regulation, higher competition among students, increased demand for financial aid, and shrinking government funds (Yan, 2005: 2).

Employing an appropriate marketing mix can not only help tertiary education institutions understand their positions in the marketplace, but also eliminate its weaknesses and build upon strengths (Liang Y, 2004: 46).

In this chapter, characteristics of tertiary education will be explained and the important elements in market tertiary education will be analyzed in turn.

2.2 CHARACTERISTICS OF TERTIARY EDUCATION

In order to marketing tertiary education, we need firstly understand its characteristics. Shanks, Walker, and Hayes (2003: 71) explain that unlike physical products, tertiary education is a service and therefore processes the characteristics of service products, which is intangible, inseparable from the person delivering it, variable, perishable and the customer (student) participates in the process. These characteristics are discussed in more detail below.

2.2.1 Intangibility

Liang W (2004: 266) explains that tertiary education is essentially performances, deeds or efforts, and it is impossible for customers to sample it – to taste, feel, see, hear or smell them – in the same way as physical goods can be sensed. Therefore, this has increased the difficulty for prospective students to choose when they are faced with more education options.

In order to eliminate the effect of intangibility, Chen (2006, 98) suggests that tertiary education institutions should use visual clues. It includes showing them the facilities on the campus, explaining to them what courses available, introducing them the reputation and the scale of the university. Through these visual clues, intangible education has a clearer image.

2.2.2 Inseparability

Huang (2005: 69) points out that there are two attributes of inseparability in tertiary education. The one is that the tertiary education and its provider, the university, are closely linked. It is hard to find the boundary between them. The other one is that the customer, the student, is physically involved in the tertiary education. For example, the student sits in a classroom and uses a computer to acquire knowledge.

2.2.3 Variability

It is impossible for tertiary education providers, the universities, to guarantee that the customer, the student, will receive identical tertiary education quality each and every time (Rix, 2006: 270). In order to offset the problems caused by variability, Zhou (2007: 94) suggests that tertiary education institutions should design and implement strict procedures and standards for employing staff, training them and evaluating them. Only in this way, teaching quality of the university can be assured.

2.2.4 Perishability

According to Zhou (2007: 95), tertiary education is highly perishable, because it cannot be stored. For example, empty seats in a classroom and idle technicians in a laboratory. They all represent an opportunity, tertiary education, which if not used is gone forever and it can never again be sold or utilised.

2.2.5 Participation

As a special service product, customers, the students, participate in the process of tertiary education. They need not only choose university education, but also compare and decide a complex bundle of education, food, lodging, recreation, social activities and employment prospects (Liang W, 2004: 5).

2.3 IMPORTANT ELEMENTS IN MARKETING TERTIARY EDUCATION

There are some important elements for tertiary education institutions to take into account when they marketing themselves, and they are: people, process, pricing, promotion instruments, international recruitment, differentiation and image supporting. Each of the elements will be analyzed in this part.

2.3.1 People

Huang (2005: 119) points out that the staff of tertiary education plays a critical important role in the promotion, so they should be considered as a separate mix element.

2.3.1.1 Recruiting the right staff

Liu (2005: 32) explains clearly that some people have a 'service personality' and some people do not. While training can teach systems and methods, it cannot teach attitude.

The front-line staff, such as the receptionist, secretary and administration staff, in most cases, is the first person that the customer (student) will contact in the university. The first impression about the university is often made due to their attitude and professional knowledge (Zhou, 2006: 11).

2.3.1.2 Rewarding staff

The use of rewarding staff is especially important in promoting tertiary

education. Azumi and Lerman (2007: 1) point out, rewarding staff makes great contribution to attract and retain competent and qualified people, which is the most crucial for a university.

Rewarding staff sounds straightforward; in fact such approaches require considerable thought. Not all staff is motivated by the same rewards – for example, money, while others are driven more by recognition or promotion prospects (Huang, 2006: 17).

2.3.1.3 Adjusting staff structure

According to Zhou (2007:91), today's tertiary education is a market-driven product, and only courses and departments which prospective students are willing to choose can be maintained. Therefore tertiary education institutes should be sensitive to the market demand changes and adjust staff structure accordingly.

For example, the Physics department of Reading University in Great Britain will be closed in 2010, for citing a struggle to recruit physics students and financial constraints (Smith, 2006:1). Another contrary example is most universities have enlarged their business school in order to satisfy the increasing demand for various business graduates. These majors include accounting, finance, marketing, economics, human resources, and project

management (Zhou, 2006: 131).

2.3.2 Process

Process is on the border of marketing responsibility. In tertiary education marketing, marketing staff need to know and explain to the prospective students how the whole process works, because operations are the most critical aspect that the prospective students care about and also, it is the only way that a university can create satisfied customers (students).

For example, the actual steps staff follows to complete a registration process, the university's reaction process of how to do with the students' complain, the application process of students for student loans, and the process of changing course and canceling or adding subjects.

Yan (2005: 233) suggests that there are some solutions for tertiary education institutes consider about improving the process strategy.

- Separate standardized and customized services. Many universities now use student center for standardized process, such as registration, adding or changing subjects or course and dealing with the students' files. They also provide the service of STUDENT ONE STOP for students with specific difficulties, such as students late for the registration and international students.

- Create flexible capacity. Universities now use part-time employees, student assistants and multi-skilled staff in order to increase capacity without increasing operating cost.

2.3.3 Pricing

Pricing tertiary education is not easy, but there are some tactics to take into account.

2.3.3.1 Basic count unit

Unlike physical goods such as a car or a house, it is difficult to measure exactly how much a unit of tertiary education costs. Tertiary education institutes often price one particular time rather than the finished product (Wang, 2003: 39). In other words, the tertiary education is priced by using “time spent” as the pricing unit. For example, universities usually use 40 to 45 minute, which is the time span of a class, as a count unit (Huang, 2005: 2).

2.3.3.2 Finding out unique advantage(s)

There are many factors which can influence the pricing, such as the university’s history, reputation, teaching quality, facilities, location, scale, living expenses, the opportunities of getting a good job and the duration of the study.

Tertiary education institutions should find out their unique advantages and

price themselves properly to attract students.

According to Zhou (2006: 9), building a reputation as a high quality supplier can allow institutions to charge a higher price. Students are willing to pay a higher price if they think it is valuable. Goldberg (2006: 1) reveals that average tuition fees at American universities are £13,850 per year, and prestigious Ivy League universities charge up to £18,300 – plus living expenses and books.

Most state universities in the United States suffer staff shortages, poor research funding, and mediocre academic standards. But they still find their way out through offering cheaper alternatives, with yearly rates of \$4061.19 to \$20305.95 (Zhou, 2006: 28).

Li (2007: 9) points out that usually, tertiary education institutions charges international students different prices for fundamentally the same service. Universities of Great British charge the international postgraduate students three times more than the local students. It is quite a large amount of money, if plus the expensive living expenses in UK. But when UK promotes its tertiary education worldwide, it emphasizes its good reputation, high teaching quality and the short period of study. It only takes one year to get the Master's degree in UK (Li, 2007: 3). Comparing the time and money spent totally on the other study destinations, the international postgraduate students who want to get

their Master's Degrees in a short time still regard UK as their first choice of abroad study.

Although it is a common situation that citizens and foreigners are charged differently, universities in Italy charge the international students and the local students equally (Zhou, 2006: 192). This policy successfully enlarged its tertiary education influence in the world and attracted a lot of international students from low- and middle-income developing countries to study there.

2.3.4 International Recruitment

With globalization of the economy and development of the information technology, many students choose to go abroad for their further studies. Most universities charge international students higher tuition fees than the local students (Li, 2007: 100). **If all the related expenses and investments, such as the living expenses and direct investment from the student's mother country, is taken into account, it is quite a huge market.** Therefore, most universities regard international recruitment as an important marketing field.

Zhou (2006: 58) points out that the international office plays an important role in international recruitment, because the services it can provide can influence the students' decisions. An attractive service bundle of an international office should include the following aspects:

- Providing information to prospective and current students
- Providing information to foreign Embassies and Consulates
- Hosting welcoming and orientation programmes
- Liaison with Faculties on behalf of international students
- Assistance with regard to visas, study permits, accommodation and procurement of funding
- Advice on and facilitating social interaction
- Assisting activities of the International Students' Association
- Marketing actions to attract international students
- Assisting exchange students
- Facilitating and managing international inter-institutional agreements and partnerships
- Facilitating academic visits
- Promoting the university at international conferences and workshops.

2.3.5 Location

A university's site is an important factor when it promotes itself. Li (2007: 9) explains that as one of the members of the Ivy League, the Stanford University receives numerous applications each year. But in order to attract those outstanding students, the Stanford University emphasizes its location in the marketing plan.

Zhou (2006: 26) illustrates that the Stanford University is located in the Silicon Valley, surrounded by HP, Intel and a lot of other Hi-Technology companies. Those companies can provide the students practice and development laboratories, and it is a great advantage for the students' future employment. Other examples of such universities include Imperial College London, the University of Sydney and the University of Tokyo.

Some universities locate in small towns without strong academic background, and then they emphasize their beautiful campus environment and comfortable living conditions. The University of Northampton in UK, University of Miami in USA, University of Wollongong in Australia and the University of Waikato in New Zealand belong to this type (Li, 2007: 15).

2.3.6 Internet

Internet is becoming an effective marketing instrument for tertiary education institutions as the prospective students become accustomed to going online to find information and compare it (Zhong, 2007: 146). Nowadays, many universities have their own homepages and use it as a window to the prospective and current students. On the homepage, there are introduction of the university, latest events happened on the campus, online application, and other functions (Chen, 2006: 41). Even a student never had been to the

university before can have a clear image about the university.

2.3.7 Advertisement and exhibition

It is crucial for the survival of the tertiary education institution to recruit new students and retain the current students (Zhou, 2006: 3). Advertisement and exhibition are the two popular methods that universities prefer to use to promote it.

For example, advertisement on TV, an introduction pamphlet with photos of the university premises and current students, DVD's tapes to introduce the studying and living life on the campus, attractive university website, and education exhibition where staffs interacting positively with prospective students are all good ideas to help the public position the university and create the right image (Huang, 2005: 93).

2.3.8 Relationship marketing

According to Sun (2007: 14), many prospective students actively seek out and rely on personal recommendations when making decisions for choosing universities. In this way, relationship marketing is important. Relationship marketing can not only help the university retain current students, but also win new students through satisfying the needs of the current students (Xue, 2005:

14).

Many universities even establish albums for students who have already graduated, and invite them to come back to the university for some big festivals. This is also a good way for promotion.

2.3.9 Differentiation and image supporting

Rix (2006, 278) explains that physical evidence is used to add tangibility to tertiary education institutes, such as buildings, décor, stationary and books in the library. Physical evidence can provide several benefits to tertiary education institutes.

Physical evidence can differentiate the tertiary education institute from its competitors (Yan, 2005: 8). For example, a big library with a lot of books can be a highlight in the promotion; international office which helps international students solve their visa issues is an advantage for international recruitment.

Physical evidence can also support the tertiary education institute's image. Customers (students) could imagine how they might behave and interact in the university through some physical evidence (Wang, 2003: 197). For example, the international office mentioned in the above paragraph is a good medium to give the prospective international students an image that this university welcomes the international students and it can provide a good service for

them.

2.4 CONCLUSION

The competition for recruiting and retaining students in the tertiary education field has increased dramatically in last few years. Almost each university has established a marketing department and has a systematic marketing plan (Zhou, 2007: 12). The aim of marketing tertiary education is to communicate with the customers (students) about the benefits that tertiary education offers and encourage them to choose the university.

Tactics should be used to marketing the university and attract prospective students. Each university is unique. Marketers should find out its advantages, highlight them, and introduce them to the public.

The next chapter is going to cover Cross-cultural marketing.

CHAPTER 3

CROSS-CULTUAL MARKETING

3.1 INTRODUCTION

With the rapid development of high-technology, the world has become a much smaller place and business today does take place in a global market. Nowadays, it is quite common to see South Africans use digital cameras made in Japan, while Chinese may enjoy perfume made in France. This paves the way for cross-cultural marketing. According to Rugimbana and Nwankwo (2003: 1), cross-cultural marketing focuses on how to employ effective marketing strategies in the face of cultural diversity.

Rugimbana and Nwankwo (2003: 3) define cultural diversity as the variety of human cultures in a specific region, or in the world as a whole. When a child is born into a specific culture, he or she is taught the rules of the culture, and learns how to behave under that circumstance. These patterns will stay with a person throughout his or her life. Although cultures have undergone some changes throughout years, the basic traditional beliefs still remain the same through generations.

Multinational companies face the challenge to satisfy the complex and diverse needs of countries with different cultures. To cover world markets by a single marketing strategy often fails because of the variety of culture, excepting some special products, such as Coca-Cola - but even these enterprises have to change its marketing strategy for some markets (Enterprise Research, 2005:

1).

In this chapter, the researcher will do the literature review of cross-cultural marketing by investigating the following aspects:

- A description of culture;
- How cultural diversity influence marketing;
- And how to minimize the influence of culture on marketing.

3.2 A DESCRIPTION OF CULTURE

In order to understand cross-cultural marketing, the researcher will first explain what is culture, what characteristics it has and why it is important for marketers to understand cultural diversity when they market their products across cultures.

3.2.1 What is culture?

The first comprehensive definition of culture was formulated in 1871 by the British anthropologist, Sir Edward Burnett Taylor. Taylor defined culture as “that complex whole which includes knowledge, belief, art, law, morals, custom and

other capabilities and habits acquired by man as a member of society” (Haviland, 1996: 304).

Since then the term has been further explored and elaborated on by numerous authors. William Haviland (1996: 6) explains culture exists as a medium for societies to deal systematically with problems and matters that concern them. It produces non-random and systematic behaviour, within a range, that is recognizable and acceptable within that society.

In a more recent definition, Jeannet and Hennessey (2007: 63) explain that culture is a learned set of ideals, values, and standards that is shared by members of a society. A variety of definitions [see Jandt (1998: 6), Bohannan (1995: 3), Spradley & McCurdy (1994: 4), Yong (1996: 34), Desmond (1997: 35), Cox & Beale (1997: 147), Kreitner & Kinicki(1998: 33), Gerritsen (1998: 28) and Joynt & Warner (1996: 33)] show that there is no agreement on a single definition of the term. In this context, the definition of Jeannet and Hennessey (2007: 63) is relevant. The reason for choosing this definition is because the definition defines culture in a short, brief sentence with the characteristics of culture included, as described below.

3.2.2 Basic characteristics of culture

According to Bodley (2000: 5), all cultures contain the following four basic characteristics.

Firstly, culture is shared. Culture entails a set of shared ideas, as well as values and standards that guide behaviour. Our everyday lives consist of the invisible sharing of ideas, which enables individuals to interact and work together. This means that members of the same group could more or less predict the behaviour of other members.

Secondly, culture is learned. Every culture provides its members with rules, which refer to socially agreed-upon behaviour, as well as norms, which refer to appropriate and inappropriate behaviour (Jandt, 2003: 18). Parents and society should teach their young about the culture at an early stage in life and let them know what is expected of them. In another words, culture is not a genetic trait, as members learn the elements through interaction with others in the same culture.

Thirdly, culture is based on symbols. Symbols are an integral part of culture and include aspects such as art, religion and money. Symbols are transmitted from one generation to the next, by means of mainly language (Jandt, 2003: 19).

Finally, culture is integrated. The different aspects of culture are integrated and not regarded as separate units. **It is for this reason that anthropologists break culture into small sections**, for the purpose of comparison and analysis. The interaction between the interdependent parts is then examined, in order to comprehend the bigger picture (Gao, 2002: 49).

Besides the characteristics of culture, there are two kinds of behaviours which to present culture, and they are discussed below.

3.2.3 Two kinds of behaviours to present culture

According to Rugimbana and Nwankwo (2003: 4), culture can be presented in two kinds of behaviours. They are explicit and implicit behaviours. The explicit behaviours include how people usually do things (customs, usages, traditions, habit clusters in relation to communication, eating, hygiene, housing, etc.), or how people are usually organized in social institutions (family, education, government, justice, religion).

Culture can also be presented in implicit elements which are less easily grasped because they are less easily observable than languages, customs or institutions. The implicit cultural elements are located below the surface of the cultural barrier of societies as well as in the back of the minds of individuals. Because of its sub-consciousness, implicit cultural elements are more stable

than explicit elements (Rugimbana and Nwankwo, 2003: 4).

3.3 THE INFLUENCE OF CULTURAL DIVERSITY ON MARKETING

Cultural diversity develops different values and beliefs, which lead to different behaviour (Gao, 2002: 227). This implies that individuals from different cultures react differently when attempting to solve problems (Cheng, 2005: 223).

3.3.1 Importance for cross-cultural marketers to understand cultural diversity

According to Rugimbana and Nwankwo (2003: 3), there are two different sources of cultural diversity that marketers need to cope with:

- External diversity: marketing managers are generally involved in doing business with partners abroad, such as suppliers and distributors. Those business partners obviously have different culture backgrounds as the marketing manager.
- Internal diversity: marketing managers of multinational companies have to cooperate with teams operating in different countries. The marketing department itself sometimes is increasingly multicultural.

De Mooij (2003: 3) also points out that culture impacts not only on marketing managers, but also on their customers, the other employees and the external partners of the firm doing business abroad.

To demonstrate the facts mentioned in the previous paragraph, one can look at the following example. The need for food is one of the human beings' basic biological needs, and the food consumption is heavily influenced by culture. This cultural difference can greatly influence the marketing of food products. McDonald's, the fast-food chain, offers no beef or pork in its restaurants in India, a marked contrast to its operations elsewhere, to avoid offending the local Hindu and Muslim culture (Samovar and Porter, 2004: 157).

A major challenge for marketers is to develop an open attitude and a cultural sensitivity which enables marketers to look carefully to the foreign market and point out the customers needs there and not transferring the domestic market needs directly (Samovar and Porter, 2004: 92).

The following paragraph discusses the influence of cultural diversity on marketing and the solutions to minimize the influence.

3.3.2 Influence of cultural diversity on marketing

Cultural diversity has great influence on marketing, and they are discussed in the following paragraph.

3.3.2.1 Individualistic versus Communalistic

Cultures can be divided into two types: individualistic and communalistic cultures. The former focuses on individuals, while the latter focuses on groups. In general, one can note (table 3.1) that in communalistic / individualistic societies the following differences become apparent:

(See next page.)

Table 3.1 Differences between Communalistic and Individualistic cultures.

	Communalistic	Individualistic
The relationship to power is more	hierarchical	egalitarian

The relationship to rules is more	particularistic	universalistic
The relationship to space is more	public for the in-group	private
Communication is more	implicit	explicit
The decision-making process is more	collective	individual
Leadership is more	authoritarian	participative

Adapted from: Barsoux and Lawrence (1997: 96).

Gao (2002: 258) points Asia out as a good example for communalistic culture. For example, the Chinese value family above individuals or even country. People have strong ties with family members. In China, 67 percent of parents with children live with one of their children, and 80 percent of parents have contact with their children at least once a week. Within a family, an individual has no rights or property – expenses are shared. Therefore, product advertising appeals must focus on benefits to the family, not on benefits to the individual (Chen, 2006: 122).

Individualistic culture is prevailing in the western world where the individuals stand for their individualities, make their own decisions and to take care only of themselves and their close family members (Gao, 2002: 252).

Individualistic and communalistic cultures has much impact on consumer behaviour. Rugimbana and Nwankwo (2003: 11) illustrate that it defines the identity of the consumer (individual versus collective); it impacts on the buying process and on the value attached to consumption (especially for those products to be used in social contexts in communalistic societies); it emphasizes the role of certain marketing mix variables (such as place, which is crucial in communalistic cultures where clients prefer to buy from people they know well and who know them well).

3.3.2.2 Power distance

According to Hofstede (2005: 262), power distance is the extent to which less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.

Cultures with large power distance (which means the power distribution structure is hierarchical) believes that everyone has a place in the society and should be treated according to this particular place. Cultures with small power distance (which means the power distribution structure is flat) believes that everyone should be treated equally (Hofstede, 2005: 122).

According to Gao (2002: 102), power distribution in different cultures impacts on many aspects of marketing. For example, the preference for flat (where equality is valued) versus vertical (where hierarchy is valued) marketing department structure. Power distribution in different cultures also impacts on preferred promotion schemes, for example, the promotion should be based on which criteria, such as performance, seniority, social origin, or a combination of these.

3.3.2.3 Universalism versus particularism

Each society develops its own standards and values when dealing with conflict.

Gao (2002: 18) divides it into two methods: universalism and particularism.

Particularism is based on the assumption that laws and rules are applied differently depending on the quality of people. Relationships and circumstances in a specific situation are the basis to decide what is right (Gao, 2002: 18). Russia, China, Korea, India and Latin countries belong to a particularistic culture.

Universalism is based on the idea that rules must be equally applied to each and every person. In the case of a violation of a rule, law will sanction behaviours (Rugimbana and Nwankwo, 2003: 13). United States, Australia and many Northern European countries belong to a universalism culture.

Universalism and particularism have a very important impact on marketing. Businessmen from a universalism culture always try to assure that every detail is correctly mentioned and protected by a contract, but businessmen from particularism culture, on the contrary, try to keep the contracts vague and not too tied. Strict regulations would probably offend the partner because they would get the idea that they are not trustful. It might happen that business people from a particularism culture will still try to negotiate afterwards even if the contract was already signed and agreed upon from all sides (Gao, 2002: 20).

3.3.2.4 Affective versus neutral culture

Human beings are emotional, but different cultures have different ways to express the affect of emotion. Chen, a Chinese reporter living in Paris, points out that in affective cultures, like in South Africa, people express their emotions more naturally. Reactions are shown immediately verbally or non-verbally. In contrast, neutral cultures like the Chinese tend to hide their emotions and do not show them in public. (Chinese people in foreigner's eyes, 2003)

Understanding the relationship to affect is extremely important in the field of international negotiation and communication cross-culturally. To what extent is

the affect used (becoming friends first, and then eventually the business will come)? Is it better to show emotions or to hide them (especially in leadership)? What are the limits for mixing affect and business? Can friends be used for business purposes? To what extent can affect be used to motivate collaborators? What are the different options for delegating organizational objectives to teams (and controlling the execution of tasks), according to whether one is working in an affect-expressive or an affect-neutralizing environment? (Rugimbana and Nwankwo, 2003: 15)

3.3.2.5 Space concept

Gao (2002: 19) says every human being has his/her own demand for space to protect him/her from external influences of the environment. It can have big influence in business life when dealing with strangers with different cultural background.

There are different categories of space according to Gao's theory (2002: 20). One category is that people trace out their own territories which they will protect and defend if necessary. It is influenced by someone's cultural origin. The top management of a French company is commonly placed in the middle of the building - corresponding to their way of doing something - "everything" has to be centralized. The top management of a Chinese company is usually

located in the top of the building, because Chinese people believe that it represents your status in the company.

Another category is personal space. Personal space is depending on cultural background. Every culture has its own demand of personal space. This distance can be very short (as in Middle Eastern cultures), or very large (as in Japan) (Gao, 2002: 20).

Rugimbana and Nwankwo (2003: 18) point out that for marketers marketing products across cultures, the space concept calls for specific attention, especially in communication. It is important to respect non-verbal codes involving the use of space as in greeting rituals (which are all non-verbal) and in negotiation behaviours.

3.3.2.6 Time concept

In order to be efficient abroad, it is particularly important to be aware of the meaning of time in a cross-cultural context. Yang (2001: 68) identified three types of time in different cultures:

(1) present orientated, with little attention to what has happened in the past and what the future will bring. The past is considered as unimportant while future is seen as vague and unpredictable. Germany belongs to this time

concept.

(2) past-orientated cultures have a high sense on traditions followed by their ancestors, family, traditionalism and aristocracy. The present is tried to be maintained. France is the typical representative of this time concept.

(3) future-orientated cultures with a high value in changes have a more desirable development in economic and social scales. The United States is the standard of this time concept.

When establishing a new marketing strategy, France, China and Finland are more long-term orientated than in contrast to the Germans who are planning in shorter periods and least the Americans who manage their planning in very short terms (Yang, 2001: 96). It is often the case that the marketing strategy are made for decades in advance in countries where the culture dictates that, like in Japan. This means they are willing to wait for 10-20 years until their investments will return into profit, but these are then "super profits". At a very short term orientation the future progress of a company may lack. In other cultures the marketing strategy is set for most of the time no longer than five years, such as in the United States (Liang W, 2004: 22)

3.3.2.7 Education

Liang Y(2004: 38) explains that the extent of education affects marketing on two levels. First, there is the problem of literacy. In societies where the average level of participation in the educational process is low, we find a low level of literacy. This determines the communication options for marketing programs.

Second, education affects young people's earning potential. In countries such as Germany, where many of the youth have considerable earnings by age twenty, the potential of the youth market is quite different from that in China, where a substantial number of youths do not enter the job market until age twenty-one or twenty-two (Liang W, 2004: 42).

Education can also change the people's consuming habit in a market. The following example supports this opinion (Chen, 2006: 56).

Starbucks is a world-famous coffee chain store which was started in 1985, USA. Before entering China, they researched the market carefully, and they made the conclusion that it was hard to persuade Chinese people to drink coffee instead of tea. The main reason is the rooted traditional culture.

However, with the fast economic development, more and more young and educated Chinese people are able to earn high salaries and are willing to

spend money on new products. When entering the Chinese market in 1999, Starbucks use culture as a sharp weapon. In their advertisement they stated Starbucks is not only about coffee, it is about a kind of coffee culture which represents the life style of leisure. It exactly caters for the taste of the young Chinese white-collar people. Based on the huge population of China, Starbucks opened over hundred chain stores in seven years. Nowadays, China has become the second largest market in the world for Starbucks, second only behind America.

3.3.2.8 Reference groups

Jeannet and Hennessey (2007: 81) define reference groups as people such as family, friends, and experts that consumers turn to for advice on product purchases. These reference groups may vary across different cultures.

A new modern lifestyle of high-expense and low-savings is prevailing in China. It has become a reference group for numerous products. For example, Chinese people are willing to pay more money for imported products than the ones manufactured locally, such as electronic products, clothes, perfume and cars, because they believe the quality of imported products are better than the ones manufactured locally (Chen, 2006: 65).

The same situation happens when it comes to higher education. Most of the Chinese parents believe that the quality of higher education abroad is better than in China and they are willing to send their child to study abroad if they can afford it (Zhou, 2006: 5). A good example is the International Education Exhibition, 2006, held in Beijing, China which attracted over 60,000 potential study-abroad students per day (Zhou, 2006: 38).

Marketers have to pay attention to the reference groups of different cultures. They should ask themselves: What is the reference group for the product in that specific culture? Is there a better way to introduce the product to customers according to their cultural background? How to interact with customers if the product is not known to their reference group?

3.3.2.9 Culture change

Change is everywhere. In order to relate with other cultures, “foreign” ideas may be introduced into existing cultures. According to Haviland (1996: 41) several mechanisms could facilitate cultural change. These include the process of innovation, diffusion, cultural loss and acculturation.

Marketing is influenced by culture, but on the other hand, successful marketing can change the culture. One such famous case is McDonald’s, the U.S.

fast-food franchise operator. More and more young people in China are grown up with McDonalds, and chips, fried chicken wings and Coca Cola are becoming popular in their daily meals. The traditional Chinese food encounters a great challenge (Chen, 2006: 63).

Once marketers understands the influence of cultrual diversity on marketing, they have to take action to minimise the influence of cutlrual diversity on their marketing efforts.

3.3.3 Minimizing cultural diversity influence on marketing

According to Zhong (2007: 38), there are some instructions for global marketers to follow in order to minimize cultural diversity influence on marketing.

Firstly, marketers must congriize, understand, accept and respect the other culture(s) of the target market. Marketers should be able to analyze the characteristics of the target market's culture(s), and then produce and market their products.

Secondly, marketers must be sensitive to cultural diversity. If any problems

happened in marketing campaign, marketers should learn to find the answers from the cultural aspects.

Thirdly, marketers must understand and accept cultural difference on the market and stay neutral between the two cultures. Cultural bias can lead to wrong marketing planning and implementation.

Finally, marketers must avoid self-reference criterion. Marketers must understand that the popular product in the United States may not be the same popular in China because of the two different cultures. Carefully culture investigation can effectively help avoid self-reference criterion.

3.4 CROSS-CULTURAL MARKETING MIX

Product, price, promotion and distribution channels compose the marketing mix, but in cross-cultural environment and related to this research, the marketing mix has a new meaning.

3.4.1 Product

It is widely accepted that the first element of the marketing mix 'product' is the most critical of the four mix elements, as it indicates the nature of pricing,

promotion, and distribution strategies in the cross-cultural marketing context (Rugimbana and Nwankwo, 2003: 108).

A product consists of three elements: (Zhang, 2006: 167)

- The physical product: product design and development, and features such as size, weight, packaging and colour;
- The symbol: such as quality, styling and branding; and
- The service: such as maintenance, spare part availability, warranties and installation.

Fashion and tastes differ by country, so corporations often change the styling of their physical products. Colour, for example, should reflect the values of each country. Red has a happy association in China, whereas white indicate mourning. Green is an unpopular colour in Malaysia, where it is associated with the jungle and illness. In Africa, people prefer bright colours for fabrics (Gao, 2002: 260).

Kentucky Fried Chicken (KFC), for example, is doing very well in China, where KFC offers a combination of traditional Chinese food and its fried chicken. The special menu includes *Tomato Egg Soup* and *Traditional Peking Chicken Roll*

(Wang, 2000: 16).

In this research the product is the Free State's tertiary education. Unlike other products, education is a kind of cultural service product. It has its own unique characteristics (Liang Y, 2004: 112).

Firstly, the Free State's tertiary education has the typical characteristics of Western tertiary education, so the education quality can be assured by (Liang Y, 2004: 114):

- Strong interaction between lectures and students in the class;
- Textbooks which follow on the heels of times;
- Reasonable course setting that meets the society needs.

Secondly, as a cultural service product, it does not need to alter anything when entering into the Chinese market to attract Chinese students to study in the Free State. The culture difference is just the bait to attract Chinese students, such as an English-speaking environment, western countries' lifestyle and a totally different cultural atmosphere (Liang Y, 2004: 115).

3.5.2 Price

Many people assume that pricing is an economic issue and always related with quality. Zhang (2006: 118) explain that quite to the contrary, current research in cross-cultural pricing suggests that the importance of culture on pricing is largely under-appreciated and that cultural differences can have a significant effect on not only the type of pricing strategy that businesses select, but also on the consumer's response to the pricing strategy.

Cross-cultural pricing can be set according to the following criteria (Zhang, 2006: 120):

- Consumer shopping and purchasing experiences;
- Consumer bias towards the value of foreign-made products and foreign-based brands; and
- The various pricing strategies used by businesses from different countries.

On one hand, the Chinese culture emphasizes on thrift and pragmatism. Chinese consumers tend to take more time shopping around and on average examine more items per product purchased. This helps explain why price haggling is so widely accepted in retail stores in China (Wang, 2000: 33).

On the other hand, Yang (2001: 21) states that the Chinese culture also

emphasizes the public image. The public image refers to a person's desire to enhance, maintain and avoid losing face in social activities. Therefore Chinese consumers pay more attention to public considerations than to private considerations when purchasing a product. For instance, they will purchase more expensive items and brands when they shop for guests rather than themselves in order to look good in the eyes of the guests.

To have a child studying abroad is a glorious event in most of the Chinese people's eyes. In that collective culture, this piece of news spreads very fast and it is connected with the family's income and education level (Yan, 2005: 52).

Studying in developed countries, such as USA, UK and Australia, therefore leaves no doubt about their education quality and living environment. The expensive education and living expenses can only be afforded by a very small number of Chinese families. (Yan, 2005: 53)

Compared with those countries, the Free State's tertiary education fees and living expenses are most affordable. Furthermore, the English speaking environment and the similar education system towards Western countries are also recognized by the Chinese people. In some way, it is a pragmatic product

with an attractive aura (Yan, 2005: 219).

3.4.3 Promotion

In today's business world, more and more businesses want to promote their products and services to the customers worldwide. 'What to say', 'how to say it', 'when to say it', 'where to say it' and 'how often to say it' are all critical. These are all influenced by different cultural values and attitudes (Rugimbana and Nwankwo, 2003: 144).

Avon, a leader in the field of door-to-door retailing, has been able to employ its selling concept successfully in forty-five markets outside North America. In April 1998, Avon, together with other direct sales companies, was forced to cease direct selling in China. Avon now employs a store-based sales operation, with independently owned Avon stores, in China. Sales have surpassed \$100 million and continue to grow rapidly (*Avon Annual Report*, 2001: 3).

It is not acceptable in Chinese culture to make a profit from selling to friends, work colleagues, or neighbours. Chinese people have an antipathy to this kind of action. Furthermore, Chinese people are accustomed to go shopping in the big department stores which represent high quality and good after-sale

services (Wu, 2002: 8).

This culture shock makes many foreign businesses in China aware that if they want to be successful in the Chinese market, an appropriate promotion mix need to be chosen very carefully in order to cater for the local people's taste (You, 2006: 18).

According to Rugimbana and Nwankwo (2003: 146), the promotion mix includes: advertising, sales promotion, personal selling, public relations and direct marketing.

Public relations must be done extensively in the Chinese market. It includes releasing to the press, building relationships with key media representatives, be familiar with the attitudes and concerns of consumers, employees, public interest groups, and the community in order to establish and maintain cooperative working relationships (Chen, 2006: 72).

Advertising is also necessary to let more Chinese people know about the Free State's tertiary education. The advertisement should explain the following questions: The level of education, cost of studies in the Free State and studying and living conditions of the universities. The more the Chinese people know about the tertiary education of the Free State, the easier for the Free

State to promote its tertiary education.

Direct marketing can be done in some way, for example, an education exhibition that allows the Chinese people to communicate with the staff of the Free State universities. Other forms of the direct marketing are not recommended, such as direct mail, door-to-door sales and telemarketing, because it will give a negative impression to Chinese people who believe these ways of marketing are informal and unreliable (Wang, 2003: 17).

3.4.4 Distribution channels

The channels of distribution are often the voice of the firm to the customer. There are several variables that affect distribution channels (Jeannet and Hennessey, 2007: 488):

- Distribution density. Density refers to the amount of exposure or coverage desired for a product, particularly the number of sales outlets required to provide adequate coverage of the entire market.
- Channel length. Channel length involves the number of intermediaries involved in bringing a product to the market.
- Channel alignment. The area of alignment deals with the structure of the chosen channel members to achieve a unified strategy.

- Distribution logistics. Logistics involves the physical flow of products as they move through the channel.

There are five trends in cross-cultural distribution to take notice off:

The growth of large-scale retailers. No matter what kind of culture the country has, the trend today is toward fewer but larger-scale retailers. Because countries become more economically developed, they seem to follow a pattern of fewer, larger stores (Chen, 2006: 192).

An increased number of globally active retailers. Most businesses originated in developed countries have spread to the developing countries of the world. The products of those businesses represent a modern lifestyle and are chased by the developing countries (Chen, 2006: 193).

The proliferation of direct marketing. Direct marketing is successful in Japan, USA and European countries. Its growth is supported by technical and cultural factors. Those people can accept this model. In Russia and China, direct marketing is a new concept and tends to be viewed negatively, as one of those new Western business ideas which cannot be trusted (Liang W, 2004: 44).

The growth of online retailing. The Internet has opened an entirely new channel through which retailers and manufactures can sell their products. Most

online retailing crosses borders and potentially every online marketer has turned into a global retailer. People from different cultures can easily know more about other cultures and choose products from the convenience of their home (Zhong, 2007: 128).

The dominant role of information technology in support of a distribution strategy. No culture can stand on the way of the trend of information technology in distribution channels. The use of electronic checkouts that scan the bar codes on products speed up checkout, reduce errors, and eliminating the need to put a price label on each item. Computerized retail systems have led to improved monitoring of consumer purchases, lower inventories, faster turnover of stock, better assessment of product profitability, and the possibility of just-in-time retailing (Chen, 2006: 195).

When the Free State province tries to market its tertiary education to China, marketers must be taken of the above trends and make full use of them to help establish an effective distribution channel.

3.5 CONCLUSION

Culture is a learned set of ideals, values, and standards that are shared by members of a society and produce recognizable and acceptable patterns of behaviour within that society (Jeannet and Hennessey, 2007: 63). As economic globalization matures, the opportunities for cultural misunderstandings and conflict increase, which means understanding and recognizing the role of culture in marketing will become increasingly important. Culture produces meaning for individuals and societies. Global marketers who understand and recognize the meaning of cultures other than their own and the associated behaviours in those cultures will have a significant global advantage (Yang, 2001: 218).

It is essential for global marketers to avoid a cultural bias, or the self-reference criterion, when dealing with business operations in more than one culture. As the president of a large industrial company in Osaka, Japan, once explained: "Our cultures are 80 percent identical and 20 percent different. The successful business person can identify the differences and deal with them. Of course, this task is very difficult, and few executives ever reach the stage where they can claim to be completely sensitive to cultural differences" (Yang, 2001: 51).

The next chapter will discuss China as an education marketing environment.

CHAPTER 4

THE EDUCATION MARKETING ENVIRONMENT IN CHINA

4.1 INTRODUCTION

China is one of the largest countries in the world, with a population exceeding 1.4 billion, around one fifth of the world's total (Wang, 2000: 23).

China has enjoyed swift economic growth from the 1990's. Following entry into the World Trade Organization, the Chinese government aims to create an effective economic environment for stable and sustainable growth. China is now one of the world's largest and fastest growing economies. As it was reported, "It looks like the economy is like a supertank". (Chinese economy development, 2005)

China is actively participating in the world trade activities and following the trend of globalization. China's increased presence on the world stage will be crowned by the Beijing Olympics in 2008 (Wang, 2003: 2). Chinese education authorities are therefore placing greater emphasis on international education exchanges, including permitting large numbers of young Chinese to study abroad on their own or at government expense (Zhou, 2006: 25). The government also seeks to broaden the cadre of qualified personnel through international training that is delivered in China or overseas.

According to Zhou (2007: 158), there are currently more than 380,000 Chinese students studying abroad. Over 180,000 students have returned to China so far, and that figure is increasing by 13 to 15 per cent each year, as domestic opportunities for personal and professional enrichment grow. These alumni are contributing to China's unprecedented economic growth and development, either in the private sector or by returning to public sector jobs with added-value knowledge, skills and experiences (Yan, 2005: 163).

The researcher will analyze China as a target market for recruiting students by Western countries in this chapter according to the following aspects:

- The economic environment,
- The political environment, and
- The social environment.

4.2 THE ECONOMIC ENVIRONMENT

China plays an increasingly important role on the world trade stage in recent years. With its economic development and internationalization, people with an overseas education background are urgently required, because they possess advanced knowledge as well as know the business rules of both Western and Eastern cultures (Wang: 2003: 51).

4.2.1 The internationalization of the Chinese economy

China joined the World Trade Organization (WTO) in 2002. Since then, the Chinese government adopts many free market economic rules in order to perform its obligation in WTO. It includes giving equal treatment to foreign and local companies, increasing the clarity of policies, and changing the fixed exchange rate to a floating exchange rate (Chen, 2006: 26). Those changes make it more convenient for foreigners to invest in China and it is more in line with international business rules. As a result, more and more multinational companies enlarged their scales of operation in China.

Chen (2006: 33) announced that among the 500 world's biggest multinational companies, nearly 400 of them have established branches in China, and 30 of them choose China as their Asia-Pacific area headquarters. There are over 600 foreign companies investing directly into China for research. It includes IBM, Microsoft, Motorola and General Motors.

EXXON MOBIL, SHELL, WALMART, CARREFOUR, CHEVRON, TOYOTA, FORD, SIEMENS, MOTOROLA, NOKIA, SAMSUNG, MICROSOFT, IBM, HP, L'OREAL and many other foreign-owned companies have enlarged their investment in China, while the amount of their material purchase in China has also increased (Chen, 2006: 35). For example, the purchase amount of

WALMART has reached 10 billion US dollars per annum in China. Microsoft also purchases 12 billion US dollars goods in China per annum and it declared to move their purchase headquarters from New York to Shenzhen, China on 12th October 2006. The chief purchase officer John Paterson will move his office to Shenzhen, too (Zhou, 2007: 87).

According to the statistics of the Central Government, up to May 2005, there are 525,378 foreign companies active in China and the total amount invested by these companies is \$584.4 billion (Government annual report, 2006).

The investment structure was also changed in recent years. In the 1990s', the multinational companies regarded China as a cheap raw material supplier. Now, they invest more money in high technology fields, such as IT, tele-communication, biology, and chemistry industry (Chen, 2006: 163).

A popular area of investment by multinational companies in China is in service products (Chen, 2006: 166). According to the promises when China joined WTO, many fields are now conditionally open to foreign companies. Insurance, hospitals, education, financial areas, traveling, lawyers and accountants are looked as rising investment fields in foreign companies' eyes. They all actively enter these fields in order to get a better competitive position in the future.

In order to be adapted to the Chinese market environment as soon as possible

and also taken the Chinese special political situation into account, multinational companies prefer to employ local Chinese people to work for them and they call this “Localization” (Zhou, 2006: 2). Chinese people with overseas study and working experience are highly appreciated. These people work as a link between the company headquarters and the local market (Zhou, 2007: 10).

China not only absorbs foreign investments, but also promotes Chinese companies to the world. *China's Haier eyes U. S. living rooms* (2008) reported that Haier, a Chinese consumer electronics conglomerate, and network equipment manufacturer Huawei Technologies have begun to export branded products to Europe, the United States and African countries. Legend, the largest local PC manufacturer, commands 26 percent of the market and is inching into mobile phones and the export market. The internationalization of the Chinese companies also stimulates the demand for well-educated and skilled labour which understands both Chinese and Western cultures (You, 2006: 6).

4.2.2 China's GDP growth and Households' income

Since 1978 the People's Republic of China (PRC) government has been reforming its economy from a Soviet-style centrally planned economy to a more market-oriented economy but still within the political framework provided

by the Communist Party of China (Zhou, 2006: 3). This system has been called "Socialism with Chinese characteristics" and is one type of mixed economy. These reforms started since 1978 has helped lift millions of people out of poverty, bringing the poverty rate down from 53% of the population in 1981 to 8% by 2001 (You, 2006: 16).

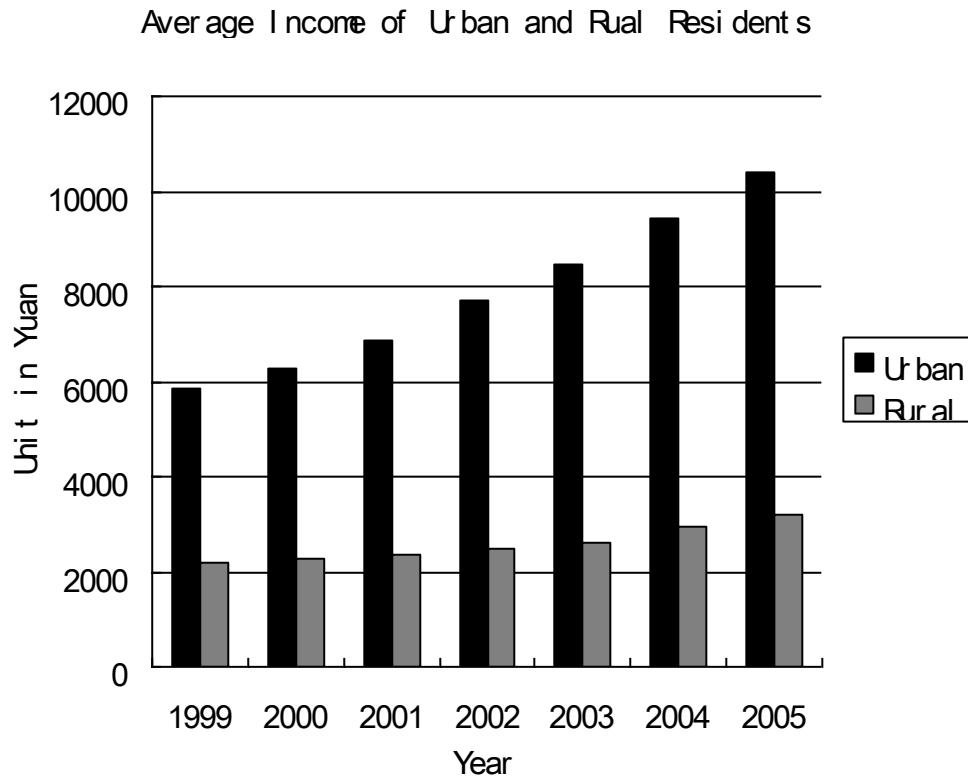
China's National Bureau of Statistics revised its 2004 nominal GDP upwards by 16.8% to almost \$2 trillion in December 2005, making China the 6th largest economy in the world (*China's GDP rose to the sixth*, 2005). According to the latest statistics of China's National Bureau of Statistics, China became the 4th largest economy in the world, measured by US dollar-exchange rate, only behind the United States, Japan and Germany (*China is the world's fourth economy entity*, 2005).

The executive vice prime minister of China, Huang Ju, speaking at the World Economic Forum at Davos, Switzerland, in January 2005, projected growth of economic output to \$4 trillion by 2020, up from \$1.6 trillion in 2005, with output per capita tripling to \$3,000 per person annually (*Special speech at the World Economic Forum annual conference*, 2005)

The household's income of the Chinese families is also increased with the growth of GDP. The figure 4.1 illustrates the changes of household's income

from 1999 to 2005.

Figure 4.1: Average income of urban and rural residents



Source: Resident's average income increased, 2006, In: Family and life, 9 September: 29

From the above figure we can see that there is a dramatic increase in household's income from 1999 to 2005. The figure also shows us that there is a huge gap between urban and rural income.

Although the urban families' incomes are low when it is compared with the outside world, their disposable incomes are relatively high (Zhou, 2006: 47).

For example, in July, 2006, the average per-capita monthly income in Beijing

reached \$227.00, the highest in China. Shanghai is second with just \$1.50 less than Beijing. However, in the listing of per-capita disposable income, Shanghai came in first with \$203.00, \$1.62 higher than Beijing, which ranked second (Zhang, 2006: 29).

The Chinese nation is keen on saving. Zhang (2006: 26) pointed out that the average saving rate in the United States was less than 1% in 2005, 5% in Japan and negative in Australia and New Zealand, which means the residents spent more than they earned, but in China, because of the habit of persistence, the saving rate reached 24%, the highest in the world. By another investigation conducted by Economy Watch Center of the National Bureau of Statistics, houses, education and cars were the leading three consumption products that the Chinese residents invested (New changes in residents' consumption, 2007, In: Family and life, 12 October: 5).

According to another survey conducted by the Economy Watch Center of the National Bureau of Statistics among 502 residents in Beijing, Shanghai and Guangzhou (New changes in residents' consumption, 2007, In: Family and life, 12 October: 5), about 43 percent said that higher education is now one of the biggest expenditures within the family, and about 60 percent said that they are going to apply a hefty amount of money toward higher educational purposes the following year. About 70 percent of people in the survey said that

investment in higher education is crucial for their or their child's future.

4.3 THE POLITICAL ENVIRONMENT

The political environment is an important key factor which influences Chinese in deciding to study abroad.

4.3.1 Government's principles for the overseas study

It has been more than 100 years since China began to send its students and scholars to study abroad. During different stages of history, different scales and various forms appeared (Zhou, 2006: 7).

Before the foundation of the People' Republic of China, there were already a large number of Chinese going abroad to further their studies in order to bring home knowledge that could help build a stronger country (Wang, 2003: 76).

After the establishment of the new China, bearing in mind the ideas of fighting against the capitalist Western Bloc and speeding up the development of a socialist country, the Communist Party of China (CPC) and the central government decided to send students and scholars to the former Soviet Union and other socialist countries to study advanced science and technology and management skills (Wang, 2003: 33). Beginning from the 1960s, with the

change of the international political climate, the central government accordingly made adjustments in policies related to sending students and scholars abroad.

In 1978, with strategic insight, the late Chinese leader Deng Xiaoping made the important decision of expanding the number of students and scholars sending abroad (Liang W, 2004: 58).

Based on the past experience, in 1992, the CPC Central Committee and central government developed a guideline for students and scholars studying abroad. That is - to support students and scholars studying abroad, to encourage them to return to China after completion of their studies and guarantee them the freedom of coming and going (Zhou, 2006: 5).

4.3.2 General information of students and scholars studying abroad since the political reform in 1978

Since the political reform in 1978, the students and scholars studying abroad increased rapidly and now it serves as a window for China's reform as well as for the cultural exchanges between China and other countries.

Wang (2003: 34) explains that in harmony with the socio-economic development, an supportive system for the students and scholars studying

abroad has been set up in tertiary education institutes as well as in research institutes, from the national level to local levels. This system mainly consists of three complementary channels for students and scholars to follow when they want to study at higher education institutions abroad, namely, state-funded, employer-funded and self-funded.

According to the Zhou (2006: 1), 117,300 students and scholars went abroad to study in 2003, amongst which 3,002 were state-funded, 5,144 employer-funded and 109,200 self-funded. In the same year, a total number of 20,100 students and scholars returned from overseas studies, amongst which 2,638 were state funded, 4,292 employer-funded and 13,200 self-funded.

From 1978 to 2003, a total number of 700,200 Chinese students and scholars studied in 108 countries and regions all over the world, covering almost all disciplines. Both the quantity and scale was unprecedented in the history of China (Zhou, 2006: 22). During the same period, a total of 172,800 returned. As for 527,400 who haven't returned yet, 356,600 are still studying, doing researches or visiting as scholars in foreign higher education institutes (Wang, 2003: 287).

4.3.3 Efforts to repatriate outstanding Chinese students

The Communist Party of China Central Committee and the central government

have always been attaching great importance to the students and scholars studying abroad. The Ministry of Education has been strictly implementing the guideline of "supporting students and scholars studying abroad, encouraging them to return to China after completion of their studies and guarantee them the freedom of coming and going" (Zhou, 2006: 26). Meanwhile, the Ministry of Education has taken effective measures to attract outstanding students and scholars to return to China or to make contributions through various ways.

The returned students and scholars play a leading role in areas like education, research institutes, high-tech industries, finance, insurance, trade and management, and serve as a driving force for the country's economic and social development (Wang, 2003: 288).

Shenzhen Netac Technology Co. Ltd., which was established in 1999 in Shenzhen by a returned Chinese student from Singapore, has become one of the largest companies in flash storage worldwide. The company's 20-odd patents have been approved worldwide. The company's flash storage business covered half of China's market with an annual sales income exceeding \$25 million (*The most potential enterprises top 10*, 2004).

According to Wang (2003: 297), at same time, many students and scholars staying abroad take initiatives to make contributions to China through various

ways, such as giving lectures during short-term visits to China, having academic exchanges, conducting joint researches, bringing in projects and investments and providing information and technical consultancy.

Accordingly, governments at all levels as well as enterprises and institutions have all come up with supportive policies in this regard. Relevant institutions, special funds and talent-reserves have been established to facilitate the returnees in their careers (Zhou, 2006: 3).

The Ministry of Education has been conducting exemplary programs to encourage students and scholars to return as well as to facilitate their careers (*Returning back to China after studying abroad*, 2004). The main programs are as follows:

"The Fund for Returnees to Launch Science Technology Researches": Since its establishment in 1990, the fund has provided financial support to 10,926 returnees, with an amount of more than 45 million US dollars.

"Program for Training Talents toward the 21st Century": This program targets outstanding young teachers who have returned from overseas studies. It was established in 1993, and since then 922 people were supported with an amount of more than 22.5 million US dollars.

"The Chunhui (literally, Spring Bud) Program": The program targets those returnees with doctoral degrees and with outstanding achievements in their respective fields. Since its establishment in 1996, the program has funded more than 8000 individuals and 90 groups of scholars and researchers to serve the country on short-term visits.

"Changjiang Scholar Incentive Program": The program provides financial support to young and middle-aged leading scholars of certain disciplines who have studied abroad and are invited by Chinese higher education institutes as Special Professors or Lecture Professors. Altogether 537 scholars are supported through this program, amounting to 93% of the total number of Special Professors and Lecture Professors.

"Program of Academic Short-return for Scholars and Research Overseas": This program finances those outstanding Chinese scholars studying or doing researches abroad to give lectures or do researches in 28 key higher education institutes during their short holidays or returns to China. Since its inception in 2001, the program has supported 104 such scholars.

4.4 THE SOCIAL ENVIRONMENT

Since ancient China, higher education has been viewed as a great honour to a family. When the higher education supply cannot satisfy the huge demand, studying abroad becomes the effective way to solve the problem.

4.4.1 The Development of Chinese Tertiary Education

In 1949 when the communists seized China, they abandoned the Western model of the comprehensive university. For the next 30 years, China's higher education duplicated the Soviet system. Furthermore, as a result of the political and ideological sudden change, especially the break with the Soviet Union and the Cultural Revolution, Chinese universities even closed down for about ten years—from the mid-1960s to the mid-1970s. With the beginning of economic reforms in the late 1970s, institutions of higher education were re-opened and revived (Wang, 2003: 62).

According to the National Bureau of Statistics (Zhou, 2006: 38), to begin with, the number of higher educational institutions has almost tripled, from 598 in 1978 to 1731 in 2004. Over the last few years, a number of smaller universities merged into larger academic institutions. In 1998, PRC President Jiang Zemin called for the establishment of 100 first-class universities and 30 world-class research universities by 2020. Right now only four Chinese universities are recognized as meeting top international standards: Beijing and Qinghua in Beijing and Fudan and Jiaotong in Shanghai (Wang, 2003: 81).

According to the statistics by the Ministry of Education, the overall number of full-time higher education faculty staff more than quadrupled, from 206,000 in 1978 to 858,000 in 2004. The number of new students in the higher education system has increased from about 400,000 in 1978 to nearly 4.2 million in 2004. The number of those who successfully completed their undergraduate study has also increased by nearly 15 times, from 165,000 in 1978 to 2,391,000 in 2004 (Zhou, 2006: 72).

The number of new postgraduate students has dramatically increased over 30 times, from 10,708 in 1978 to 326,286 in 2004. The total number of postgraduate students in China's higher education institutions has also increased from 10,934 in 1978 to 819,896 in 2004. The number of those who successfully completed their postgraduate study has increased from nine in 1978 to 150,777 (Zhou, 2006: 73).

4.4.2 Problems in Chinese Tertiary Education

Although Chinese tertiary education has achieved remarkable achievements, it still has its problems. Three major problems are the insufficient tertiary education resources, conservative academic teaching, and strength in engineering and weakness in social science (Wang, 2003: 3).

4.4.2.1 Insufficient tertiary education resources

For most Chinese students, the only way to be selected by universities and colleges is to pass the National Entrance Examination. The National Entrance Examination is on the 7th, 8th and 9th of June and is only held once a year. The students are tested in politics, language proficiency, mathematics and a comprehensive paper consisting of biology, chemistry, physics, geography and history. The criterion of the National Entrance Examination is the academic performance in that examination (Zhou H, 2006: 57).

The National Entrance Examination has already become an important part of China's culture, because traditionally, entrance to a higher education institution is considered a great honour to the family (Wang, 2003: 87). From March every year, when the television programmes about the National Entrance Examination are launched, numerous books of how to prepare for the Examination are published, columns are opened in local and national newspapers and lots of parents and students even go to temples to pray in order to get good marks in the Examination (Zhou, 2006: 5).

Wang (2003: 9) has pointed out that the biggest disadvantage of the National Entrance Examination is its criterion. There is only one chance for candidates. No matter how outstanding the candidate is during the whole high school period, he or she will be rejected if they cannot get good marks in this examination. Furthermore, a person's potential and his or her responsibility to

the society cannot be judged by the performance of the Examination only.

The entrance to undergraduate studies is difficult, and to postgraduates it is even more difficult. Like the National Entrance Examination, there is a National Postgraduate Entrance Examination held in January every year. The criterion to postgraduate study is also only the academic performance of that examination (Wang, 2003: 11).

According to the Ministry of Education (Zhou, 2007: 21), there are 1.27 million undergraduates signed up for the National Postgraduate Examination in 2006 and only 344 thousand of them can be recruited for postgraduate studies in 2007. The ratio of signing up and recruitment is 4:1 which is as the same as for 2005.

Table 4.1 illustrates the last nine years' numbers of students that graduated from high schools and the students accepted by universities and colleges.

The table clearly illustrates that the total number of graduates from 1998 to 2006 is 51.83 million, and the accepted number is 28.39 million. The difference is 23.44 million. That emphasizes the importance of tertiary education abroad for Chinese students. It opens up an opportunity which is difficult to come by in China itself.

(See next page.)

Table 4.1: Numbers of students graduate from high schools and the students accepted by universities and colleges

Year	Numbers of graduates from high schools	Yearly increases (%)	Numbers of students accepted by universities and colleges	Yearly increases (%)
1998	3.20 million	-----	1.08 million	-----
1999	3.41 million	6.56	1.64 million	51.85
2000	3.89 million	14.07	2.22 million	35.36
2001	4.53 million	16.45	2.60 million	17.11
2002	5.27 million	19.02	3.20 million	23.07
2003	6.13 million	16.31	3.40 million	6.25
2004	7.23 million	17.94	4.20 million	23.50
2005	8.67 million	19.91	4.75 million	13.09
2006	9.50 million	9.50	5.30 million	11.57

Source: Zhou, 2007: 19

4.4.2.2 Conservative academic teaching

It is not surprising to see that in China, most of the universities and colleges

use conservative academic teaching, which is focusing on theory and no practice, sticking to so-called classic textbooks that have been out of date, and lacking of academic freedom (Wang, 2003: 8).

The simple reason is almost all the lectures and professors are selected according to their academic record. They follow the old way that assures them to make no mistakes (Wang, 2003: 11).

4.4.2.3 Strong in engineering and weak in social science

According to the Ministry of Education (Yan, 2005: 51), in 2004, the majority of China's postgraduate students have studied either engineering (38.8 percent) or science (12.5 percent); nearly 60 percent of the doctoral students and nearly 50 percent of the master's candidates study one of these subjects. In 2004, about 56,000 engineering students successfully completed their postgraduate study. About 48,000 received their master's and about 8,000 received their Ph.D.s.

According to the Ministry of Education, the percentage for undergraduate students is lower, but still impressive. Out of a total of 13.3 million students, nearly 4.4 million, one-third, study engineering. Nearly 2.3 million undergraduates (17 percent) study management—more than three times the number of economics students. According to Yan (2005: 52), an additional 1.16 million study science and around one million study medicine. In 2004,

more than one million Chinese students successfully completed their undergraduate study in engineering (over 812,000) and science (over 207,000).

History attracts 0.5 percent of all students and Philosophy only 0.1 percent (Yan, 2005: 2). Evidently, China is still considerably weaker in humanities and especially in social sciences and law. As a matter of fact, the China Statistical Yearbook does not provide any data on sociology, anthropology, political science, international relations, demography, statistics or religion (Wang, 2003: 32).

4.4.3 Trends for Studying Abroad

Zhou (2006: 30) points five trends out of the Chinese overseas study market.

Firstly, the number of Chinese students going abroad for further studies remains steady in the recent years. According to the Ministry of Education, in 2002, 125,000 people go abroad for their studies and 117,000 of them are self funded. In 2003, the figure is 117,000 and 109,000 of them are self funded. In 2004, the figure is 114,000 and 104,000 of them are self funded (Zhou, 2007: 43). That is to say that since 2002, there are more than 100,000 students abroad for their studies annually.

Secondly, the demand for overseas undergraduate study is as much as the

overseas postgraduate studies. Insufficient tertiary education resources have forced many Chinese students to study abroad.

Thirdly, the destinations of overseas study spread worldwide. The traditional destinations are USA, UK, Australia and Canada. Now, Russia, France, Germany, Italy, Spain, Ireland, Korea, Malaysia and even Cuba have become the new popular destinations.

Fourthly, Chinese enthusiasm for overseas study goes rational. Students and their parents do not chase the top-ranking universities in developed countries as their only destination. They take their interests, family incomes and majors into account. The criterion to judge whether the overseas study is successful has been changed into whether the student has really learn something (Zhou, 2006: 6).

Fifthly, more and more foreign governments and education institutions pay intensive attention to develop the Chinese overseas study market. They employ favourable conditions to absorb Chinese students. The British government promises in 2005 that all the Chinese students studying in Britain can work there for one year after they graduate (*New visa policies in eight countries*, 2005). Many American universities also lower their admission criterion for Chinese students. TOEFL scores are no longer a prerequisite

requirement (Zhou, 2006: 72). Singapore universities provide abundant scholarship to the outstanding Chinese students in order to persuade them give up their studies in Chinese universities and study in Singapore (Zhou, 2007: 46).

As for the geographic distribution of the overseas Chinese students and scholars, the statistics for destination in 2003 by the National Bureau of Statistics (Yan, 2005: 59) is as follows: 10.5% to Asia, 1.8% to Africa, 49.8% to Europe, 15.4% to North America and Latin America, and 22.5% to Oceania. Amongst those who have returned in 2003, 25.1% are from Asia, 0.2% from Africa, 42.7% from Europe, 22.7% from North America and Latin America, and 9.3% from Oceania. As for those who are still studying abroad, 22% are in Asia, 0.6% in Africa, 28.1% in Europe, 36.4% in North America and Latin America, and 12.9% in Oceania.

4.5 CONCLUSION

The economic transition, the fast-growing market economy, the rapid development of science and technology, and the increase in individual income levels and living standards stimulated increasing demands for tertiary education, but China does not have sufficient tertiary education resources to satisfy the demand, and it cannot eliminate its tertiary education shortcomings

in the short-term (Wang, 2003: 4).

Nowadays, more and more Chinese students choose studying abroad as a necessary complementary to tertiary education. Zhou (2006: 33) explains that the students can not only get the qualification overseas, but also broaden their insight, get involved in another culture, and be more independent and confident. The experience of studying abroad is precious for students in their future lives.

Comparative study of United States, Britain, Australia and other countries of how they develop the Chinese students' market will be done in the next chapter. The tertiary education of Free State, South Africa will also be analyzed in the next chapter.

CHAPTER 5

THE COMPETITIVE SITUATION IN THE CHINESE STUDENT MARKET

5.1 INTRODUCTION

The number of Chinese students studying abroad in 2006 was 134,000, a record high. The total number of Chinese students studying abroad reached 460,000, and 90 per cent of them were self-sponsored (Zhou L, 2007: 32). More than \$15 billion flows out of China annually because of studying in foreign countries (*Market competition for Chinese students*, 2004).

The huge market opportunity attracts various countries in the world to compete in the Chinese student market. According to a survey conducted by Chivast Education International Co. Ltd. and Beijing Overseas Education (Zhou H, 2006: 5), there are more than twenty countries selected as "the most favored nations by Chinese students for studying abroad in 2006". These countries include the United States, Australia, Britain, Canada, South Korea, New Zealand, Russia and Germany.

The Free State province, South Africa, should learn from the experience of the marketing strategies of the above mentioned countries to successfully explore

the Chinese student market.

In this chapter, the researcher will cover the literature study of the current marketing situation of the Free State tertiary education compared to other countries, which have successfully explored the Chinese student market.

5.2 TRADITIONAL COMPETITORS IN THE MARKET

The United States, Great Britain and Australia are the traditional competitors in the market. About 80 per cent of the Chinese students studying abroad are staying in these three countries (Zhou H, 2006: 80).

5.2.1 The United States

The United States started exploring the Chinese student market since the early 1990's, and it retains the status of the most popular country for the Chinese students to study in since then (Zhou H, 2006: 81). It attracts Chinese students with its abundant tertiary education resources, flexible promotions programs and superpower status in the world.

5.2.1.1 Abundant tertiary education resources

The biggest advantage of the United States is its abundant tertiary education resources. Liang W(2004: 82) explains that the United States has more than 2,300 four-year, degree-granting colleges and universities. There are also

more than 1,800 two-year institutions called "community colleges." Compare these large numbers to those of other countries. The United Kingdom has 228 degree-granting universities and colleges, Germany 368, France 545, and Japan 709. South Korea has about 200; so does Canada. Australia has 42, New Zealand 31 and South Africa 23 (Yan, 2005: 3).

The schools of the Ivy League are well-known in China, and many Chinese students aspire to attend these seven world-class private universities (Yan, 2005: 101). They are: Harvard University, Yale University, University of Pennsylvania, Princeton University, Columbia University, Brown University and Cornell University.

Also private are such great universities as Stanford University, the University of Chicago, New York University, and the University of Southern California. Private universities originally founded by religious congregations are another large sector. Among the most noted would be Georgetown University, Baylor University, Brigham Young University, and the University of Notre Dame (Yan, 2005: 11).

According to Zhou L (2007: 122), there were 62,582 Chinese students studying in the United States during 2006. It is the second largest group just behind the Indians. There are half again as many Chinese students in the

United States as in the United Kingdom, three times more than those studying in Germany, nearly six times more than those studying in France.

Liang W(2004: 19) points out that in some countries, there seem to be large numbers of Chinese students, but a second look at the figures shows that many are in language schools and undergraduate programs. Eight-two percent of the Chinese students studying in the United States, in contrast, are in postgraduate programs.

Tertiary education in the United States emphasizes creativity, critical thinking skills, and the ability to challenge authority and prevailing paradigms (Zhou H, 2006: 31). The Chinese students all agree that their greatest challenge was the transition to a classroom where students ask questions, reply to questions, and state and defend points of view. However the students are all unanimous in saying that -- after the initial classroom shock -- learning these creative thinking and presentation skills was the greatest reward of their time of study in the United States. At a time when China has embraced free and reform, there can be no greater need (Yang, 2001: 5).

5.2.1.2 Flexible promotion programs

The following are the programs which have been used by the United States to promote its tertiary education in China.

5.2.1.2.1 Visa policy changes

Zhou L(2006: 12) points out that the visa of the United States is one of the visas that are the hardest to get in the world, especially since the terrorist attacks on September 11, 2001. This leads to a decline in the number of Chinese students in the United States since 2004 when it dropped by 4.6%. In order to regain its market share in the Chinese student market, it relaxed the visa restrictions for international students in 2005 and 2006. This move promoted the development of its education market and caught the attention of more Chinese students.

Previously, students needed to get entry permits from customs and make a claim on their duration of stay. If they needed to go back to their homeland during vacations, they had to provide a visiting certificate. After the vacation ended, they needed to apply for another visa for re-entry into the United States. Sometimes, the whole procedure took more than half a year to complete. Today, as long as their students ID cards remain unchanged, they can return to their homeland within one year, without showing a visiting certificate and applying for a re-entry visa (Zhou L, 2007: 90).

5.2.1.2.2 Education information in Chinese

The United States recently announced an initiative to help Chinese students

who want to study in the United States by providing them with more information about U.S. education in Chinese (*Info U.S.A.*, 2006). The initiative was developed by the Department of Commerce, in conjunction with the Department of State and the Department of Education.

A new Mandarin-language television program was launched featuring Chinese students talking about their experiences with U.S. higher education since November 15, 2006 (Zhou L, 2007: 56).

A customized Internet “landing page” in Chinese debuted November 17, 2006. The page, Liu Xue USA (“Overseas Study in the USA”), provides information including the latest program schedules and resources about studying in the United States (*Multimedia initiative helps Chinese students study in the USA*, 2006).

DVDs of the television programs are distributed at education fairs as well as through the 47 U.S. education advisory centers across China.

5.2.1.2.3 Various scholarships for postgraduates

Most Chinese students in the United States, eight-two percent, are graduate students. They mainly research mathematics, sciences, and engineering (Zhou H, 2006: 9). Universities and colleges offer various scholarships for

these students. Bishop (*Chinese students in US tertiary institutions, 2005*) explains that they are often able to be teaching assistants and research assistants, thus qualifying for free or lower tuition fees. This is a major reason for the Chinese students to study in the United States for their master's or doctor's degrees.

5.2.1.2.4 "1-2-1" undergraduate program

Studying as undergraduates in the United States is expensive. It is about \$40,000.00 to \$50,000.00 annually (Zhou H, 2006: 163). In order to attract more undergraduates from China, the United States developed the 1-2-1 undergraduate program. A student studies one year at his or her university in China and then studies for two years at a partner school in the United States. After finishing a senior year back in China, the student receives the bachelor's degree (Zhou L, 2007: 137).

The U.S. government took appropriate marketing strategies, for example the change of visa policies, education information in Chinese and various postgraduate and undergraduate programs in promoting American higher education in China and the United States is now taking the leading role in the Chinese student market.

5.2.2 Australia

As from 2006 an increasing number of Chinese students chose Australia as their study destination. Australia was ranked second by Chinese students as the target country for overseas study in 2006, a jump from fourth in 2005 (Zhou H, 2006: 154). It is mainly due to its successful marketing campaign in China. These campaigns are described further in the following paragraphs.

5.2.2.1 Education co-operation

Australia enhanced the education co-operation with China since 2004. There are 25,947 Chinese students studying in Australia up to June 2006. Five thousand three hundred and twenty of them are in language courses (second behind Korea), 12,082 in undergraduate and postgraduate programs and 2,561 in high school studies (first place of all the international students), according to Zhou L(2007: 11).

Scientific research collaboration was strengthened. Enterprises from both sides were active in supporting scientific research and played an important role in financing research and developing it to application level (Zhou H, 2006: 19).

Joint academic degrees are recognized in both countries. The students can study the first three years in China and the last year in Australia. After they complete the study, they can get both degrees issued from the Chinese university and the Australian university (Zhou H, 2006: 160).

The above educational co-operation activities enlarged the influence of Australia's tertiary education in China and a positive image about Australia was formed. It makes a great contribution to attract Chinese students to study in Australia.

5.2.2.2 Immigration and potential employment opportunity

Australia's culture is diversified which provides international students with relatively more opportunities for personal development after their studies are completed (Zhou H, 2006: 147). Australia also gives higher recognition to the qualifications of its own country when potential immigrants apply for residency than those of overseas qualifications (Zhou L, 2007: 81). Therefore many potential, young Chinese immigrants are attracted to Australian universities as a first step toward immigration to the country.

International students with valid study permits in Australia can work 20 hours per week during school terms and unlimited hours for the school holidays (Yan, 2005: 93). This regulation helps many Chinese students who want to study in Australia but with limited finances to make their dreams come true.

5.2.2.3 Marketing strategy change on price issue

Australia marketed itself as an affordable study destination before 2002. The

cost of studying in tertiary education in Australia was very competitive when compared with the UK and USA. However, the soaring Australian dollar, coupled with an average annual rise in tuition fees of 12 per cent and a national drought that has caused an increase in food prices, have all generated increasing living costs for international students (You, 2006: 52).

A study comparing the total costs of higher education for international students in a number of key education destinations, compiled by Education Australia and the Centre for International Economics, revealed the UK to be the most expensive destination for international students, followed by Australia. The United State, Canada and New Zealand ranked the 4th, 5th and 6th expensive countries.

The general manager of the Australia education global strategy, Denis Meares (You, 2006: 21) said, "Before Australia marketed itself as an affordable study destination. Now we will need to shift our marketing approach. Quality of education, qualifications recognition, employment prospects and affordability are all contemplated as part of the total marketing and promotional mix."

The marketing and promotional mix change seems to be successful in China. Although there are only 42 universities in Australia, they are all known as good quality universities (Zhou H, 2006: 49). This becomes one of the most

attractive highlights of studying in Australia.

5.2.3 Great Britain

Great Britain ranks third on the most wanted study destinations. There are now over 60,000 mainland Chinese students pursuing full-time education in Great Britain, up from 3,000 in 1998. It is about 60% of all Chinese students in the Europe (Zhou L, 2007: 36). The education department makes a great contribution to achieve this. The marketing strategies they use are as described below.

5.2.3.1 Great Britain education exhibitions

China International Education Expo is the window for Chinese people to know the foreign countries and their tertiary education. It is held once a year and in 10 to 15 major big cities (Zhou L, 2007: 25). The British delegate is always the largest single group of participants and its green background is well-known by Chinese people. For example, over 60 British schools attended the China International Education Expo 2007, including famous universities as well as high schools and colleges (*Highlights in International Education Expo-2007*, 2007).

The United Kingdom has 228 degree-granting universities and colleges, including the world famous Oxford and Cambridge Universities. The quality of

the British education system and world-recognised qualifications are chased by Chinese people (Wang, 2003: 47).

The expo has great effect in positioning Great Britain as the first choice for Chinese students, showcasing the wide range of opportunities and possibilities within Great Britain's education system, providing first-hand information to a variety of students exploring opportunities for study in Great Britain, and developing and strengthening links with local education providers (Huang, 2005: 82).

5.2.3.2 Policy changes

The British department of foreign affairs simplified the visa application procedure. Last year the number of visas issued to new students coming to Great Britain rose by 21% over 2005 to 20,640 (Zhou L, 2007: 5). According to Huang (2005: 70), Chinese students account for some 15% of all foreign students in Great Britain. The vast majority are self-funded. An official from the British Council in China said that the visa approval rate of Chinese students was 89% higher from January to December of 2006 than the previous year, the highest rate on record (Zhou L, 2007: 27).

International students with valid study permits can work 20 hours per week during school terms and unlimited hours in school holidays. The valid spouse or parents of the student can work unlimited hours (Zhou H, 2006: 37). This

helps greatly reduce the expensive tuition and living expenses in Great Britain.

International students studying there for longer than six months can receive free medical cover (Zhou L, 2007: 21). A new policy, which took effect on 1 May 2007, enables international students to stay on in Great Britain for a year to work after they have completed their studies (*New visa policy in UK, 2007*). This policy should certainly ensure that Great Britain remains an attractive study destination.

5.2.2.3 Good public relationship with China

Eighty-two British tertiary Education institutions, about half the total, are helping to deliver education in China. Great Britain has the only two examples of a joint venture campus – Nottingham/Ningbo – and a joint venture university – Liverpool/Xi'an Jiaotong University – in China (Yan, 2005: 91). There are 1,500 British students studying in China, and there was a sizeable increase in 2006 in the number of British students going to university to study Chinese (Zhou L, 2007: 29). This kind of education co-operation and exchange are highly welcomed by the Chinese government.

Great Britain also provides various kinds of scholarships to the Chinese public.

The British Government Chevening Scholarships scheme provides scholarships for Masters Degrees to some 160 Chinese students a

year. Those who receive the scholarships already have some years' work experience and have shown potential to be leaders in their fields. The scheme in China is larger than in any other country. It has been going for 25 years. Past Chevening Scholars are now reaching senior positions. Indeed one reached the Politburo. It is money well spent in terms of lasting relationships (Huang, 2005: 53).

The British Government also offers 50 Scholarships for Excellence, for those at the post-doctoral level (Zhou H, 2006: 21). This is appreciated by the Government of China, as are several senior leadership development programs which are run in the UK for Chinese officials at Ministerial and Vice-Ministerial rank, for chief executives of state-owned enterprises, and for other senior officials (Yan, 2005: 88).

Keeping a good relationship with the Chinese government gives Great Britain many benefits when promoting its tertiary education in China. Almost all mass media gives it a positive image.

5.2.3.4 Chinese culture in Great Britain

Great Britain not only attracts Chinese students to study there, but also create a good Chinese culture atmosphere there. According to Zhou L(2007: 54), over 500 British schools are now teaching Chinese, there are 10 Confucius

Institutes and classrooms teaching Chinese language and culture in Great Britain, and there are 60 mainland Chinese teachers in British schools and that number will rise to 80 later 2007.

Culture is an important factor to influence Chinese students when they consider their study destination. They are willing to choose a country which knows and respect their culture (Yang, 2001: 114).

5.3 FACTORS ATTRACTING INTERNATIONAL STUDIES

There are many factors to influence the Chinese students when they choose their study destinations. Zhou H(2006: 74) explains that study environment, cost and the relationship between the governments are all factors to be taken into account.

5.3.1 Attractive study environment

The natural environment has always been a key factor in attracting students from foreign countries. Some countries make full use of this kind of resource and successfully attract Chinese students to study there, although they do not have a strong tertiary education background. Some of these countries are described below.

5.3.1.1 Canada

Canada is ranked the most inhabitable country, as well as the world's most spectacular nation for overseas study, according to the Human Development Index (HDI) by the United Nations (UN) in 2005 (Huang, 2005: 31).

Study costs in Canada, compared with other major English speaking countries, are slightly lower. With a relatively stable visa policy and attractive immigration policy, Canada has been attracting a large number of Chinese students for years (Zhou H, 2006: 78).

5.3.1.2 New Zealand

New Zealand has also welcomed more and more foreign students to study, offering a good living environment and desirable lifestyle. It boasts eight outstanding colleges and universities, creating better prospects for employment and immigration after students graduate (Huang, 2005: 16).

The New Zealand Education Research Center stated that students can apply for visas even without taking an English proficiency test (Zhou H, 2006: 82). This is an important reason why more Chinese students intend to study in the country.

5.3.1.3 Malaysia

An elegant environment, bilingual lifestyle, international academic atmosphere and prudent management are the most attractive advantages of study in Malaysia (Huang, 2005: 22).

Bilingual language proficiency has been a fundamental requirement for residents in this country. Students in the country can benefit from world-class education, with a guarantee of an excellent degree of higher education. Residents living in the most inhabitable country in the Asia-Pacific region, enjoy life's real pleasures (Zhou H, 2006: 86).

5.3.2 Friendly international relationships

International relationship between China and the other countries plays a very important role in overseas study.

5.3.2.1 Japan and Korea

The year of 2007 is the "year of China" in Japan and the year of "Chinese-Korean exchange" (Zhou L, 2007: 128). Frequent communications and exchanges between the governments of both countries have motivated students to study in the two countries.

Japan offers a variety of preferential policies to Chinese students that create unique conditions for international students to continue research and study in

the country. A large number of Chinese students chose to study in Japan and Korea during 2006 (Zhou L, 2007: 35).

5.3.2.2 France

Following the "2005 Chinese-French year of cultural exchange", France and China also successfully held a "Chinese-French cultural exchange" in the spring of 2006 (Zhou L, 2007: 102).

The activities have aroused Chinese students' interest in the French culture and art. More and more students and their parents favour the high quality and low cost of education in the country. France thus has been able to retain its position as China's second largest European destination for overseas study (Zhou L, 2007: 97).

5.3.2.3 Spain, Italy and Austria

Spain, Italy and Austria became more popular for overseas study in 2006. They became new favourite countries among Chinese students from their presence at the International Education Exhibition in 2006 (Zhou L, 2007: 3). As countries with languages less popular in China, but with a relatively higher quality of education at a lower cost, they are able to seize a share in the Chinese international education market.

5.3.3 Low costs

Study costs are always an unavoidable factor when Chinese students consider to study abroad. Low-cost countries help many poor Chinese students to realize their dreams to study abroad.

5.3.3.1 Russia and Ukraine

Russia and the Ukraine, both offering high quality education at a low cost, have become destinations for more Chinese students in recent years. Some colleges and universities even have difficulties in handling excessive recruitment and tension in hostels (Zhou H, 2006: 11).

5.3.3.2 Ireland

Ireland is one of the countries which use British English. The European Education Research Center believes that Ireland famous universities and colleges with beautiful harbours could compete with Oxford and Cambridge (Huang, 2005: 39).

In addition, their information technology professionals perfectly integrate theory and practice, therefore having very good employment prospects (Wang, 2006: 2). Moreover, Ireland also allows full-time international students to work in the country legally, and both tuition and fees are relatively lower than in other English speaking countries such as Great Britain and the United States (Chen, 2007: 38).

5.3.3.3 Germany

Germany's graduation diploma is held in the highest academic regard in the world (Huang, 2005: 21). Offering an education with rigorous teaching styles and free tuition benefits, the German education system has been the number one choice for many students (Zhou H, 2006: 25).

However, from the beginning of 2006, it began to adjust its policy on waiving full tuition fees (Zhou L, 2007: 21). Therefore, international students studying in Germany would be able to enjoy a free tuition policy for only a few years to come. There will be more Chinese students intending to go to Germany in the next few years (Zhou L, 2007: 23).

5.3.4 Nordic countries

Nordic countries such Norway, Sweden, Denmark, Finland, and Switzerland, have also become the target for academically outstanding Chinese students by offering high benefits such as cutting down or waiving tuition and fees, and providing student financial aid (Zhou H, 2006: 25).

It is not difficult to see that each country has its advantages and attractive aspects to attract Chinese students to study there. The researcher will analyze

the tertiary education of the Free State, South Africa in the following paragraphs.

5.4 THE FREE STATE TERTIARY EDUCATION ANALYSIS

The Free State is the central province in South Africa. The capital is Bloemfontein. The province has a population of 2.63 million (*An introduction: Free State, South Africa*, 2006). There are two universities which are recognized by the Chinese education department, and they are: the University of Free State and the Central University of Technology, Free State (*Welcome to the Rainbow Nation: UFS & CUT*, 2008)

5.4.1 Tertiary education resource in the Free State

The Tertiary education resource of the two universities is discussed as below:

5.4.1.1 The University of Free State (UFS)

The University of Free State (UFS) was established in Bloemfontein in 1904. It is a multicultural, parallel-medium (English and Afrikaans) institution. It has six faculties offering a full range of undergraduate and postgraduate programs (*Welcome to the Rainbow Nation: UFS & CUT*, 2008).

On the main campus in Bloemfontein, the students number is close to 16 000,

while almost 3 000 students use other means of study such as the Internet and distance education. The Qwaqwa Campus is in the Eastern Free State, which was incorporated in January 2003, has approximately 1 500 students.

The University is an important centre for research and has close ties with a number of universities on the continent as well as around the world.

5.4.1.2 The Central University of Technology, Free State (CUT)

The Central University of Technology, Free State opened its doors on 1st January 1981. After many years of hard work by the dedicated CUT staff and students, it grows up to be a comprehensive university with three faculties. They are: Faculty of Engineering, Information & Communication Technology, Faculty of Health & Environmental Sciences and Faculty of Management Sciences. There are 10200 students studying at the CUT in 2007 (*Welcome to the Rainbow Nation: UFS & CUT, 2008*).

CUT opened three branches or distance campuses where part-time contact tuition could be offered to students who preferred to or were obliged to continue their studies in the centres where they worked and lived. These branches were in Welkom, Kimberley and Kroonstad. A fourth at Qwaqwa was opened some time afterwards to serve the needs of that particular community, but has been closed down again (*Welcome to the Rainbow Nation: UFS & CUT, 2008*).

As a regional university, the research at CUT aims to solving of business and industry related and directed problems of the region, but it cannot be isolated from the national, African and international events.

5.4.2 Study life of international students in the Free State

There are 2500 international students studying in UFS in 2006, about 100 Chinese students included. In CUT, there are 571 international students and 20 of them are Chinese students (Zhou H, 2006: 197).

The tuition fees charged upon the international students in UFS and CUT are different. In UFS, the international students pays the as the same tuition fees as the local students, but they pay extra R2400 for the international students' administration fees annually. The international students in CUT do not need to pay the international students' administration fees, but their tuition fees are 1.5 times than the local students (Zhou H, 2006: 198).

Both universities have international offices which cope with the affairs of international students and there is accommodation for international students on the campuses.

5.5 CONCLUSION

Chinese students' market is a potential and huge market. In order to get a better position, all other countries give beneficial policies. The Free State is a good choice for middle income Chinese families to send their child to study for its reasonable tuition fees and international environment.

The next chapter will discuss the research methodology.

CHAPTER 6

RESEARCH METHODOLOGY

6.1 INTRODUCTION

Methodology refers to the theoretical analysis of the methods appropriate to a field of study or to the body of methods and principles particular to a branch of knowledge (Liang, 2007: 187).

As the researcher discussed in the previous chapters, China is a big, potential market for foreign countries to market their tertiary education, but different culture backgrounds need specific marketing strategies. Some countries have been aware of this and are very successful in this field, while it seems that the Free State, South Africa, does not effectively market its tertiary education to potential Chinese students. Therefore it failed to earn more foreign investment.

The methodology used to collect, analyze, and interpret data relating to market

tertiary education of the Free State, South Africa, is discussed as follows.

6.2 IDENTIFICATION OF INFORMATION SOURCES

There are two types of information sources, namely primary data and secondary data (*Getting started – types of information sources*, 2007). The primary data refers to the information collected by the researcher. The secondary data is information already available for the researcher to use. It includes all printed materials and Internet materials, such as books, journal articles, newspaper articles, thesis, dictionaries, government publications and government websites.

In this research, the data utilized was both from primary and secondary sources. The primary data comprised of data collected from the students in China and the Chinese students studying in the Free State, South Africa. Questionnaires were handed out to the students on the basis of a probability sampling method. Primary data has also been collected via in-depth interviews.

The secondary data comprised of information which currently exists and which is outlined in the reference list.

6.3 DATA COLLECTION METHODS

Gates and McDaniel (2002: 173) identify three primary methods of data collection, namely survey, experimentation and observation.

Observation concerns the recording of behavioural patterns without questioning or communication with respondents. Experimentation involves changing one variable and observing the change upon another variable. Survey research focuses upon questioning respondents in some manner in order to determine the answers to questions relating to a specific field.

This research used survey research in order to collect data. Two main types of survey methods were used, and they were questionnaires and group/personal interviews.

6.4 QUESTIONNAIRE

The questionnaires were designed to encourage respondents' co-operation. Therefore it should be structured carefully to prevent disguised questions appearing in the questionnaire. All the questions in the questionnaire were related to the problem statement.

6.4.1 Questionnaire design scales

Scaling is utilized to measure attitude. In this research, a Likert scale is employed.

A Likert scale is defined as a set of responses displaying a series of attitudes towards an object. Attitudes usually range from favourable to unfavourable, and are assigned numerical values. Total scores are calculated to determine the respondents' attitude towards the object (Liang S, 2007: 26).

This method provides a clearer method of determining respondents' attitudes towards foreign study. It also helps to identify a preference towards a particular influencing factor. The Likert scale is identified as the most favourable scale to utilize within the questionnaires, as the attitude of students towards studying in a foreign country was to be measured.

6.4.2 Questionnaire layout

The questionnaire consisted of scale ratings, single-choice questions and open-ended questions. It was structured to cover the objectives of the proposed study.

Five point scales were utilized which consist of "Always" to "Never" and "Very much" to "None".

Open-ended questions allowed respondents to express their own opinions towards a problem. Respondents were provided with the opportunity to explain the reasons for their answers. Therefore it was possible for respondents to answer from their own frame of reference (Liang, 2007: 89).

Single-choice questions required respondents to select one answer from a predetermined list.

6.4.3 Effective strategies in designing a questionnaire

In order to develop an effective questionnaire for this study, strategies were utilized to the following aspects (Liang, 2007: 48):

- Avoiding long questions;
- Only questions relevant to the research problem were included;
- Language was unmistakably clear; and
- No hidden assumptions were present within the questions.

6.5 INTERVIEWS

According to Liang (2007: 49), personal/group interviews refer to interviews conducted directly between the respondent(s) and the interviewer. It requires the interviewer and the respondent(s) to be present at the same time in the same physical location.

In this research, group interviews were utilized in Bloemfontein. Four Chinese students studying in the Free State, South Africa, were invited to have the group interviews with the researcher. They are F Zhao (M. Tech: Marketing), Y Cui (B. Tech: Information Technology), T Liu (B. Com: General Management) and HH Liu (M. Com: Investment Management). In the interview, the questionnaire for the Chinese students studying in the Free State, South Africa, was used.

It is important to test the validity of the interviews to ensure consistency and accuracy. See 6.7 (p. 115). Concurrent and predictive validity provide the necessary evidence of overall validity.

6.6 SAMPLING

The cost of studying an entire population to answer a specific question is usually prohibitive in terms of time, money and resources. Therefore, a subset of subjects representative of a given population must be selected; this is called sampling.

6.6.1 Sampling methods

Gates and McDaniel (2002: 125) identify that there are two main types of

sampling methods, namely probability and non-probability sampling. Probability sampling refers to a sample where elements of the population are randomly selected. Non-probability sampling occurs where elements are selected in a non-random method.

Four types of probability sampling exist, namely simple random sampling, systematic random sampling, stratified random sampling and cluster sampling.

Simple random sampling ensures that every element of the population has an equal chance of being selected. Commonly numbers are assigned to every member of the population, and a pre-specified number of elements is randomly selected from the numbered population (Liang, 2007: 36).

Systematic random sampling occurs when elements are selected from the numbered population using a skip interval (Gates and McDaniel, 2002: 73).

Stratified sampling requires the division of the population into representative subsets. Elements are then selected from each of the subsets (Liang, 2007: 132). Cluster sampling refers to the selection of a sample from a specific geographic area (Liang, 2007: 135).

Simple random sampling was selected in the research, because it ensures that each student of the population has an equal chance of being selected.

Therefore the final outcome could represent the whole population.

6.6.2 Sampling population

During this research, two groups of samples are chosen. One sample group is in China, and the other one is in the Free State, South Africa. The sample in China will be chosen from two cities, Chongqing and Shenyang. The reasons for choosing these two cities were discussed in 6.6.3, Criteria of choosing the Chinese sample cities on page 113. The sample of the Free State will be chosen from the two local universities, the University of Free State and the Central University of Technology.

The sample in China will be used to find out whether Chinese students want to study in foreign countries, what influencing factors were present in their decision-making process and their attitude towards studying in the Free State, South Africa.

The sample in the Free State will be used to get information about how satisfied the Chinese students studying at universities in the Free State are about their study experience and what suggestions they can make to attract more Chinese students to study in the Free State, South Africa.

It was decided to hand out questionnaires to 500 Chinese students in China,

among them 250 in Chongqing and 250 in Shenyang. The sample size was selected due to the financial and sampling method consideration. Firstly was the financial aspect, the printing of the questionnaires. Secondly was the sampling method consideration. Since the simple random sampling method was utilized and it ensured that each member of the population got the equal chance of being selected, 250 students in each city could represent the whole population well.

Due to the number of Chinese students studying in the Free State, 113 questionnaires of South African survey were handed out. The sample size fully represents the Chinese student population studying in the Free State.

Group interviews were held in the Free State, because open-ended questions in the questionnaire can be answered more specifically and detailed through this method. The answers were used as a guide for marketing the Free State's tertiary education institutions to Chinese students.

6.6.3 Criteria of choosing the Chinese sample cities

The criteria of choosing the sample is important because it will directly lead to whether or not the data collected reflects the reality.

6.6.3.1 Economic development level

As the researcher discovered in Chapter 1 (page 10), that the Free State, South Africa is a good study destination for the middle income Chinese families. Therefore, the sample cities should stand for the middle income living standards of China, not too developed, such as Beijing and Shanghai, and not too undeveloped, such as Tibet and Qinghai.

Chongqing is located in the southwest of China, and it is the fourth municipality directly under the central government since 1997. The whole city developed at a rapid pace and the demand for university graduates is strong. The demand increases 6% annually, while the increase in supply is only 3.01%. There is a forecasted shortfall of 470,000 university graduates in Chongqing for 2010 (*Demand forecast for university graduates in Chongqing before 2010, 2007*).

As the youngest municipality, the GDP per capita of Chongqing in 2006 was \$3486.20 which is higher than the average of the whole country, \$2070. As an industry-based city, Chongqing has great potential, especially after the Three Gorgers Dam was built.

Shenyang is located in the northeast, and is one of China's megalopolises and an important industrial base. The GDP per capita was \$ 2482.50 in 2006. By 2007, 33 Top 500 enterprises from 78 countries and regions have invested in Shenyang and Shenyang has trading partners from more than 100 countries and regions. With the rapid development of the economy, Shenyang also has a

strong demand for university graduates.

6.6.3.2 Geographic consideration

Chongqing is located in the southwest of China and is one of the most prosperous cities inland. It plays an important leading role in developing the western regions, such as Tibet, Qinghai, Xinjiang and Ningxia, which cover one third of the total regions of China.

Shenyang is located in the northeast of China and also is a big center of economy, culture, science and technology, trade, finance and transportation in there. It is often called the equipment department of China; one third of the equipment in China is manufactured in Shenyang. It has great influence in the Northeast of China.

6.7 VALIDITY AND RELIABILITY

Validity and reliability of the questionnaire will influence the final outcome of the analysis of the data collected. It will ensure whether the questionnaires distributed will collect the data that is relevant to the research problem and can be processed into meaningful information (Liang S, 2007: 68).

Validity refers to whether the questionnaire measures what it intends to

measure. In this research, content validity approach was utilized to ensure the validity of the questionnaires.

The questionnaire designed for the survey in China included questions about the Chinese students' attitude towards studying in foreign countries, the influencing factors in their decision-making process and their attitude towards studying in the Free State, South Africa.

The questionnaire designed for the Chinese students studying in the Free State asked the students to answer questions about their study experience in South Africa and their suggestions.

The content validity approach therefore ensured that the question items provided adequate topics under discussion.

Reliability refers to methods utilized to ensure that measures are consistent from the one administration of a questionnaire to the next. A pilot study was conducted to ensure the reliability of the questionnaires. It is discussed in the following paragraph.

6.8 PILOT STUDY

A pilot study is a small experiment designed to test logistics and gather information prior to a larger study, in order to improve the latter's quality and efficiency. A pilot study can reveal deficiencies in the design of a proposed experiment or procedure and these can then be addressed before time and resources are expended on large scale studies.

The pilot study of the research was conducted through the convenience sampling method, because respondents were selected on the basis of convenience or availability.

The researcher tested the questionnaires on 4 respondents in China and 3 in the Free State individually to see whether the questionnaire gave the researcher the expected feedback. The researcher also interviewed 2 respondents in the Free State to test the rationality of the interview questions.

Problems within the questionnaire were identified. Errors were reduced through the careful revision of the questionnaire.

6.9 DATA PROCESSING AND ANALYZING

After the questionnaire responses had been obtained, the researcher analyzed the data. This was done after editing the data, verifying the data for accuracy, coding the responses and variables, categorizing the variables and lastly

keying the data into the computer. It was done with the aid of the Microsoft Excel computer programme.

The Statistical Programme for Social Studies (SPSS) was also used to analyze the data. The frequencies of each categorical variable were determined and are represented graphically with bar- and pie charts.

This study was qualitative of nature; therefore no statistical calculations like hypothetical tests, inferences and regression analysis have been used. Cross-tabulation of certain variables was done to determine whether a significant relationship between variables exists. Frequency tables were also used.

6.10 CONCLUSION

Research methodology refers to the methods whereby the data will be collected, analyzed and interpreted by the researcher. Researchers need not to deviate from the research problem and sub-problems to decide what type of data to collect, what method to utilize to collect data and what means to employ to analyze the collected data. All research methodology to be employed must assist the creation of a solution to the research problem.

The following chapter will address the results and analysis of the data collected.

CHAPTER 7

RESULTS OF THE EMPIRICAL STUDY

7.1 INTRODUCTION

The empirical study refers to the practical application of the study. There are two groups of respondents, namely potential students in China and Chinese students currently studying in the Free State. Different survey questionnaires are utilized to gather information from these respondent groups.

A total of 427 individual responses are obtained from a sample of 500 in China. A response rate of 85.4% percent has been obtained. In the Free State, South Africa, 89 responses are obtained from a sample of 113; therefore a response rate of 79% percent has been obtained. The sample size in China is 500 students. This number is decided mainly due to time and money constraints. The sample in the Free State covers all the Chinese students currently studying in the Free State.

Responses are entered directly into the computer. The results of the research are presented in terms of bar graphs, pie charts, frequency tables as well as cross tabulations.

7.2 RESULTS OF THE EMPIRICAL RESEARCH

The analysis of the results is divided into two sections. Section one concerns the analysis of the survey for the Chinese students studying in the Free State. Section two analyzes the questionnaire for the students in China.

7.2.1 The survey of Chinese students studying in the Free State, South Africa

The survey consists of 8 parts arranged from Part A to Part H. Each part aims to get information from different aspects related to the research problem.

7.2.1.1 Part A: General Information

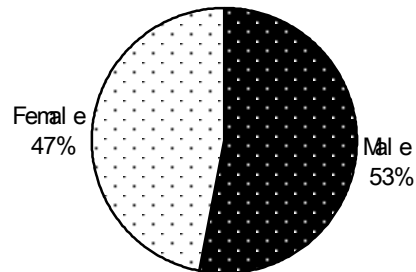
As the survey is conducted amongst Chinese students studying in the Free State, South Africa, it is necessary to get a profile of the respondents who take part in this investigation.

7.2.1.1.1 Gender compositions

Respondents were asked to indicate their gender group.

(See next page.)

Figure 7.1: Gender compositions of the respondents

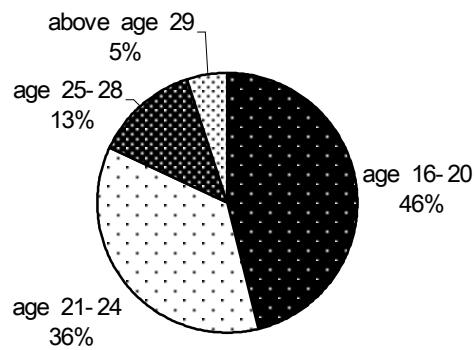


This question aims to determine the gender composition of the respondents, which consists of 47 men and 42 women that participate in the study, representing a gender ratio of 53% men and 47% women respectively.

7.2.1.1.2 Age categories

Respondents were asked to indicate their age groups.

Figure 7.2: Age categories



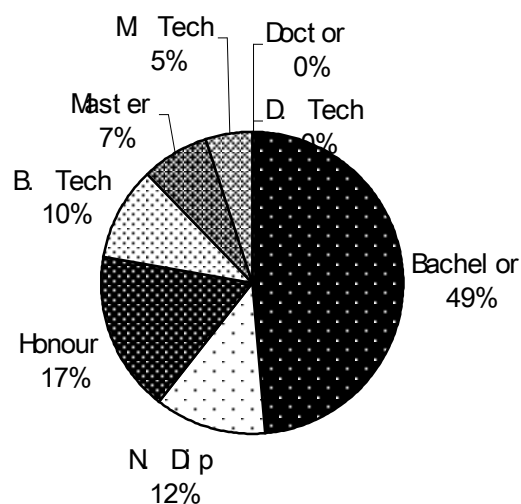
This question aims to establish the age categories of the population. 16-20 years old students represents 46%, age 21-24 is 36%, age 25-28 is 13% and above age 29 is only 5%.

Obviously, the category of age 16-20 years old is the largest amongst the four categories, and it occupies almost half of the respondents.

7.2.1.1.3 Qualification composition

Respondents need to indicate the qualification that they are currently enrolled for.

Figure 7.3: Qualification composition



Forty-eight percent of the respondents are enrolled for Bachelor's degrees, 12% for National Diploma and 10% for B. Tech degree. Honour's degrees occupies 17%. Since Master's degrees and M. Tech are equally regarded as Master's degrees in China, there is no big difference on the figures here, 7% for Master's degrees and 5% for M. Tech. Currently there is no Chinese students enrolled for doctor's degrees or D. Tech. degrees.

According to the agreement between Chinese and South African education departments, B. Tech, Bachelor's degrees and Honour's degrees in South Africa are equivalent to the Bachelor's degree in China, while M. Tech and Master's degrees are Master's degrees; D. Tech and Doctor's degrees are Doctor's degrees. In South Africa, National Diploma plus B. Tech takes 4 years, while Bachelor's degrees in universities only need 3 years. The latter could save a year's time and therefore, the researcher is of the opinion that they are more popular amongst the Chinese students.

7.2.1.1.4 The intended highest qualification

Respondents need to indicate the highest qualification that they intended to obtain.

(See next page.)

Figure 7.4: The intended highest qualification

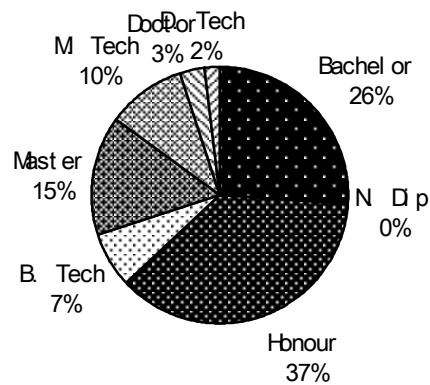
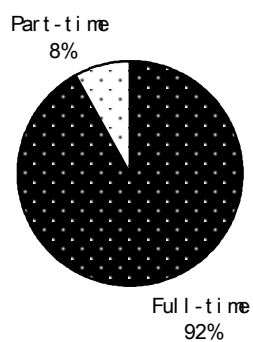


Figure 7.4 indicates that altogether 70% of the Chinese students intend to get a Bachelor's degree as their highest qualification (26% Bachelor, 37% Honours plus 7% B. Tech), and 25% want to get the Master's degree. Five percent of the respondents intend to obtain a Doctor's degree.

7.2.1.1.5 Student status

Respondents were asked to indicate their student status.

Figure 7.5: Student status

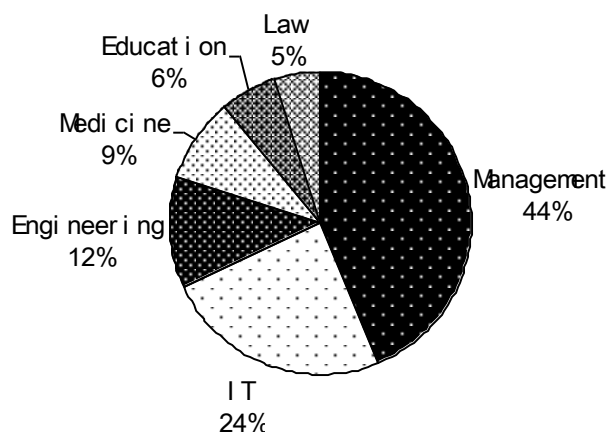


It is evident that 92% of the respondents are full-time students, while only 8% are part-time.

7.2.1.1.6 Faculty composition

Respondents have to specify the faculty that they are currently enrolled in.

Figure 7.6: Faculty composition



The highest percentage of respondents, 44%, indicates that they are enrolled in a Management faculty. Information Technology ranks second with 24% respondents. Twelve percent of the respondents major in Engineering, 9% in Medicine, 6% in Education and 5% in law. Obviously, management studies are the most popular.

The result is tightly connected with the Chinese traditional culture. Chinese people believe that a management education background is better than an engineering education background. It means a good job and comfortable working environment. Although Chinese people also favour studies in law and in medicine, many Chinese students have to give up because they are unable to meet the language requirement.

7.2.1.2 Part B: Frequency of different methods to gather information & Reliability on different methods

This part is a comparison study which includes the frequency of different methods that the respondents utilize to gather information during their preparation for studying in a foreign country and the reliability on different methods. Eight instruments are listed, namely internet, newspaper, magazine, television, radio, exhibition, agents and the South African embassy in China. One open-ended question, Q31, gives the respondents a chance to specify any instruments not listed here.

(See next page.)

Table 7.1: Different methods to gather information and the reliability of it

	Frequency					Reliability				
	Very much	Quite a bit	Don't know	Very little	None	Always	Frequently	Occasionally	Seldom	Never
Internet	52%	38%	2%	5%	3%	21%	52%	19%	5%	3%
Newspaper	12%	17%	7%	57%	7%	28%	36%	27%	5%	4%
Magazine	19%	15%	24%	39%	3%	17%	28%	28%	27%	0
Television	16%	27%	11%	42%	4%	24%	25%	28%	23%	0
Radio	4%	17%	19%	48%	12%	11%	18%	28%	41%	2%

Exhibition	21%	37%	11%	26%	5%	34%	27%	24%	15%	0
Agent	37%	49%	2%	7%	5%	12%	19%	23%	36%	10%
Embassy in China	7%	9%	7%	36%	41%	92%	8%	0	0	0

The Internet is the most popular instrument that the students utilize to gather information. Fifty-two percent of the respondents chose very much and 38% quite a bit. This answer reflects the great influence of the web. When it comes to reliability, 73% of the respondents trust the information from the Internet (21% always plus 52% frequently).

The South African embassy in China is the most reliable – 92% of the respondents always trust it and 8% frequently. But unfortunately, only 16% of the respondents often gather information through it (7% very much plus 9% quite a bit).

Eighty-six percent of the respondents get the information from an Agent (37% very much plus 49% quite a bit) and 58% from the various education exhibitions (21% very much plus 37% Quite a bit). Generally speaking, agents represent professionalism in people’s impression, but the respondents’ reliability towards it is not high. Only 12% always trust the information from agents and 19% frequently trust it. A significantly high percentage of 69% (23% occasionally, 36% seldom plus 10% never) does not trust it. Exhibitions show a positive outcome. Sixty-one percent of the respondents trust it (34% always

plus 27% frequently) while only 39% of the respondents do not trust it (24% occasionally and 15% seldom). Nobody chose the answer of never.

The traditional media – newspaper, magazine, television and radio are also utilized by the respondents when they gather information. Television is utilized by 43% of the respondents (16% very much plus 27% quite a bit), followed by magazines (34%), newspapers (29%) and radio (21%). Newspapers show a great influence when it comes to the audience's reliability. Twenty-eight percent of the respondents always trust the information that they get from the newspaper, 36% frequently trust it and 27% occasionally trust it. It is probably because in China, newspapers operate under the guidance of the central government and therefore it has a traditional authority among the citizens.

In the group interview, the interviewees provide some of their own views.

- (1) They all agree that the Internet is the most powerful method that they could utilize to gather information. It could provide the website of a specific university (if it has one), the country's policy to international students, and the background of the country and even the contact method of the Chinese Students Union in that country or the university.
- (2) The interviewees indicate that since they could find the information that they need on the Internet, they seldom buy newspapers and magazines. They also indicate that they usually watch television and listen to the radio

for leisure, not for gathering information.

- (3) Various exhibitions and agents play a bridging role to connect the student and the university, and not an information role as such. The students want to establish direct contact with foreign universities through these two methods to find an ideal university to study in.
- (4) When there is ambivalent information, they trust the direct information from the government, such as the South Africa embassy in China.
- (5) Exhibitions have a high reliability because the students could communicate with the staff from the foreign university face to face and get more first-hand information.
- (6) The information on the internet is comprehensive and in abundance. True and false information exist simultaneously, and the students need to distinguish between them. It decrease the internet's reliability.

7.2.1.3 Part C: Influence of different focus groups

In this part, respondents were asked to rate to what extend the different focus groups influence them when they make their decisions to study in the Free State, South Africa. Six focus groups are listed here, namely family members or friends in China, family members or friends living/studying or have lived/studied in South Africa, family members or friends living/studying or have lived/studied in other foreign countries besides South Africa, the trend of

studying in foreign countries and advertisements in the media and agents.

Table 7.2: Influence of different focus groups

	Very much	Quite a bit	Don't know	Very little	None
Q7. Family members or friends in China	67%	23%	0	8%	2%
Q8. Family members or friends living/studying or have lived/studied in South Africa	16%	2%	4%	2%	76%
Q9. Family members or friends living/studying or have lived/studied in other foreign countries besides South Africa	47%	28%	4%	11%	0
Q10. The trend of studying in foreign countries	29%	22%	4%	31%	14%
Q11. Advertisement in the media	26%	53%	10%	11%	0
Q12. Agents	22%	26%	2%	44%	6%

According to the above figures, the focus group of family members and friends in China influence the respondents' decision-making process most (67% very much plus 23% quite a bit). This maybe is the result of traditional Chinese culture which grants parents absolute rights at home.

Seventy-nine percent of the respondent are influenced by advertisements in the media (26% very much plus 53% quite a bit). The focus group of family members or friends living/studying or have lived/studied in other foreign

countries besides South Africa ranks third with 75% in this part (47% very much plus 28% quite a bit).

The percentage of being influenced by the trend of studying in foreign countries (very much plus quite a bit) versus that of not being influenced (very little plus none) is 53% and 45%. Obviously, although this trend is popular in China, respondents deal with the trend more rationally. They will carefully analyze the overall situation and then make the decision.

Forty-four percent of the respondents believe that the focus group of using agents could only influence them very little, and the other 6% chose the answer none. Agents sometimes provide unreal information to customers out of their commercial interests; therefore the reliability is not high.

The majority of the respondents (76%) chose the answer of never to the focus group of family members and friends living/lived in South Africa. It is possible to assume that most of the respondents do not have family members or friends living/lived in South Africa.

7.2.1.4 Part D: Financial aspects

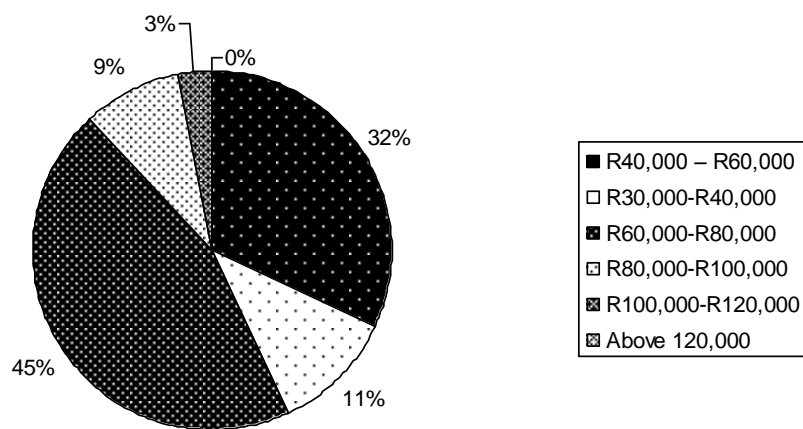
In this part, four questions are listed. Respondents are asked to indicate their financial situation. It could give us an overall impression of the Chinese

students' financial abilities.

7.2.1.4.1 Annual cost in the Free State

Respondents were required to indicate their annual costs.

Figure 7.7: Annual cost in the Free State

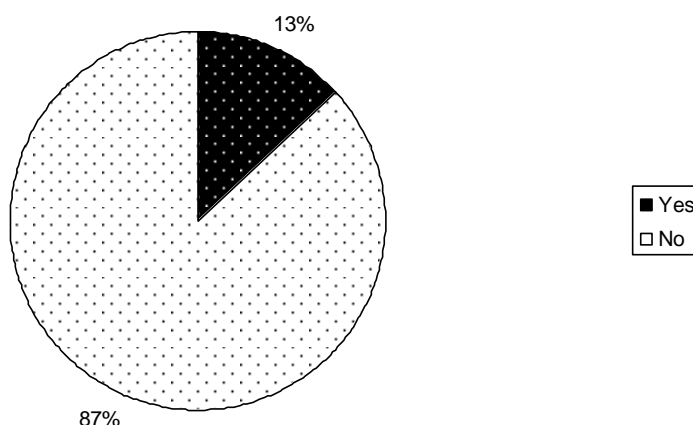


Thirty-two percent of the respondents spend R40,000 – R60,000 annually and forty-five percent are R60,000 – R80,000. These two groups are accounting for the majority of respondents.

7.2.1.4.2 Whether or not to take a part-time job

Respondents were asked to indicate whether they take a part-time job to cover their expenses when they are studying in the Free State.

Figure 7.8: Whether or not to take a part-time job

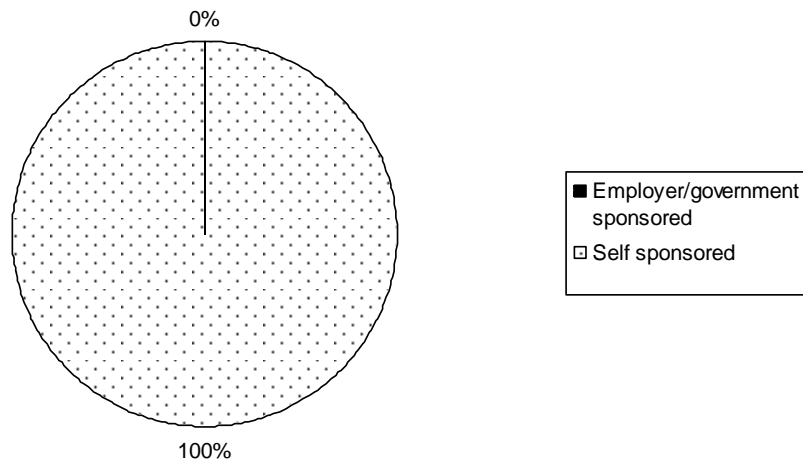


Eighty-seven percent of the respondents chose No as an the answer. It means that the Chinese students studying in the Free State usually do not take a part-time job to cover their expenses. It is possible to assume that they have enough financial resources for their studies.

7.2.1.4.3 Different way of paying for studies

This question is about the way how Chinese students pay for their studies in South Africa, employer/government sponsored or self sponsored.

Figure 7.9: Different way of paying for studies



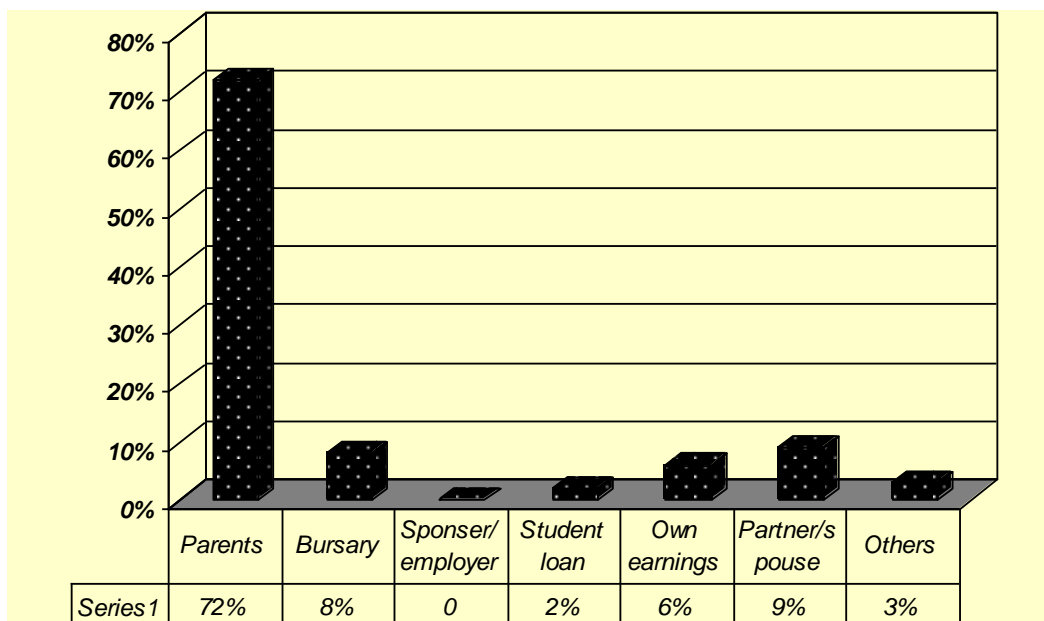
All the respondents, 100%, are self sponsored. That means they pay themselves, not the employer or the government. For students studying at their own expense, they chose the Free State, South Africa certainly out of multiple comparisons.

7.2.1.4.4 Financial supporters

Respondents need to indicate who support their studies in the Free State, South Africa, financially.

(See next page.)

Figure 7.10 Financial supporters



Majority of the respondents, 72%, are sponsored by parents. Nine percent of them are sponsored by a partner/spouse, followed by bursaries (8%), own earnings (6%), others (3%) and student loans (2%).

7.2.1.5 Part E: Reasons for studying in the Free State, South Africa

A total of 11 reasons, from Q17 to Q27, for studying in the Free State, South Africa, described here in Part E, are put forward to the respondents. If the respondents have any other reasons, which are not listed in those 11 reasons, they could specify it in Q28.

(See next page.)

Table 7.3: Reasons for studying in the Free State, South Africa

	Strongly Agree	Agree	Disagree	Strongly Disagree
Q17. Good education quality	8%	30%	47%	15%
Q18. Cannot obtain university entrance in China	22%	47%	17%	14%
Q19. Cannot afford to study in other countries	43%	28%	19%	10%
Q20. Agent's recommendation	36%	41%	18%	5%
Q21. Family/friends living here	7%	12%	26%	55%
Q22. Visa policy	37%	39%	15%	9%
Q23. Good job future after graduation	32%	48%	11%	9%
Q24. Strength in some courses	18%	46%	23%	13%
Q25. Government sponsored	0	0	48%	52%
Q26. No language requirement	26%	41%	22%	11%
Q27. Special experience for African culture	2%	13%	54%	31%

Good job future as a reason for studying in the Free State ranks first in the investigation. Thirty-two percent of the respondents strongly agree with it, and forty-eight percent agree. Obviously, finding a good job is most of the respondents' motivation to study in the Free State, South Africa.

Agent's recommendation as a reason is also important for the Chinese students, according to the above figure. Thirty-six percent of the respondents strongly agree and forty-one percent agree to this reason. It is evident that the

Chinese agents have a great influence in the Chinese student market. A recommendation from them could significantly influence the student's decision-making process.

A short visa waiting period and a high visa pass rate is the third most important reasons to attract Chinese students. The majority of the respondents agree or strongly agree that the visa policy is a reason for studying in the Free State. Therefore it is possible for the researcher to assume, if the visa policies remain stable, it should be a great encouragement to Chinese students to study in South Africa.

Forty-three percent of the respondents strongly agree to the reason of cannot afford to study in other countries, and 28% agree. Only 19% respondents say they disagree and 10% strongly disagree this reason. Obviously, affordable studying and living expenses in the Free State, South Africa, are a dominant factor to attract Chinese students to study here.

A majority of the respondents in the survey indicate that they strongly agree (22%) or agree (47%) that the reason of choosing to study abroad is that they cannot obtain university entrance in China. Therefore the South African tertiary education institutions should target this group of students as one of their target markets.

A high percentage of 41% respondents agree with the reason of no language requirement and 26% strongly agree with it. It is obvious that the current language policy of South Africa is very attractive to Chinese students, since their English is not good.

Forty-six percent of the respondents agree with the reason of strength in some courses and 18% strongly agree with it. Some courses provided by the universities in the Free State, South Africa, are unique and have a strong background, therefore attract most of the respondents.

A Low percentage (38% of respondents) indicates that they come to study in the Free State, South Africa, because of good education quality, 8% strongly agree plus 30% agree. Forty-seven percent of respondents chose to disagree and 15% strongly disagree. Therefore it is evident that good education quality is not a main reason for Chinese students to study.

Majority of the respondents - 26% disagree and 55% strongly disagree with the reason that families or friends living or studying here influence them.

Few respondents, only 2% and 13% individually, strongly agree and agree with the reason of getting special experience of the African culture. Fifty-four

percent of the respondents disagree with it and 31% strongly disagree. Obviously, African culture is not a main reason to attract Chinese students to study here.

The reason of being Government Sponsored, gets a 100% negative response. Among the 100%, 48% of the respondents disagree with it and 52% strongly disagree. It means that the Chinese government sponsors no Chinese students studying here. In other words, all of them are self-sponsored, and they pay for their own studies and living expenses.

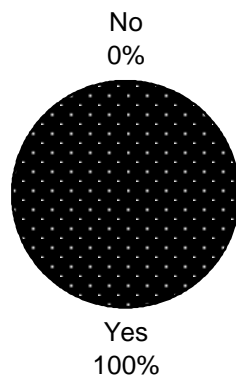
7.2.1.5.1 Other reasons to study in the Free State, South Africa

Question 28 was an open-ended question. Respondents could specify other reasons, which are not listed on the above-mentioned reasons. Eight-six percent of the respondents skip this question, and another 14% of the respondents specify their reasons. It includes:

- (1). Getting short abroad study experience in order to get the visa for the USA.
- (2). My parents plan everything, but I do not mean to come.
- (3). To look for investment opportunities.

7.2.1.5.2 Do you ever consider other study destinations besides South Africa?

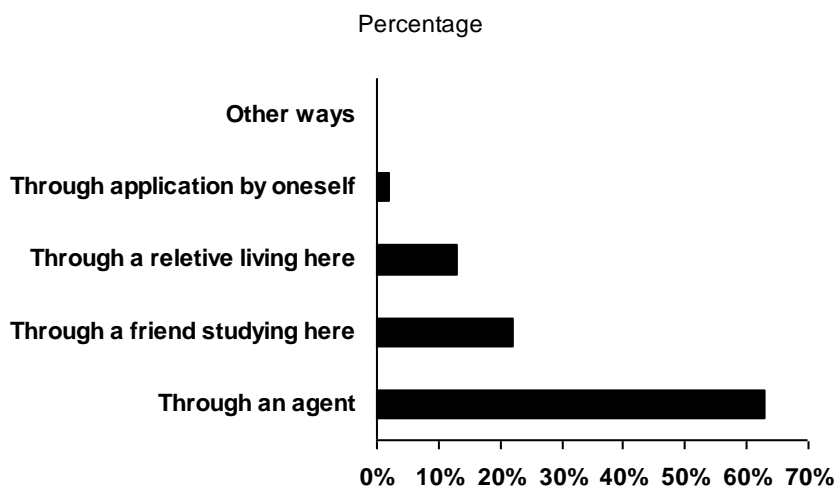
Figure 7.11: Other study destinations besides South Africa



The outcome of this question is 100% Yes, which means that all the respondents considered more than one option. Obviously, the competition in the Chinese students market is high and students have more rights to compare and chose the study destination in which they want to study.

7.2.1.5.3 Why did you select the Free State to study?

Figure 7.12: Different ways to come to study in the Free State



It is clearly visible that agents play a dominant role in the process, and 63% of

the respondents come to study here through various agents. Twenty-two percent is through a friend studying here, 13% through a relative living here and only 2% of the respondents are through the application by themselves. According to the feedback of the questionnaire, there are no other ways besides the above-mentioned methods.

The interviewees are asked in the group interview to indicate the reasons why they consider the agents as their final choice. The reasons include:

- (1). Professionalism;
- (2). Adequate information;
- (3). Time-saving;
- (4). Benefits that can only be provided by agents, for example, no need to go to the South African embassy to get the visa by oneself.

The interviewees also indicate some issues that they are not satisfied with the agents. They are:

- (1). Poor service (50%);
- (2). Expensive charges (75%).

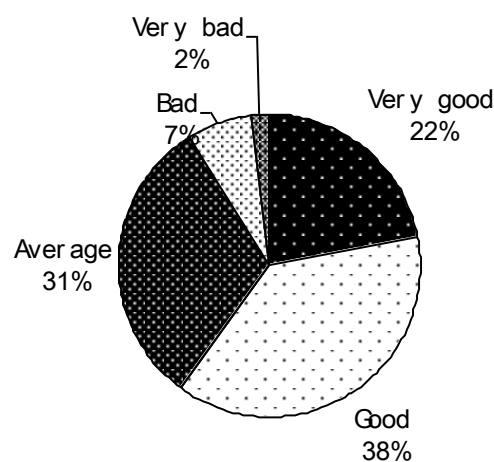
Part F: Level of satisfaction about the international office of their university

In this part, respondents were asked to rate the level of their satisfaction about the international office in their university. Questions cover the issues that international students care about, for example, the welcoming and orientation program and the organization of social activities for international students.

7.2.1.6.1 Level of satisfaction towards the welcoming and orientation program

Respondents are required to indicate their satisfaction towards the welcoming and orientation program organized by the international office of their university.

Figure 7.13: Satisfaction towards the welcoming and orientation program



According to the Figure 7.16, majority of the respondents are satisfied with the welcoming and orientation program: twenty-two percent of the respondents feel very good and 38% feel good. Besides, 31% of the respondents chose the answer of average and only 9% feel bad (including very bad).

7.2.1.6.2 Level of satisfaction towards the services of the international office

Respondents need to indicate their satisfaction towards the services provided by the international office of their university.

Table 7.4: Level of satisfaction about the international office

	Always	Frequently	Occasionally	Seldom	Never
Q31. Assistance with visas and study permits	9%	22%	14%	39%	17%
Q32. Assistance with accommodation	2%	5%	10%	57%	26%
Q33. Liaison with faculties on behalf of international students	28%	34%	19%	17%	2%
Q34. Advice on and facilitating social interaction	5%	8%	19%	30%	38%
Q35. Organize social activities for international students	2%	3%	27%	30%	38%

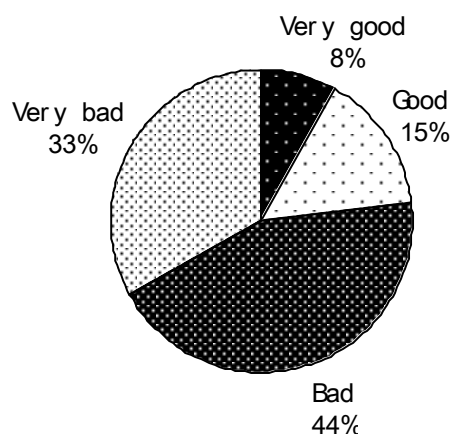
In the above services, the highest student satisfaction is the liaison with faculties on behalf of international students (28% always and 34% frequently).

The vast majority of the Chinese students are not satisfied with the other services provided by the international office, such as assistance with visas and study permits, assistance with accommodation, advice on and facilitating social interaction and organizing social activities for international students.

7.2.1.6.3 Level of satisfaction to the English course

Respondents were required to indicate the level of satisfaction to the English course offered to the international students.

Figure 7.14: The level of satisfaction to the English course



As for the English course offered to international students, the majority of the respondents are not satisfied with it (44% bad and 33% very bad). Obviously, the international office should take the students' needs and wants into consideration, not only from its own perspective. Discussion needs to be done before the course setting.

7.2.1.7 Part G: Problems in daily life

In this part, respondents were asked to rate the level of frequency with regard to the problems that they could possibly encounter in their daily life. The problems are listed from Q51 to Q60. If the respondents have any other problems, they could specify it in Q61 which is an open-ended question. The

outcome is indicated in table 7.5.

Table 7.5: Problems in daily life and studies

	Always	Frequently	Occasionally	Seldom	Never
Q37. Language barrier	22%	39%	16%	15%	8%
Q38. Home sickness	26%	20%	43%	11%	0
Q39. Culture shock	11%	23%	30%	26%	10%
Q40. Financial problems	0	7%	15%	7%	73%
Q41. Involvement problem to the local society	46%	23%	11%	11%	9%
Q42. Weather	0	0	8%	22%	68%
Q43. Food	14%	37%	16%	33%	0
Q44. Safety	74%	18%	3%	5%	0
Q45. Visa/study permit	32%	39%	13%	16%	0
Q46. Accommodation	8%	17%	47%	26%	2%
Q47. Other problems	Please specify: <u>Poor public transport</u>				

Five problems got more than 50% of votes namely safety (92%), involvement problem to the local society (83%), visa/study permit (71%), language barrier (61%) and food (51%). Most of people think that students may experience problems such as homesickness and culture shock, and according to the figure above, the two issues are not listed as troubles to the Chinese students in the Free State.

In the group interview, interviewees explain that the high crime rate and the

cases of violence that has happened to the local Chinese people make them feel very unsafe. It is the biggest problem in their daily life and studies. Another factor, food, is also a real problem in their daily life.

As international students, they often encounter visa/study permit problems. For example, if they want to do a Master's degree, they need to apply for a new study permit. They have to hand in application documents, including the registration letter from the university. The problem is that they could only be registered by the university after the research proposal has been passed. The whole process would last about 3 to 6 months. At that time, the old study permit has already expired.

Two interviewees from the University of the Free State say that they are satisfied with the international office's assistance with visas and study permits, because the staff are responsible for collecting the documents, handing in to home affairs and returning the new study permits to the students. When they issue a letter about the duration of studies to home affairs, they fully consider the English language barrier. So they usually give one or two years more for Chinese students to complete the same degree. This policy efficiently assures the study period and helps the students save time and money.

Two interviewees from the Central University of Technology are unsatisfied

with this issue, because the international office in the university offers no help with their study permits. Meanwhile, they could only get the same study period as the local students' to complete the degree. Sometimes they have to extend it again and again. It costs a lot of time and money.

Majority of the respondents struggle with the language barrier. The researcher is of the opinion that the international office and the campus student's council should pay more attention to these minority Chinese students and organize activities to help them overcome the language barrier.

Nowadays, more and more foreigners are working and studying in China. Meanwhile, through the Internet, television programs and other media, the Chinese people know more about the world. Therefore the students do not experience too much homesickness and culture shock. Most of the Chinese students have no problems with their accommodation, weather and finance.

One new problem that is discovered in Q47 is the poor public transport in the Free State. The city does not have subways, and the buses are limited, therefore it is very inconvenient for everyday life.

7.2.1.8 Part H: Level of satisfaction about the study experience in the Free

State

In this part, the respondents are asked to rate their level of satisfaction about the study experience in the Free State. Q48 to Q61 cover the aspects in their daily study experience.

7.2.1.8.1 Level of satisfaction about the study experience in the Free State

The following table indicates the Chinese students' satisfaction about their study experience in the Free State.

Table 7.6 : Level of satisfaction about the study experience in the Free State

	Always	Frequently	Occasionally	Seldom	Never
Q48. The course setting is scientific.	24%	45%	19%	8%	4%
Q49. The course setting is good.	29%	44%	9%	12%	6%
Q50. Lecturers help me a lot with my studies.	48%	28%	13%	8%	3%
Q51. The education quality of the university is good.	29%	42%	8%	11%	10%
Q52. I am satisfied with the service offered by the international office.	12%	11%	42%	27%	8%
Q53. The facilities on the campus are adequate.	4%	4%	7%	32%	53%
Q54. The quality of the facilities on the campus is good.	9%	14%	19%	31%	27%
Q55. The campus is safe.	46%	30%	18%	4%	2%
Q56. The campus is beautiful.	49%	32%	11%	3%	5%
Q57. I have many friends at the	11%	13%	18%	36%	22%

university.					
Q58. I participate in activities held by the university.	0	3%	9%	59%	29%
Q59. The education provided by the university is valuable.	36%	33%	18%	9%	4%
Q60. The studies in the Free State prepared me well for my future job.	53%	33%	8%	2%	2%
Q61. I enjoy studying in the Free State.	39%	28%	6%	15%	12%

From the above data, it is obvious that the respondents are satisfied with the following eight issues in their study experience, because these issues get more than 50% votes (always and frequently). It includes:

- The studies in the Free State prepared me well for my future job. (86%)
- The campus is beautiful. (81%)
- The campus is safe. (76%)
- Lecturers help me a lot with my studies. (76%)
- The course setting is good. (73%)
- The course setting is scientific. (69%)
- The education provided by the university is valuable. (69%)
- I enjoy studying in the Free State. (67%)

The issues that the respondents are not satisfied with include:

- I participate in activities held by the university. (3%)
- The facilities on the campus are adequate. (8%)
- I am satisfied with the service offered by the international office. (23%)
- The quality of the facilities on the campus is good. (23%)
- I have many friends at the university. (24%)

On the whole, the students are satisfied with their studies in the Free State. They agree that they enjoy studying in the Free State and the tertiary education here is valuable. In the group interview, they explain that the education system in South Africa belongs to the western education system, but compared to the high expenses of other western countries, the expenses in South Africa is affordable. Meanwhile the studies here focus on practice, which prepare them well for their future jobs.

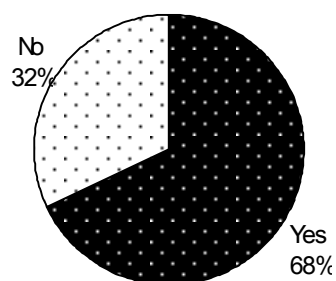
In the group interview, the students explain they want to make new friends and participate in the activities, but because of their poor English and Chinese people's traditional shy characteristic, they do not know how. Once they are invited, they are very glad to go. They hope that the universities could help them participate in the campus activities. They also hope that the universities could improve the service of international offices and to provide adequate campus facilities, especially the computers in the laboratories.

7.2.1.8.2 Willingness to recommend the Free State's tertiary education to their

friends in China

Respondents are required to indicate whether or not they are willing to recommend the Free State's tertiary education to their friends in China.

Figure 7.15: Willingness to recommend the Free State's tertiary education to their friends in China



The above figure indicates that majority of the respondents would like to recommend the Free State's tertiary education to their friends in China. Obviously, most of the Chinese students studying here are generally satisfied with the studying and living environment in the Free State. Improving their satisfaction and loyalty could bring more Chinese students to the Free State, South Africa.

In the next part, the researcher analyzes the Chinese student market interest in studying abroad.

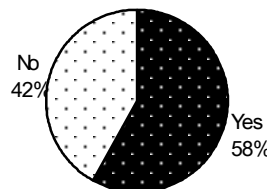
7.2.2 The survey of the Chinese student market interest in studying in a foreign country

This survey was done in China. It consists of 8 parts arranged from Part A to Part H. Each part aims to get information from different aspects related to the research problem. Students start from Q1 – whether or not they have a plan to study in a foreign country. If they chose “Yes”, they move to Part B and continue to complete the rest of the questionnaire. If they chose No, they move to Part A and complete that part, and then they stop there and return the questionnaire to the researcher.

7.2.2.1 Do you have a plan to study in a foreign country?

Respondents are asked to indicate whether they have a plan to study in a foreign country.

Figure 7.16: Whether or not they have a plan to study in a foreign country?



The figure above shows that more than half of the students have a plan to

study in a foreign country. Therefore the Chinese student market is a large market for the foreign countries and universities to exploit.

7.2.2.2 Part A: Reasons for not studying in a foreign country

Respondents are asked to rate to what extent that each factor influence them so that they do not have a plan to study in a foreign country. Five factors are listed from Q2 to Q6, and the respondents are given an opportunity to specify their special reason(s) in Q7.

Table 7.7: Reasons that prevent the Chinese students from studying in a foreign country

	Very much	Quite a bit	Don't know	Very little	None
Q2. Cannot afford	48%	31%	8%	5%	8%
Q3. Insufficient information	13%	22%	9%	40%	16%
Q4. Language barriers	24%	39%	5%	12%	20%
Q5. Different culture	32%	29%	11%	18%	10%
Q6. Parents	9%	23%	11%	36%	21%
Q7. Other reason(s):	Please specify here: <u>None were specified.</u>				

The reason of “cannot afford” ranks in the first place, followed by language barriers and different culture. Seventy-nine percent of the respondents (very

much plus quite a bit) confess that they have problems with their finance, in other words, they cannot afford to study in a foreign country.

Quite a large number of respondents are prevented by language barriers, not by the finance. It is possible to assume that if universities in the Free State can solve this problem, they can attract more Chinese students to study here. Sixty-one percent of the respondents (32% very much plus 29% quite a bit) worry about the foreign country's culture, so they chose to study in China and not going abroad. These people are usually very traditional and afraid of changes.

According to the above figure, the issues of "insufficient information" and "parents" are not the main reason to prevent the respondents studying in a foreign country. No other reasons are specified in Q7.

In the next part, the researcher analyzes the students who have planned to study in a foreign country.

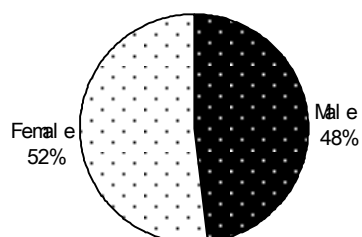
7.2.2.3 Part B: Study destination aspects

This part aims to get the study destination information of the respondents who have planned to study in a foreign country.

7.2.2.3.1 Gender composition

Respondents are asked to indicate their gender group.

Figure 7.17: Gender compositions of the respondents – China



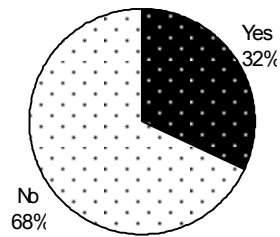
This question aims to determine the gender composition of the respondents who have a plan to study in a country, that consists of 119 men and 129 women that participate in the study, representing a gender ratio of 48% men and 52% women respectively.

7.2.2.3.2 Whether they have decided to study in a specific country

Respondents are required to indicate whether they have decided on a specific country to study in.

(See next page.)

Figure 7.18: Whether they have decided their destination country

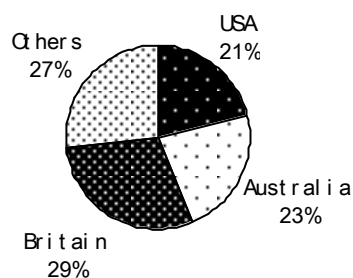


Only 32% of the respondents chose “Yes” and 68% chose “No”. Obviously, most of the students do not have an idea about which country to go to, although they have a plan to study in a foreign country.

7.2.2.3.3 Name of the study destination country

The students who chose “Yes” in Q9 were asked to indicate the name of the country from the given list, or they could specify the country’s name if it is not listed here.

Figure 7.19: Name of the study destination



The USA is favored by 21% of the respondents, 23% want to go to Australia

and 29% chose Britain. Obviously USA, Australia and Britain are the most popular study destinations among the Chinese students. Almost three quarters of the respondents want to study there.

Singapore, Ireland, France, Japan, Korea, Canada, South Africa, Netherlands, Italy, Malaysia, Russia and New Zealand are pointed out by the rest of the respondents (27%). We could see that more and more countries join the competition in Chinese student market, and students have diverse choices.

7.2.2.3.4 Study destination consideration factors

Respondents were asked to rate to what extent the following factors influence them in selecting a study destination country. Thirteen related factors are listed and the analysis is as follows:

(See next page.)

Table 7.8: Study destination consideration factors

	Very much	Quite a bit	Don't know	Very little	None
Studying and living expenses	47%	32%	4%	9%	8%
Currency rate	33%	44%	12%	7%	4%
Safety of the country	46%	42%	2%	5%	3%
Weather of the country	12%	17%	7%	35%	29%
Food of the country	8%	13%	22%	33%	24%
The government relationship	28%	46%	8%	14%	4%
The culture difference	21%	14%	9%	38%	18%
The impression to the country	54%	32%	2%	8%	5%
English-speaking environment	48%	27%	8%	12%	5%
Tertiary education quality	34%	31%	2%	18%	15%
Economy development level	46%	37%	5%	8%	4%
The involvement difficulty into the local society	27%	36%	9%	16%	12%
Visa policy	67%	24%	2%	5%	2%

The researcher analyzed the final statistical results and the percentage (“very much” plus “quite a bit”) from high to low is listed below:

- Visa policy: 91%
- Safety of the country: 88%
- The impression to the country: 86%
- Tertiary education quality: 83%
- Studying and living expenses: 79%
- Currency rate: 77%
- English-speaking environment: 75%
- The government relationship: 74%

- The involvement difficulty into the local society: 63%
- The culture difference: 35%
- Weather of the country: 29%
- Food of the country: 21%

The most important issue that the respondents care about is the visa policy. It includes the difficulty of obtaining visas, the waiting period, opportunities to take a part-time job with study permits and the country's immigration law. It is therefore not difficult to understand why the United States, Britain and Australia continued to change its visa policy to attract more Chinese students to study abroad.

The respondents show a very strong need for the safety and the impression to the country also plays an important role when the respondents consider their study destination.

Tertiary education quality as well as the country's economic development level could influence the respondents a lot. Generally speaking, more developed countries should provide higher quality tertiary education. That is possibly why many respondents chose USA, Britain and Australia as their study destinations. There is another reason for the respondents to choose the above-mentioned countries, and that is the English-speaking environment. According to the table

7.8, seventy-five percent of the respondents want to study in an English-speaking country.

Affordable expenses and stable exchange rate are the two important factors in attracting potential Chinese students. Government relationship is also crucial. The majority of the respondents want to study in a foreign country that has a good government relationship with China. Besides, because of the culture difference between East and West, most of the respondents still care about the difficulty to become involved with the local society.

Compared to the above-mentioned issues that the respondents care about, the issues of culture difference, the country's weather and food are not so crucial. It is possible to assume that with the economic and technological development in China, Chinese students know more about the outside world and have already prepared themselves well for there studies abroad.

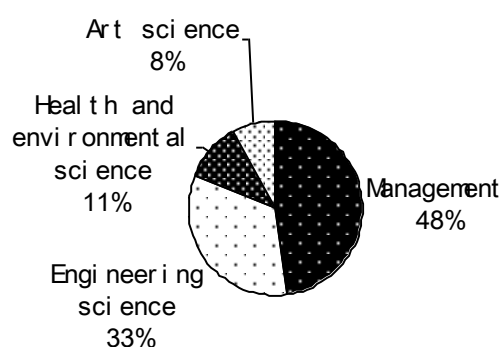
7.2.2.4 Part C: Program and qualification aspects

This part aims to get the respondents' information from the program and qualification aspects.

7.2.2.4.1 Program to enroll in if studying in a foreign country

Respondents are required to specify in which program they will enroll if they study in a foreign country.

Figure 7.20: Program to enroll in if studying in a foreign country



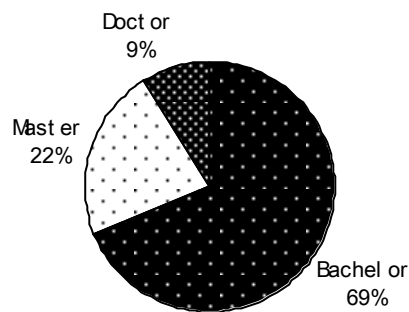
Various programs are specified in this question, for example, management, human resource, accounting, marketing, law, IT, biology science, medical science, English, fashion design and music. They could be classified into several big fields, namely management science, engineering science, health and environmental science and art science.

Forty-eight percent of the respondents want to study in a management program, 33% in engineering science, 11% in health and environmental science and 8% in art science. It is evident that management science and engineering science are the two popular fields among the potential Chinese students.

7.2.2.4.2 The first and highest qualification the respondents intend to obtain

Respondents need to indicate the first and highest qualification that they intend to obtain if they study in a foreign country, and the researcher makes a comparison between these two outcomes.

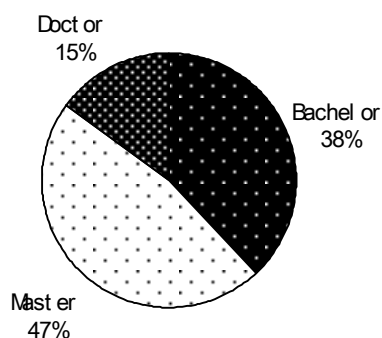
Figure 7.21: First qualification if studying in a foreign country



The outcome shows that the majority of the respondents aim for a Bachelor's degree as their first qualification, which occupies 69%. Followed by the Master's degree, which is 22%.

(See next page.)

Figure 7.22: Highest qualification that they intend to obtain



When it comes to the highest qualification that the respondents intend to obtain, 47% of them want to obtain Master's degrees and 15% want Doctor's degrees. Only 38% of the respondents think that the Bachelor's degree is enough for them. Obviously, a Master's degree or above is favoured by most of the respondents.

7.2.2.5 Part D: Influence of campus-related factors

In this part, respondents need to rate to what extent each of the campus factors influence their decisions when they chose a university to study in a foreign country.

(See next page.)

Table 7.9: Influence of campus-related factors

	Very much	Quite a bit	Average	Very little	None
Q15. The fame and history of the university	53%	28%	13%	5%	1%
Q16. The language requirement for international students	41%	26%	6%	15%	12%
Q17. The homepage of the university	17%	13%	38%	27%	5%
Q18. The size of the university	12%	8%	9%	47%	24%
Q19. The quality of teaching	42%	37%	13%	6%	2%
Q20. The campus environment	16%	18%	38%	19%	9%
Q21. The percentage of international students on the campus	26%	44%	18%	9%	3%
Q22. The facilities on the campus	33%	47%	14%	4%	2%
Q23. The tuition and living expenses	47%	32%	7%	9%	5%
Q24. The duration of the study	37%	29%	16%	11%	7%
Q25. The course setting	14%	17%	16%	42%	11%
Q26. The job future	47%	38%	6%	6%	3%

According to the information above, the influence of campus related factors on the respondents are different. The job future is the most important influence factor and 85% of the respondents care about it (47% “very much” plus 38% “quite a bit”). Obviously, if the graduates of a university have very good employment prospects, then there would certainly be a lot of students to apply for the university.

The fame and history of the university as well as the facilities on the campus also play an important role during the respondents’ decision-making process.

Eighty-one percent of the respondents care about the fame and history of the university (53% “very much” plus 28% “quite a bit”) and 80% care about the facilities on the campus (33% “very much” plus 47% “quite a bit”). Generally speaking, a longer history of the university and the better campus facilities could effectively attract more potential students to apply.

The Chinese students also take the tuition and living expenses as well as the quality of teaching into serious consideration. Both of these factors get 79% of the votes, if we combine the percentage of very much and quite a bit. Therefore it is important for universities to charge international students a reasonable price and provide qualified teaching to assure education quality.

There are three other campus related factors that get more than 50% of the votes, namely the percentage of international students on the campus (70%), the language requirement for international students (67%) and the duration of the study (66%). Therefore if a university wants to attract more Chinese students to study, it should increase the number of the international students; lower its language requirements and shorten the duration of the study.

The rest of the factors are only selected by a minority of the respondents: The campus environment (34%), the course setting (31%), the homepage of the university (30%) and the size of the university (20%). Therefore these factors

should not be major factors during the promotion in Chinese student markets.

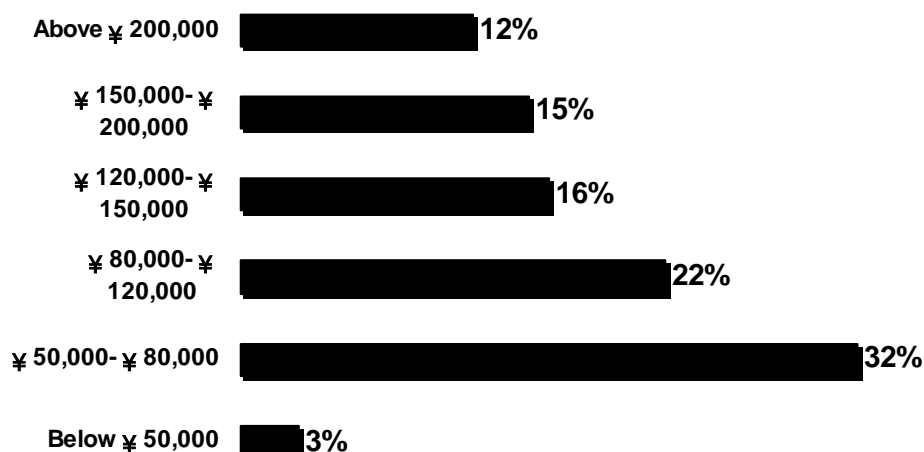
7.2.2.6 Part E: Financial aspects

This part is about the respondents' financial preparation for the study in a foreign country. The currency utilize in this part is RMB, because the questionnaire is handed out in China. According to the latest exchange rate, 1 RMB could be exchanged for 1.2 Rand. Three questions are listed in this part, and the analysis to the outcome is as below.

7.2.2.6.1 Affordable annual cost

Respondents were asked to indicate the costs that they could afford annually for studying in a foreign country.

Figure 7.23: Affordable annual cost



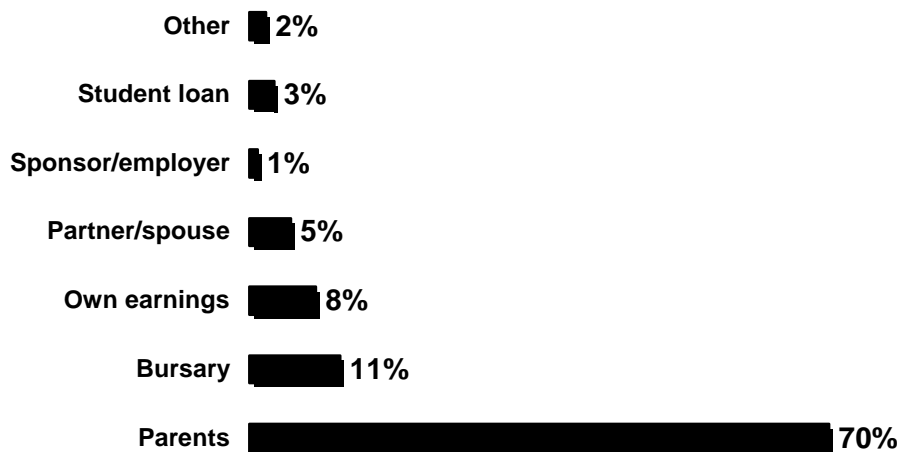
About one-third of the respondents' affordable annual costs are between

¥ 50,000 to ¥ 80,000 which equals to R41,666 to R66,666. Twenty-two percent of the respondents could afford ¥ 80,000 to ¥ 120,000, which is R66,666 to R100,000. These two categories together are more than 50% of the respondents. Obviously, these respondents could not afford to study in other developed countries because of the expensive costs. South Africa is able to attract this part of the students to study in because of its low cost of living and studying expenses. Therefore the potential market share in China is tremendous.

7.2.2.6.2 Financial supporter(s)

Respondents were asked to indicate their financial supporter(s) in this question.

Figure 7.24: Financial supporter(s) ---- China aspect



Seventy percent of the respondents' financial supporters are their parents,

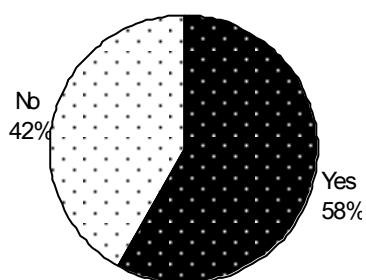
11% are on bursaries, 8% are on own earnings and 5% are partner/spouse. Only 1% of the respondents' financial supporters are sponsor/employer, 3% are student loan and 2% are others.

Obviously, most of the respondents are self-sponsored and their parents are their financial supporters. Therefore, for the majority of the respondents, parents play a very important role in the decision process.

7.2.2.6.3 Necessity to take a part-time job

Respondents were asked to answer whether they need to take a part-time job to cover their expenses when they study in a foreign country.

Figure 7.25: Necessity to take a part-time job



Forty-two percent of the respondents chose the answer “no”, and 58% of the respondents chose “yes”. Hence more than half of the respondents need to take a part-time job to support themselves when they study in a foreign country.

This is different from students who are already studying in the Free State, who said that they do not need to work to support their studies. Therefore the researcher is of the opinion that because of the affordable expenses in the Free State, Chinese students studying here have sufficient financial resources.

7.2.2.7 Part F: The level of frequency and reliability of the following methods during your information collection process

This part is a comparison study which includes the frequency of different methods that the respondents utilize to gather information and the reliability of it. Eight instruments are listed, namely Internet, newspapers, magazines, television, radio, exhibition, agents and South African embassy in China.

Table 7.10: Different methods to gather information and the reliability on them

	Frequency					Reliability				
	Always	Frequently	Occasionally	Seldom	Never	Always	Frequently	Occasionally	Seldom	Never
Internet	51%	43%	5%	1%	0	14%	16%	44%	21%	5%
Newspaper	16%	36%	13%	24%	11%	15%	22%	39%	16%	8%
Magazine	3%	8%	46%	36%	7%	17%	12%	41%	28%	2%
Television	14%	22%	39%	18%	7%	22%	20%	32%	17%	9%
Radio	2%	6%	34%	43%	15%	10%	12%	47%	14%	17%
Exhibition	22%	37%	18%	11%	12%	28%	21%	31%	14%	6%
Agent	38%	44%	8%	6%	4%	35%	32%	18%	12%	3%
Embassy in China	2%	7%	22%	22%	47%	100%	0	0	0	0

In order to conveniently compare the results, the researcher compiled two

figures, namely Figure 7.26 and Figure 7.27.

Figure 7.26: Frequency of methods to gather information

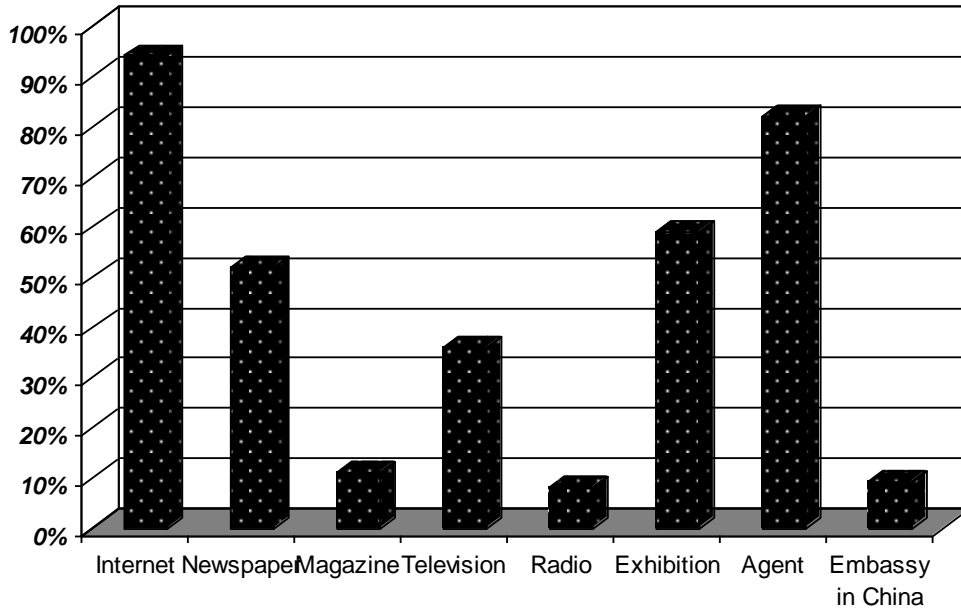
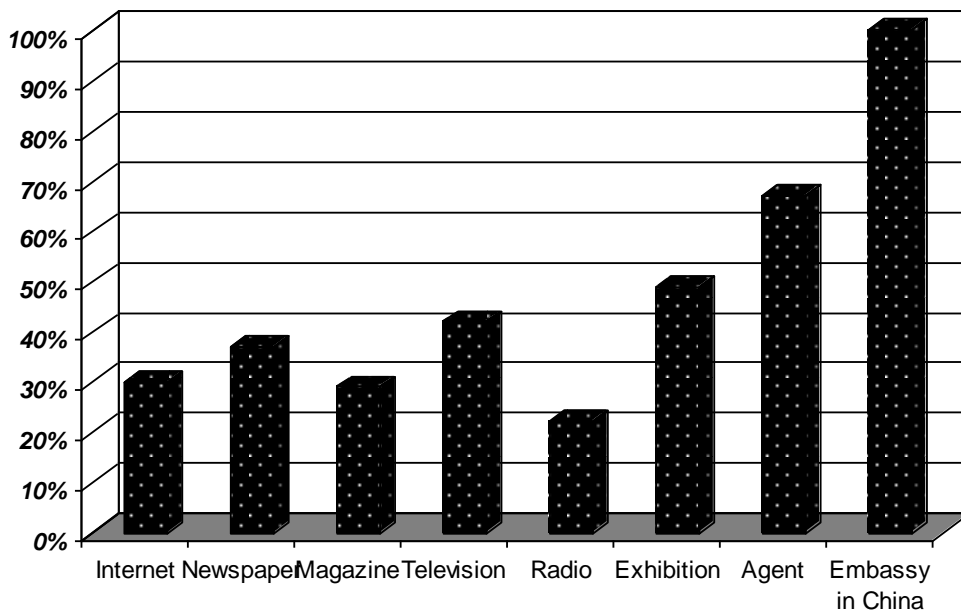


Figure 7.27: Reliability on different methods



Undoubtedly, the Internet is the respondents' first choice among these data

collecting methods - 51% of the respondents always utilizes the Internet to collect data, and 43% frequently utilizes it. It is interesting to discover that when it comes to the respondents' reliability, the percentage on the Internet is not that high. Only 14% of the respondents always and 16% frequently trust it.

Only very few of the respondents utilize the embassy in China as their information provider (2% always plus 7% frequently); 47% of the respondents chose the answer of never and 22% very seldom. It is evident that although embassies could provide the latest information, Chinese students are not aware of this useful method. Their reliability on it is high – 100%. It means the respondents absolutely believe the information from the embassy.

Agents rank second both on the frequency and reliability. Eight-two percent of the respondents frequently utilize it to collect information and 67% rely on it (always plus frequently). Obviously, agents play an important role here. Students are provided the opportunity to communicate with the experts in this field face to face and get instructions from them. Because of the agent's professionalism and abundant resources, quite a number of people look at it as a reliable way to get information. Thus, it is not hard to understand the reason why many foreign universities cooperated with the local Chinese agents to promote themselves in China.

Besides the Internet and agents, exhibitions are the third most popular method

that the respondents would like to utilize to collect data: 22% always and 37% frequently utilize it. It is also reliable to 49% of the respondents (28% always plus 21% frequently). Exhibitions could give students an opportunity to come in personal contact with the university. They could communicate with the university staff, and get more detailed information and requirements about this university. There is a famous saying - to see is to believe. It is possibly the reason why many respondents see exhibitions as a reliable method.

According to the results above, some of the traditional media, namely magazines, television and radio, are not frequently utilized by the respondents. Newspapers are the exception. More than half of the respondents still prefer this method (18% always plus 36% frequently). This result could be the explanation why there are so many advertisements in newspapers about studying in foreign countries. When it comes to reliability, television gets a relatively high percentage - 42% of the respondents (22% always plus 20% frequently) trust the information released by television. Thirty-seven percent put their trust on newspaper, 29% on magazines and 22% on radio.

7.2.2.8 Part G: Influence of different focus groups during the selection of study destination

Different focus groups are listed in this part, the respondents are asked to rate the level of influence of each focus group. The aim of this part is to find out to

what extend each focus group could influence the respondents' choices. The outcome could help the university take proper actions to effectively improve the focus group's satisfaction.

Table 7.11: The level of influence of different focus groups ---- China

	Very much	Quite a bit	Average	Very little	None
Q30. My parents and relatives in China	67%	22%	8%	2%	1%
Q31. My friends and classmates in China	18%	20%	17%	34%	11%
Q32. The trend of studying in foreign countries	5%	11%	9%	56%	19%
Q33. Advertisement in the media	22%	42%	4%	21%	11%
Q34. The suggestions from relatives or friends living or studying in that country	53%	33%	2%	6%	6%
Q35. Agents	35%	41%	9%	7%	8%
Q36. Embassy culture dept.	11%	14%	13%	52%	10%

A high percentage, 67% of the respondents, believes that their family members in China influence their decision very much. Other 22% of the respondents chose the answer of quite a bit. Obviously, because of the traditional Chinese culture, today the family members still play a very important role in the student's decision-making process. Most of the respondents would take their family members' suggestions and opinions into serious consideration.

The focus group of the "respondents' friends and classmates in China" get a

lower percentage as the “family members”. Only 38% of the respondents believe that their friends and classmates could influence their decision, 18% always and 20% quite a bit. One third of the respondents, about 34%, believe that their friends and classmates could only influence them very little and 11% even chose the answer of none.

Although the trend of studying in foreign countries is popular in China and it influences the respondents’ study destination decision, its influence is limited. The majority of respondents, 56%, chose the answer of “very little”. Only 16% of them believe that this trend has a great influence on their decision, 5% “always” and 11% “quite a bit”. It is possible to assume that the Chinese students’ passion towards studying in foreign countries is becoming more rational. Therefore, they consider more factors than before.

Advertisements in the media still have great influence on the respondents. Forty-two percent of them are influenced “quite a bit” and 22% “very much”. Obviously, the media is worthy of being fully utilize to attract students.

From the figure in Table 7.11, 53% of the respondents believe that the suggestions from their families or friends living or studying in that country could influence their decisions “very much”, and 33% think those suggestions could influence them quite a bit.

Similarly, to the suggestions from families or friends living or studying in that country, the agents have a great influence on the respondents' decisions as well. Thirty-five percent of the respondents believe that the agents could influence their decisions "very much" and 41% chose the answer of "quite a bit". It is possible to assume that because of the agent's professionalism, students usually take their suggestions into serious consideration.

Generally speaking, the culture and education department of embassies is responsible for the promotion of that country's tertiary education, but its influence is limited according to the figure determined during the research. Most of the respondents, 52%, believe that the embassy's department only has very little influence on their decisions. Obviously, the department of the embassies is not a dominant influencing factor on the respondents' study destination choices.

7.2.2.9 Part H: South African aspects

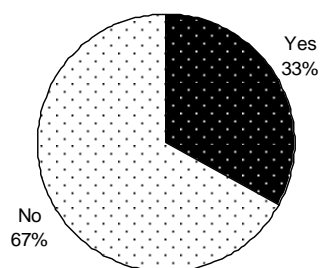
This part is the last part of the questionnaire. It consists of six questions, namely Q37 to Q42. The aim of this part is to find out to what extent Chinese students know about South Africa and South African tertiary education. In Q42, respondents were given an opportunity to give their suggestions to the Free State province of South Africa on how to promote its tertiary education in

China.

7.2.2.9.1 Whether considered to study in South Africa?

Respondents are required to indicate whether or not they have considered to study in South Africa.

Figure 7.28: Consideration to study in South Africa



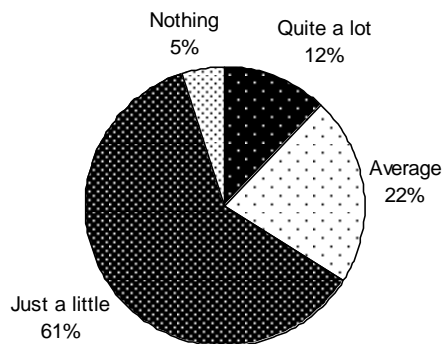
One third of the respondents chose yes. It is clear that due to its own advantages, to study in South Africa is still very attractive for many Chinese students. Therefore, the Free State province should make efforts to promote its tertiary education in the Chinese student market, absorb the students' attention and attract more Chinese students to study in the Free State.

7.2.2.9.2 Knowledge about the tertiary education of the Free State, South

Africa

Respondents were asked to indicate how much they know about the tertiary education of the Free State, one of the provinces of South Africa.

Figure 7.29: Knowledge about the tertiary education of the Free State, South Africa

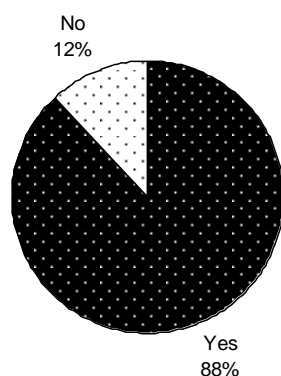


Most of the respondents, 61%, chose the answer of “just a little”. Only 12% chose “quite a bit” and 22% “average”. There is no doubt that because of the poor promotion in China, Chinese students only know very little about the Free State’s tertiary education.

7.2.2.9.3 Willingness to learn more about the Free State’s tertiary education

In this question, respondents need to answer whether or not they are interested in getting information about tertiary education of the Free State province of South Africa.

Figure 7.30: Willingness to learn more about the Free State’s tertiary education



Although the previous question tells us that most of the respondents only know just a little about the tertiary education of Free State, South Africa, their interest in getting information about it is absolutely strong. Eighty-eight percent of the respondents give positive answer in this question. That means they are interested in getting information about the Free State's tertiary education.

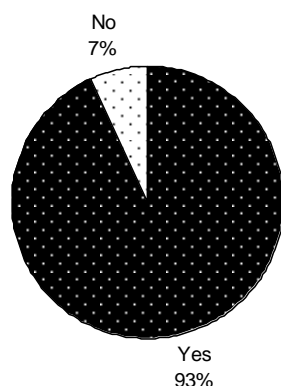
7.2.2.9.4 Whether or not they read any advertisement about studying in South Africa in China

Respondents are required to answer whether or not they have ever read any advertisement about South African tertiary education in China.

(See next page.)

Figure 7.31: Whether or not read any advertisement about studying in South

Africa in China

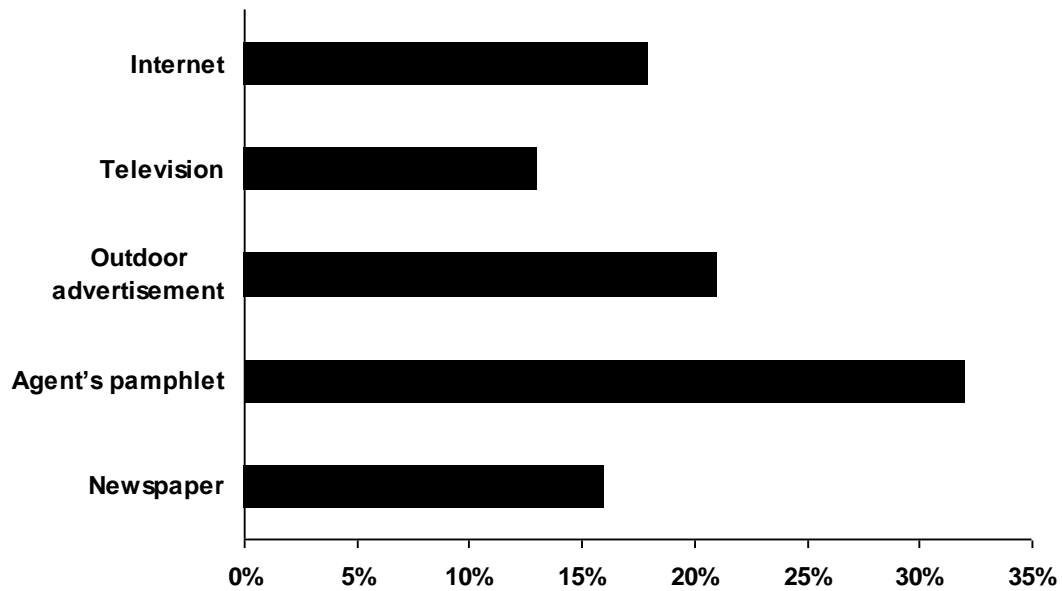


According to the figure above, 93% of the respondents chose “yes” which means they have read advertisements about the South African tertiary education in the Chinese media. It is evident that although the South African tertiary education promotion in China is limited, it does make some progress. At least, the majority of the students know if they want to study in foreign countries, South Africa is one of the study destinations they could chose from. If South Africa wants to attract more Chinese students, there is still a long way to go.

7.2.2.9.5 Advertising sites about the South African tertiary education

If the respondents chose yes in Q40, in this question, they are asked to specify the name of the media in which they read about the advertisement. Five kinds of media were listed by the respondents which included newspapers, agent’s pamphlets, outdoor advertisements, television and Internet. The percentage to each media is as followed.

Figure 7.32: Advertising sites about the South African tertiary education



About 32% of the respondents read the advertisements on the agent's pamphlets, and 21% through the outdoor advertisement boards, which is also released by agents. Obviously, through the agents' promotion, South African tertiary education is becoming familiar to more and more Chinese students.

Among the rest of the respondents, 16% read the advertisement from newspapers, 13% from television, and 18% from the Internet. Obviously all of these media are effective media for South African universities to advertise in.

7.2.2.9.6 Suggestions for the Free State province to promote its tertiary

education in China

This was an open-ended question. Respondents were asked to give their suggestions about what the Free State province should do if it wants to promote its tertiary education in China. Suggestions given are as below:

- To do more advertising on media to let more Chinese students know about its tertiary education;
- To cooperate with agents in China;
- To improve safety in South Africa;
- To simplify its study permit application process; and
- To apply new immigration policies to attract students.

The detailed analysis to the suggestions will be given in Chapter 8.

7.3 COMPARISON STUDY OF THE TWO QUESTIONNAIRS

Through the analysis of two questionnaires, we can clearly outline the overall profile of the Chinese students studying in South Africa and the Chinese students that want to study abroad.

Eight-two percent of the Chinese students studying in the Free State are between 16 to 24 years old and 70% of them intend to get the Bachelor's degree. Management studies are their favorite, followed by the Information

Technology and Engineering. In the Chinese student market, most of the potential Chinese students who plan to study in a foreign country also favour the majors in management field, then in the engineering field. Forty-seven percent of them want to get the Master's degree and 38% is for the Bachelor's degree.

Whether the Chinese students who are studying in the Free State, or the potential students from China who want to study abroad, the most commonly tools utilized to collect information are the Internet and the agents. Three data sources are trusted by them, namely sources from the South African Embassy in China, from agents and from exhibitions. When it comes to the focus groups, parents and family members influence the students' decision-making process most.

In China, 32% of the respondents could afford RMB50,000 – RMB80,000 annually for their studies in a foreign country. While in the Free State, 77% of the Chinese students' annual cost is R40,000 – R80,000, which equals to RMB41,666 – RMB66,666. The majority of the respondents' sponsors are their parents. Besides, when the respondents consider their study destinations, expenses are the most important factor to take into consideration. Therefore the Free State could use expense advantage to attract more Chinese students to study there.

7.4 CONCLUSION

Although the respondents are not very satisfied with some services of the international office, fortunately, majority of the respondents studying in the Free State are satisfied with their studying experience here and are willing to introduce the tertiary education to their friends and families in China. Besides their study experience, in their daily life, there are five problems that often have troubled them, namely safety, involvement problem to the local society, visa/study permit, language barrier and food. Universities and the South African government should take corresponding reforms to improve the situation.

To decide which country to study in is not an easy process, visa policy is the most important factor to influence the Chinese students. When it comes to how to choose a university in a foreign country, whether the graduates could find a good job is the first measurement.

It is good to discover that more than one third of the respondents in China have considered to study in South Africa. Although majority of them know very little about the Free State's tertiary education institutions. Eighty-eight percent of respondents are interested in getting more information about it. It is really a

good opportunity for promotion, because the people have the need.

This chapter is the empirical study of the research. The two questionnaires and the analysis to them outlined a framework of the Chinese students market. Recommendations would be given in the next chapter.

CHAPTER 8

RECOMMENDATIONS

8.1 INTRODUCTION

As the final chapter of the research, this chapter gives a short summary of the literature study, the results of the empirical study and recommendations.

8.2 SUMMARY OF THE LITERATURE STUDY

The aim of the research was to determine how the Free State province of South Africa could market its tertiary education more effectively in China. To fully determine this, a study was conducted in five main areas, and they were:

- Marketing of tertiary education;
- Cross-cultural marketing;
- China as an education marketing environment;
- The competitive situation in the Chinese student market; and
- Research methodology.

A short summary of each area will be given as below.

8.2.1 Marketing of tertiary education

In this chapter, the characteristics of tertiary education were explained and the

important elements in marketing tertiary education were analyzed in turn.

Unlike physical products, tertiary education has its own characteristics, namely intangibility, inseparability, variability, perishability and participation. Therefore the marketing of tertiary education consists of the following important elements: people, process, pricing, international recruitment, location, Internet, advertisement and exhibition, relationship marketing, and differentiation and image supporting.

8.2.2 Cross-cultural marketing

The Chinese student market has a totally different cultural environment compared to South Africa or other western countries. Hence the understanding of the theory of cross-cultural marketing was necessary.

The researcher analyzed this theory from the following aspects:

- A description of culture;
- How cultural diversity influence marketing; and
- How to minimize the influence of culture on marketing.

8.2.3 China as an education marketing environment

This chapter analyzed China as a target market for western countries to recruit

students. Three factors were discussed to prove that the Chinese student market was a huge potential market for foreign universities, and these three factors were named the economic environment, the political environment and the social environment.

The economic environment was analyzed from two aspects: the internationalization of the Chinese economy and China's GDP growth and household's income.

The political environment was analyzed from the government's principles for the overseas study, general information of students and scholars studying abroad since the political reform in 1978 and the efforts to repatriate outstanding Chinese students.

The social environment was analyzed through the development of Chinese tertiary education, problems in Chinese tertiary education and the trends for studying abroad.

8.2.4 The competitive situation in the Chinese student market

The huge market opportunity attracted various countries in the world to compete in the Chinese student market. In this chapter, the researcher covered the literature study of the current marketing situation of the Free State

tertiary education compared to other countries, which had successfully explored the Chinese student market.

Three traditional strong competitors in the market, namely the United States, Australia and the Great Britain, were analyzed one by one. Meanwhile, newly coming competitors with special advantages had also been analyzed. It included:

- Beautiful environment to attract students (Canada, New Zealand and Malaysia);
- Friendly international relationships with China (Japan, Korea, France, Spain, Italy and Austria);
- Low costs to attract students (Russia, Ukraine, Ireland, Germany and Nordic countries)

The Free State's tertiary education of South Africa was analyzed from two aspects: the tertiary education resources in the Free State and the study life of international students in the Free State.

Through the analysis, a whole picture of the Chinese students market was outlined.

8.2.5 Research methodology

The methodology used to collect, analyze and interpret data relating to the

research was discussed. In this research, questionnaires and group interviews were utilized.

Questionnaires were positioned in such a manner that it created a logical flow pattern. Screening questions were utilized within the student survey in China to ensure that only qualified respondents completed the questionnaires. Five point Likert Scale was utilized where responses ranged from favourable to unfavourable and assigned numerical values. Total scores were calculated to determine the respondent's attitude towards to the object. Single-choice questions and open-ended questions were also utilized to find out the influencing factors in this research.

A group interview was held in Bloemfontein. Four interviewees were invited. The same questions in the questionnaire for the Chinese students studying in the Free State were asked.

The sample was selected by simple random sampling method. 500 students in China and all Chinese students who study in the Free State were surveyed. The total number of Chinese students who study in the Free State is 113. Questionnaires were personally delivered and collected. Finally, a total of 516 responses were achieved.

To ensure validity and reliability, the pilot study was conducted. Problems within the questionnaire were identified. Errors were reduced through the careful revision of the questionnaire.

Data processing was conducted through the use of the Microsoft Excel.

8.3 SUMMARY OF THE RESULT OF THE EMPIRICAL STUDY

The results obtained from the empirical study illustrate that more than half of the Chinese students planned to study in a foreign country, but the majority of them did not decide which country to go.

Eight-two percent of the Chinese students studying in the Free State were between 16 to 24 years old and 70% of them intended to get a Bachelor's degree. Studies in Management sciences were their favourite, followed by Information Technology and Engineering. In the Chinese student market, most of the potential Chinese students who plan to study in a foreign country also favoured majors in Management Sciences, then in Engineering Sciences. Forty-seven percent of them wanted to get a Master's degree and 38% wanted a Bachelor's degree.

Whether the Chinese students studying in the Free State, or the potential students that wanted to study in a foreign country, the most commonly used

tool to collect information was the Internet and agents. Three data sources were trusted by them, namely sources from the South African Embassy in China, from agents and from exhibitions. When it came to the focus group, parents and family members influenced the students' decision-making process most.

In China, 32% of the respondents could afford RMB50,000 – RMB80,000 annually for their studies in a foreign country. While in the Free State, 77% of the Chinese students' annual cost was R40,000 – R80,000, which equaled to RMB41,666 – RMB66,666. The majority of the respondents' sponsor was their parents. Besides, when the respondents considered their study destinations, expenses were the most important factor to take into consideration. Therefore the Free State could use expense advantage to attract more Chinese students to study in.

Although the respondents were not very satisfied with some services of the international office, fortunately, the majority of the respondents studying in the Free State were satisfied with their studying experience there and were willing to introduce the tertiary education to their friends and families in China.

Besides their study experience, there were five problems in their daily life which often troubled them, namely safety, involvement problem to the local

society, visa/study permit, language barrier and food.

To decide which country to study in was not an easy process, visa policy was the most important factor to influence the Chinese students. When it came to how to choose a university in a foreign country, whether the graduates could find a good job was the first measurement.

It was good to discover that more than one third of the respondents in China had considered to study in South Africa. Although the majority of them knew very little about the Free State's tertiary education, 88% of respondents were interested in getting more information about it. It was really a good opportunity for promotion, because the people had the need.

8.4 RECOMMENDATIONS

The problem statement indicates that the Free State province does not effectively market its tertiary education opportunities to potential Chinese students, thereby failed to earn more foreign investment. A literature study has been done regarding to this problem from a comprehensive view. According to the outcome of the empirical study, it is clear that there is space for improvement for the Free State province to marketing its tertiary education in China.

Recommendations are made for the South African government and the universities in the Free State.

8.4.1 South African government

In order to attract more Chinese students to study in the Free State, the following aspects should be improved.

8.4.1.1 Promotion of the new South Africa by the government

Most people in China link South Africa with poverty and extremely hot weather, because they knew very little about this country and compare South Africa with a country like Somalia (Questionnaire – 1: Q82). Therefore they do not think that it is a good place to study. But as a matter of fact, friendly people, sports and adventure, full of sunny beaches and unforgettable moments are often the first impression of the students when they first arrived in South Africa. Nobel Peace Prize winner Archbishop Desmond Tutu called this country the "rainbow nation". It is the task of the South African government to inform Chinese people about the new South Africa.

China Central Television (CCTV) is one of People's Republic of China state television stations. China Central Television has the largest audience in China and in the Chinese community across the world. All programs are broadcast

via satellite. It is the most important official publicity instrument. At the same time as a result of the unique position and influence of CCTV, CCTV news and events often become the focus of other media in China.

The South African embassy and government should produce television programmes about South Africa on CCTV. The programmes will give a comprehensive introduction to the South African history, geography, economy, culture, education, sports, political system and traveling information. In this way, the Chinese people could change the old impression and get a new picture of South Africa. Only if Chinese people change their prejudices of South Africa, they can take a fresh look at South African tertiary education and will it be possible to consider to study in South Africa.

8.4.1.2 Promotion of South African tertiary education by the government

It is necessary for South African government to strengthen its tertiary education campaign in the Chinese market. Chinese people should be informed about the advantages of studying in South Africa. It included:

- South Africa inherited the British education system. The system is large and complete. There are several universities with a history of more than a century and are famous across the world. South African diplomas are widely recognized by the world.

- South Africa has a pure and effective learning environment for English

language training mechanisms.

- South Africa has pleasant weather, a beautiful natural environment and is a world-renowned tourist destination. Students can experience the local culture by traveling during their holidays. This is the precious memories of their studying lives.

- The tuition fees and living expenses are affordable for most of the Chinese families.

- Convenient visa application procedures and short visa waiting period. The South African embassy generally requires 14-21 days to review the applicants' materials, while the United States needs 33 days and Australia needs 30 days. Therefore to maintain a stable visa policy is very important.

8.4.1.3 To organize a large-scale South African tertiary education exhibition

Permission for an Education Exhibition is approved by the education department of the Chinese embassy. It has high reliability. A South African tertiary education exhibition should be organized by the South African government and be promoted in the large cities in China. During the exhibition, the potential Chinese students can directly make contact with tertiary education institutions to obtain first-hand information. It is a very good opportunity for South African universities to promote itself in China.

8.4.1.4 To decrease crime rate

Safety is the biggest problem that interfere the Chinese students who are currently staying in the Free State. Meanwhile, parents play an important role when students choose their study destinations, and the safety factor is one of the factors that they seriously consider. Therefore, the South African government should make efforts to decrease the crime rate and give the students a harmonious social environment.

8.4.1.5 To eliminate the worries of local people

In order to provide a good social environment, there is a need to eliminate the local people's worry that Chinese students will compete for job opportunities with them. The majority of the Chinese students studying in the Free State usually did not take a part-time job to cover their expenses. Therefore the worries that Chinese students would occupy local residents' job opportunities were unnecessary. Besides, most of the Chinese students studying here could contribute more than R50,000 annually. Therefore if the Free State could attract more Chinese students to study here, it could make a great economic contribution to the region and provide more job opportunities.

8.4.1.6 To establish a new qualification acceptance system between South Africa and China

It takes four years in China for students to obtain a Bachelor's degree, and they can carry on to a Master's degree in USA, Australia and Britain. According

to the agreement between the Chinese and South African education departments, if they want to apply for a Master's degree in universities in South Africa, they have to obtain a Honour's degree first. The Honour's degree is equivalent to Bachelor's degree in China. Since they have already got the Bachelor's degree, it wastes a year's time and money. It is suggested that the qualification acceptance system should be changed.

8.4.2 Universities in the Free State

Universities in the Free State should work closely with the government to improve their service quality and expand their influence in China in order to attract more students to study with them. The following actions could be taken:

8.4.2.1 To improve the services of the international office

The international office of the universities should pay more attention to the Chinese students' visas, accommodation, social interaction and activities. Meanwhile, the international office should seriously consider how to improve the effectiveness of English classes, so that international students could master English faster and better to adapt to campus life.

8.4.2.2 Reasonable finance policy to international students

Affordable expenses are one of the advantages of the universities in the Free State, South Africa. It is suggested that the finance policy applied on the

international students should remain stable. It is also suggested that universities could provide scholarships and student loans for international students. It will attract more students' attention and increase the fame of the university. The majority of the Chinese students prefer to study in a university with more international students.

8.4.2.3 To increase the satisfaction level of current Chinese students

The majority of the students in China agree that the suggestions from their families or friends living or studying in that country could greatly influence their decisions, because they believe to see is to believe. Therefore, in order to give a good impression to the students in China, universities in the Free State, South Africa, should consider increasing the satisfaction level of the current Chinese students. For example, to increase the quality of teaching, to give them more advice on their studies and to help them get involved into the local society.

8.4.2.4 To cooperate with Chinese universities

Universities in the Free State should choose the prestigious universities in China to carry out joint research projects and student exchange programmes. It could effectively improve the universities' visibility and reputation in China in the short term.

8.4.2.5 To cooperate with local agents

Agents play an important role in the students' decision-making process due to its professionalism. Students usually utilize it as an information provider and rely on the information provided by them. Besides, the local agents also have very strong local client resources and advertising and public relationship advantages. These resources and advantages could create a very good condition for the Free State's universities to enter the Chinese student market.

8.4.2.6 Emphasis on the Internet

When the potential students in China gather information, they will definitely use the Internet. Therefore the international student recruitment projects must be eye-catching and easy to find on the universities' home pages. The information provided must be accurate and rich. If the home page has articles reporting on the Chinese students' studying and living life on the campus, it could be more attractive and persuasive to the potential Chinese students.

8.4.2.7 Intensive advertising in March to July every year

Generally speaking, international students must apply at least six months ahead of time to prepare documents for enrollment. Therefore every year, after the Spring Festival, large and small exhibitions and consultation sessions, as well as overseas institutions' interviews will soon start. In order to apply at foreign university, parents and students will obtain information from newspapers and other media. Intensive advertising is necessary during this

period. Newspapers, advertisements on buses and subways, outdoor billboards, videos and brochures can be utilized together.

8.4.2.8 To focus on high school graduates

Majority of the Chinese students will obtain the Bachelor's degree as their first degrees if they study in a foreign country. It means high school graduates could be the main body of the potential customers. It is suggested that universities could cooperate with high schools. They could start exchange students programmes or organize a trip during the summer or winter holidays, so the potential students could experience the country, the city and the university directly.

8.4.3 Education roadshow in China

China International Education Roadshow, as the country's largest annual show, has been successfully held for 9 years since 2000. A total of 32 countries and regions, more than 650 education institutions take part in the exhibition, and the audience reaches 7.8 million people. The most important feature of the show is its host country management. It means the show will select one country each year as the host country and it will fully focus and demonstrate that country's education resources and advantages of the institutions.

In 2004, the "China-France Culture Year" occasion, the French official bodies -

the International Education Program has organized 70 tertiary education institutions to participate in this exhibition. In 2006, by the "China Year of Russia", the Russian Federal Ministry of Education Sciences and the Russian Federation Department of Education large-scale organized more than 50 well-known universities. In 2007, hosted by the European Union, the show brings its 27 member states and more than 200 colleges and universities. In addition, 2007 is also the "China and Spain Culture Year", the Spanish Foreign Trade Development Council organized nearly 60 Spanish tertiary education institutions. In this year, the number of the participating institutions reached a new record. In 2008, the host country was Canada. The Canadian Foreign Affairs and International Trade and the Canadian Embassy organized about 68 institutions and organizations to participate the show.

In order to ensure the quality of the show, all participating institutions must get the country's education department's approval before participating. During the show, students could contact the institution which they are interested in face to face. They could also obtain the latest information about the relative policies and regulations, the application skills, the certification system and visa requirements.

China International Education Roadshow is a good opportunity to promote the influence of overseas universities. Therefore, it is suggested that the

universities in the Free State and in South Africa should take the show into consideration.

8.5 CONCLUSION

Research has identified that Chinese students studying in the Free State are generally satisfied with their living and studying experience, and they are willing to introduce the Free State's tertiary education to their friends and families in China.

The research also identified that students in China has strong need to study in a foreign country and most of them could afford ¥ 50,000 to ¥ 120,000 annually, which equals to R41,666 to R100,000. Nowadays, Chinese students are more rational when they choose their study destination countries, and finance is the first aspect that they consider. Therefore South Africa should make use of its unique advantages to promote its tertiary education in the Chinese student market and get more education investment.

However, respondents did identify certain areas that could be improved in order for a better study environment. On the basis of this research and recommendations, it was possible to develop some strategies that will maximize the satisfaction of the students and attract more students to study in

South Africa.

It would be suggested that the South African government and the universities should realize the unique advantages of its tertiary education, promote it in the Chinese student market and get more education investment.

Appendix 1:

SURVEY OF CHINESE STUDENTS STUDYING IN THE FREE STATE, SOUTH AFRICA

Instructions: At each question, fill in the circle alongside your chosen answer.

Correct: ●

Incorrect: ⊗ ⊙

Part A: General Information.

Q1. Indicate your gender :	<input type="radio"/> Female	<input type="radio"/> Male
Q2. Indicate your age:	<input type="radio"/> 16 – 20 <input type="radio"/> 21 – 24	<input type="radio"/> 25 – 28 <input type="radio"/> above 29
Q3. What is the qualification that you currently enrolled for?	<input type="radio"/> Bachelor <input type="radio"/> Honour <input type="radio"/> Master <input type="radio"/> Doctor	<input type="radio"/> National Diploma <input type="radio"/> B. Tech <input type="radio"/> M. Tech <input type="radio"/> D. Tech
Q4. What is the highest qualification you intend to obtain?	<input type="radio"/> Bachelor <input type="radio"/> Honour <input type="radio"/> Master <input type="radio"/> Doctor	<input type="radio"/> National Diploma <input type="radio"/> B. Tech <input type="radio"/> M. Tech <input type="radio"/> D. Tech
Q5. What is your student status?	<input type="radio"/> Full-time	<input type="radio"/> Part-time
Q6. In which faculties are you enrolled?	Please specify: _____	

Part B: Please rate the level of frequency and reliability of the following methods during

your information collection process in China.

	Frequency					Reliability				
	Very much	Quite a bit	Don't know	Very little	None	Always	Frequently	Occasionally	Seldom	Never
Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embassy in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part C: To what extent did the following focus groups influence your decision of coming to study in the Free State.

	Very much	Quite a bit	Don't know	Very little	None
Q7. Family members or friends in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q8. Family members or friends living/studying or lived/studied in South Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9. Family members or friends living/studying or lived/studied in other foreign countries besides South Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10. The trend of studying in foreign countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11. Advertisement in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12. Agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part D: Financial aspects

Q13. How much do you spend annually when you are studying in the Free State?	<input type="radio"/> R30,000-R40,000 <input type="radio"/> R40,000-R60,000 <input type="radio"/> R60,000-R80,000	<input type="radio"/> R80,000-R100,000 <input type="radio"/> R100,000-R120,000 <input type="radio"/> Above 120,000
Q14. Do you take a part-time job to cover your expenses?	<input type="radio"/> Yes	<input type="radio"/> No
Q15. How do you pay for your studies in South Africa?	<input type="radio"/> Self sponsored <input type="radio"/> Employer/government sponsored	
Q16. Who is/are your financial supporter(s)?	<input type="radio"/> Parents <input type="radio"/> Bursary <input type="radio"/> Sponsor/employer <input type="radio"/> Student loan <input type="radio"/> Own earnings <input type="radio"/> Partner/spouse <input type="radio"/> Others (Specify: _____)	

Part E: Please rate your level of agreement about the following statements of the reasons for studying in the Free State, South Africa.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Q17. Good education quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18. Cannot obtain a university entrance in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19. Cannot afford to study in other countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20. Agent's recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21. Family/friends living here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q22. Visa policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23. Good job future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24. Strength in some courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25. Government sponsored	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q26. No language requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27. Special experience for African culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q28. Other reasons.	Specify: _____			

Q29. Did you ever consider other study destinations besides South Africa?

Yes

No

Q30. How did you come to study in the Free State?

Through an agent

Through a friend studying here

Through a relative living here

Through application by oneself

Other ways (Please specify: _____)

Part F: Please rate your level of satisfaction to the international office in your university.

	Always	Frequently	Occasionally	Seldom	Never
Q30. Welcoming and orientation programmes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q31. Assistance with visas and study permits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32. Assistance with accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33. Liaison with faculties on behalf of international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q34. Advice on and facilitating social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35. Organize social activities for international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q36. Language course offered to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

international students					
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Part G: Please rate the level of frequency that the following problems interrupt you in your daily life.

	Always	Frequently	Occasionally	Seldom	Never
Q37. Language barrier	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38. Home sickness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q39. Culture shock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40. Financial problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41. Involvement to the local society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q42. Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q43. Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44. Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45. Visa/study permit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46. Accommodation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47. Other problems	Please specify: _____				

Part H: To what extend are you satisfied with your study experience in the Free State.

	Always	Frequently	Occasionally	Seldom	Never
Q48. The course setting is scientific.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49. The course setting is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q50. Lecturers help me a lot with my studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q51. The education quality of the university is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q52. I am satisfied with the service offered by the international office.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53. The facilities on the campus are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q54. The quality of the facilities on the campus is good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q55. The campus is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56. The campus is beautiful.					
Q57. I have many friends at the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q58. I participate in activities held by the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q59. The education provided by the university is valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q60. The studies in the Free State prepared me well for my future job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q61. I enjoy studying in the Free State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q62. I will recommend the tertiary education of the Free State to my friends in China.

- Yes
- No

Q63. What are your suggestions if the Free State wants to promote its tertiary education in China?

Appendix 2:

CHINESE STUDENT MARKET SURVEY OF STUDYING IN A FOREIGN COUNTRY

Instructions: At each question, fill in the circle alongside your chosen answer.

Correct: ●

Incorrect: ⊗ ⊙

Q1. Do you have a plan to study in a foreign country?

Yes

No

If you choose No in Q1, please complete Part A, then return the questionnaire back;

If you choose Yes, please go to Part B and complete the questionnaire.

Thank you for your time!

Part A: To what extend will each of the following factors influence you so that you cannot study abroad?

	Very much	Quite a bit	Don't know	Very little	None
Q2. Cannot afford	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3. Insufficient information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4. Language barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5. Different culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q7. Other reason(s):	_____				

Part B: Study destination aspects

Q8. Indicate your gender:

- Female
- Male

Q9. Do you have an idea about which country to go to?

- Yes
- No

Q10. If yes, please indicate the country's name from the list.

- USA
- Britain
- Australia
- Others (Specify: _____)

Q11. To what extent does each of the following factors influence you during your study destination decision-making process.

	Very much	Quite a bit	Average	Very little	None
Studying and living expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Currency rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safety of the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather of the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food of the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The government relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The culture difference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The impression to the country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English-speaking environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tertiary education quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Economy development level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The involvement difficulty into the local society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Visa policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Part C: Programme and qualification aspects

Q12. In what programme will you enroll if you study in a foreign country?	Please specify here: _____
Q13. What qualification will you be receiving as your first qualification if you study in a foreign country?	<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctors
Q14. What is the highest qualification you intend to obtain?	<input type="radio"/> Bachelors <input type="radio"/> Masters <input type="radio"/> Doctors

Part D: To what extend will you take the following campus aspects into consideration during your university choosing process.

	Very much	Quite a bit	Average	Very little	None
Q15. The fame and history of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16. The language requirement for international students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q17. The homepage of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18. The size of the university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19. The quality of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q20. The campus environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21. The percentage of international students on the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q22. The facilities on the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23. The tuition and living expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24. The duration of the study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embassy in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part G: To what extend does each of the focus group influence you when you decide on your study destination?

	Very much	Quite a bit	Don't know	Very little	None
Q30. My parents and relatives in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q31. My friends and classmates in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32. The trend of studying in foreign countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33. Advertisement in the media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q34. The suggestions from relatives or friends living or studying in that country	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35. Agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q36. South Africa embassy in China	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part H: South African aspects.

Q37. Have you ever considered to study in South Africa?

- Yes
- No

Q38. How much do you know about the tertiary education of the Free State, one of the provinces of South Africa?

- Quite a lot
- Average
- Just a little
- Nothing

Q39. Are you interested in getting the information about tertiary education of the Free State province of South Africa?

Yes.

No.

Q40. Have you ever read any advertisement about studying in South Africa in China?

Yes.

No.

Q41. If you choose Yes in Q40, where did you read it?

Please specify here: _____

Q42. What suggestions do you have if the Free State province of South Africa wants to promote its tertiary education in China?

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