THE DEVELOPMENT OF EDU-TOURISM FOR PUBLIC UNIVERSITIES IN MELAKA

A project report submitted in partial fulfillment of the requirement for the award of the degree of Bachelor of Technopreneurship with Honours

By

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DEDICATION

This humble project work is dedicated to;

My supportive family, for unconditional love and sacrifices;

My dearest supervisor, for the never-ending support and guidance;

My greatest friends, for being with me always;

And above all

To the Almighty, for the blessings.

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Thank God, praising the Almighty. First and foremost, I would like to thank my single parent, Mrs. Vasanthee Sinnakutty, for her assistance in completing the Final Year Project, The Development of Edu-Tourism for Public Universities in Melaka. I finished this task with all her support and blessings.

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Furthermore, I want to thank me for believing in me, doing all this hard work, for never quitting doing this task. I am grateful for the way I have supported and motivated myself, for my good qualities portrayed through this project and the little achievements I made every day.

There were multiple challenges I had to face while completing this research study. However, after four years of study this Final Year Project was successfully completed. Finished this Final Year Project bring best memory in my bachelor study's life.

Thank You Everyone!

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ABSTRACT

Edu-tourism is a wide range concern where the act of being a traveler and really learning something about a local skill or hobby rather than roaming around entirely clueless to the culture that surrounds you. Edu-tourism needs continuous development in order to make the edu-tourist to often visit certain location for edu-tourism. It can be developed by listing down the analysis of factor which attract them, then, from that we can develop commercialization activities which gives significant good impacts to the field of study. Furthermore, marketing approaches can be used to promote edu-tourism in Malaysia, particularly Melaka. Previous research study has primarily just relied on factor analysis without commercialization so this research will help to avoid such uncertainties and promotes development and commercialization. Therefore, several objectives have been formed and clearly discussed by the researcher. The scope of the research study explains the range of this research. The researcher uses distributed questionnaire survey as primary data and secondary data obtained from the internet, library resources, and print medias. Lastly, there will be synopsis research for all chapters in this research study and researcher able to use the past researchers' findings to support the research field of interest.

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Keywords: Development, Edu-Tourism, Commercialization, Marketing

ABSTRAK

Edu-pelancongan merupakan hal yang perlu memberikan fokus yang banyak kerana industri tersebut menyumbang banyak kepada negara. Edu-pelancongan didefinisikan sebagai tindakan menjadi pelancong dan melibatkan diri dalam mempelajari sesuatu tentang kemahiran atau hobi tempatan dan bukannya sekadar merayau sahaja. Edu-pekancongan memerlukan pembangunan yang berterusan supaya edu-pelancong mengunjungi lokasi tertentu untuk melancong. Ia boleh dibangunkan dengan menyeneraikan analisis faktor yang menarik minat mereka, kemudian, daripada itu, boleh membuatkan aktiviti pengkomersilan yang memberi impak positif yang ketara kepada bidang pengajian. Tambahan pula, pendekatan pemasaran boleh digunakan untuk mempromosikan edu-pelancongan di Malaysia, khususnya Melaka. Kajian penyelidikan terdahulu hanya bergantung pada analisis faktor tanpa megkomersilan jadi penyelidikan ini akan membantu mengelakkan ketidakpastian tersebut dan menggalakkan pembangunan serta pengkomersilan. Oleh itu, beberapa objektif telah dibentuk dan dibincangkan dengan jelas oleh pengkaji. Skop kajian penyelidikan pula menjelaskan julat penyeleidikan ini. Pengkaji menggunakan tinjauan soal selidik yang diedarkan sebagai data primer dana data sekunder yang diperoleh daripada internet, sumber perpustakaan, dan media cetak. Akhir sekali, akan ada kajian sinopsis untuk semua bab dalam kajian penyelidikan ini dan pengkaji dapat menggunakan penemuan penyelidik lepas untuk menyokong bidang penyelidikan yang diminati.

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Kata Kunci: Pembangunan, Edu-pelancongan, Pengkomersilan, Pemasaran

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LIST OF ABBREVIATION

Abbreviation	Description
Edu	Educational
M1EP	Malaysia 101 Edu-Tourism Package
EMGS	Education Malaysia Global Services
UTeM	Universiti Teknikal Malaysia Melaka
UiTM	Universiti Teknologi MARA
MOE	Ministry of Education
MOTAC	Ministry of Tourism, Arts and Culture
GDP	Gross Domestic Product
GLM	General Linear Model
COM	Constructions of Measurement
ICT	Information and Communications Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
PPP	Purchasing Power Parity
IV	Independent Variable
DV	Dependent Variable
FYP	Final Year Project
IBM	International Business Machines
SPSS	Statistical Package for Social Sciences

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CHAPTER 1:

INTRODUCTION

1.0 INTRODUCTION

Researcher chooses to investigate the development of Edu-Tourism for Public Universities in Melaka. This chapter explains the introduction of the research study which explains background of study, problem statement, research questions and objectives, research scope, significance of research and overall summary.

1.1 BACKGROUND OF STUDY

1.1.1 DEVELOPMENT OF MULTI-DIMENSIONAL PROCESS

Development has a wide range of definition. Development is not an economic phenomenon but rather a multi-dimensional process involving reorganization and reorientation of the entire economic and social system. To put it in other words, development is a process of improving the quality of all humans lives with three equally important aspects. According to Todaro, he mentioned three objectives which are raising peoples' living levels through relevant growth processes, creating conditions conductive to the growth of people's self-esteem through the establishment of social, political, and economic systems and institutions which promote human dignity and respect, increasing peoples' freedom to choose by enlarging the range of their choice variables (1981).

Other than that, the other interpretations of development say that development is economic growth (Steel & Mabogunje, 1984). This is because, too often commodity output as opposed to people is emphasized measures of growth is GNP. The persistence of a dual economy where the export sector contains small number of workers but draws technology as opposed to traditional sector where most people work and is dominated by inefficient technology (Mabogunje, 1984). Then, development as modernization. This emphasizes the process of social change which is required to produce economic

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advancement; examines changes in social, psychological, and political processes. This process shifts commodity to human approach with investment in education and skill training.

Furthermore, development as distributive justice. This view explains that development refers to improving basic needs. Interest in social justice has raised three main issues. The issues are as shown below:

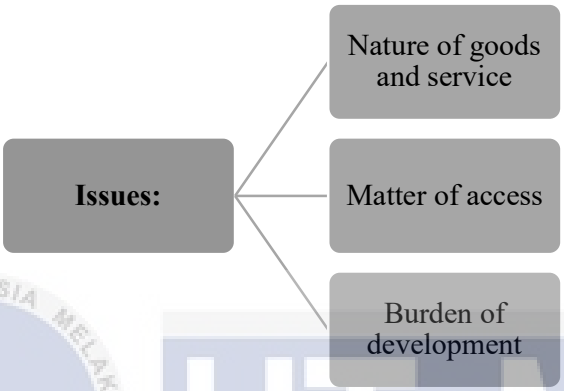

Chart 1.0: Issues Raised from Social Justice

Source: University of Kelaniya, Sri Lanka

The first issue is the nature of goods and services provided by governments. Basically, the government plays a significant role in providing intangible goods such as national defense, infrastructure, education, security, and fire and environmental protection almost all over the country. Second, the matter of access of these public goods to different social classes. Those goods are non-excludable and non-rivalrous. Users cannot be barred from accessing or using them for failing to pay for them. Thirdly, the method of sharing the burden of development can be shared among these classes. In research from Bedwell et al. this means that during the development process, all the developers and related people should share the workloads (2013).

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1.1.2 EDUCATIONAL TOURISM

Educational tourism is the growing sub-categories of the tourism industry. In the current context, the growing stage of educating and learning and gaining technical skills outside of classroom or flipped classroom mode developing the educational tourism. Thus, Edu-tourism industry became a global industry and creates joint venture with other industries (Naido, 2007).

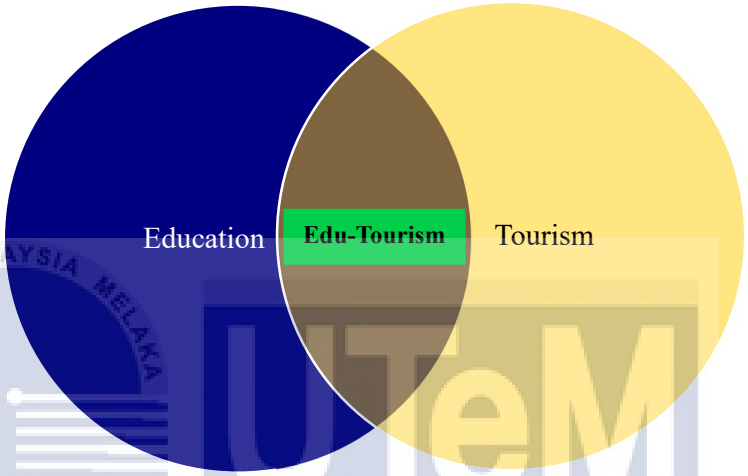

Figure 1.0: Two Main Elements of Educational Tourism

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Educational tourism is segmented by demographic, socioeconomic, geographic, and psychographic factors (Josef & Sara, 2022). This tourism does not affect the entire population in the same way. Age, sex, origin, occupation, economic level, educational background, and religious affiliation are all factors. The socioeconomic status of a region has an impact on the implementation of educational tourism. People's socioeconomic circumstances vary by region (Darin, 2017).

Geographic and psychographic segmentations are the most important factors to consider when it comes to educational tourism because of their powerful influence (Thomas, 2022). Origins, distance from places and ways of transportation, and tourist types are some geographic elements. Seek out new experiences; actively pursuing ecologically friendly products and services are some psychographic factors in this regard. For instance, school excursions,

seminar vacations or staycations, study overseas, holidays for skills enhancements are some of the major examples of Edu-Tourism (Chandrashekar & Ann, 2021). According to the education sector, Edu-tourism has a large range, and it is diversifying the conceptual theory to the entire tourism industry continuously.

Edu-tourism is one of Malaysia's most important sectors, and it has been designated as an outstanding industry. Edu-tourism not only offers economic prospects for Malaysian institutions, but also produces extra jobs for professional and technical workers. Malaysia 101 Edu-Tourism Package (M1EP) been formally launched to expand the Edu-tourism business, thanks to a collaboration between the Ministry of Higher Education Malaysia and Tourism Malaysia. According to a survey by Education Malaysia Global Services (EMGS), there were 170,000 international students from 135 countries in Malaysia in 2018. Malaysia is aiming ambitious aims in order to meet Edu-tourist enrolment targets and improve Malaysian universities' regional and worldwide rankings (Chandrashekar & Ann, 2021).

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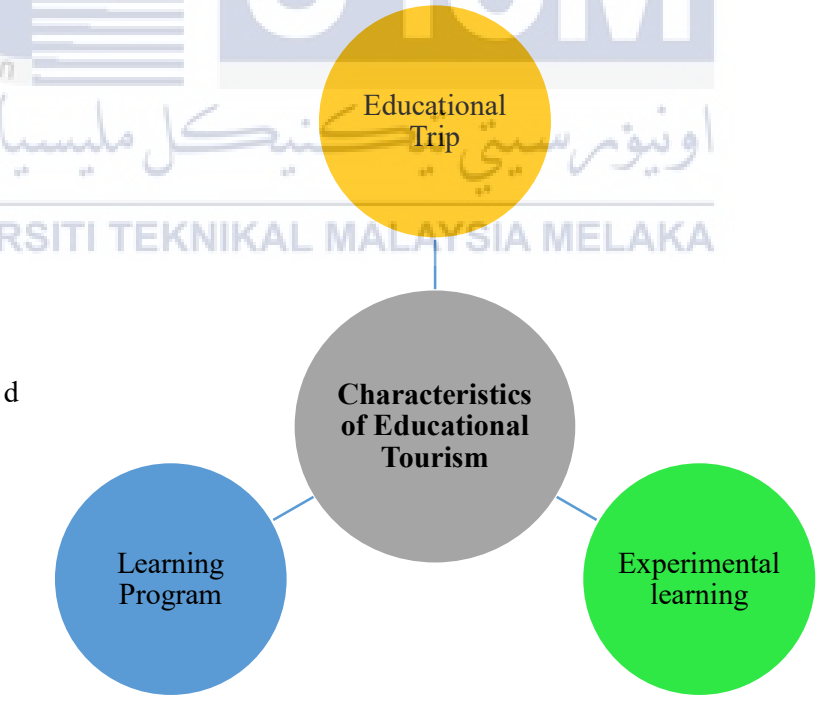

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Figure 2.0: Characteristics of Educational Tourism

In research from Ritchie, segmentation model of educational tourism is widely regarded as the industry standard (2003). It has aided in the

development of awareness of educational tourism as a specialist sector by helping to comprehend the intersection between education and tourism. The model, however, eliminates segments of the industry where learning is a substantial activity by using a market segmentation technique.

According to Siti et al., recommends a process approach to define educational tourism to solve this constraint (2022). Educational tourism, they claim, can be distinguished by three characteristics as per shown in *Figure 2.0*.

Educational tourism involves an intentional and explicit learning experience (Pitman et al., 2010), which necessitates active participation on the side of educational tourists. Reflective practises that occur on site or during the tourism experience are important for learning, and they suggest that educational tourism "extends beyond the actual touristic experience and encompasses pre- (and post-) travel considerations," which is a departure from traditional definitions of tourism (Pitman et al., 2010). According to Richards, expands on educational tourism's experiential element, defining it as a cooperative kind of tourism in which travellers and tour providers "co-create the intended experiences" (2018).

Furthermore, the tourist's attitude toward learning has been determined to be more significant for successful learning than any qualifications they may possess (Pitman et al., 2010). According to Van 'T Klooster, learning during educational tourism requires some degree of cultural diversity from the tourist's typical life experiences (2018). This argument is a central tenet of international education theory coining the term "neophilia" to describe "a novelty-seeking personality" that is more prevalent among students who choose to study abroad than among those who do not (Heinrich, 2011). Lilley applies the notion to global learning theory, stating that leaving one's comfort zone and engaging with people beyond one's immediate community are prerequisites for effective global learning (2014).

Various studies have been undertaken in Malaysia on the aspects that international students evaluate while choosing host universities (Padlee et al., 2010). Foo et al., looked into the study to see what factors led international students to choose UUM (2021). However, the information gathered from this

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research is insufficient to generalise Malaysia's condition on the subject due to the small population and sample size used in both investigations. As a result, the study should be re-examined from a broader perspective, as the reasons that influenced an international student's decision to attend a certain university differed between groups.

The study by Mohd Taibj, Nik Rahila, Sharimllah, Anisah, and Mohd Shamsuri on the subject employed Malaysian quality attributes rather than university quality attributes to determine overseas students' choice of a certain university (2009). As a result, this study should be re-evaluated utilising Malaysian university quality measures and qualities. In their study on this topic, (Fadli et al, 2021) focused primarily on factors that motivated overseas academics to choose private colleges in Malaysia, resulting in a one-sided approach.

As a result, both public and private Malaysian institutions should investigate this topic. Furthermore, none of the previous Malaysian studies on this topic proposed a theoretical model that integrates the various groups of factors that influence international students' decision-making process, analyses different dimensions of this process, and explains the factors that influence students' university choice. As a result, this study has a gap to be filled.

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1.2 PROBLEM STATEMENT

Edu-tourism is fast increasing in this digital era and has attracted a lot of interest in business. However, a scarcity of studies on Edu-tourism elements has a substantial impact on Edu-tourism promotion efforts (Matahir & Tang, 2017). Due to a lack of study and information in this field, the tourist industry has paid little attention to educational tourism research. For example, one of the data related to Edu-tourism is the enrollment trends of the top 20 international Edu-tourist source nations in Malaysia from 2008 to 2021 given by National Education Statistics Malaysia (Ojo, 2013).

The number of foreign Edu-tourists climbed somewhat from 57,273 in 2008 to 66,483 in 2017. However, the number of foreign Edu-tourists fell by

6.4 percent in 2020 and continued to fall to 52,700 in 2021. This data was published in 2019, almost three years ago, and an updated version is difficult to come by. Furthermore, the performance of an Edu-tourist visiting a location change over time (Yusof, 2018).

The commercialization of Edu-tourism will aid in the promotion of Edu-tourism in Melaka by attracting Edu-tourists to visit higher education institutions (Chandrashekar & Ann, 2021). As a result, gathering the most recent and up-to-date information on the commercialization of Edu-tourism is critical. This study aims to contribute to the existing literature by adding new and updated data, particularly for commercialization of Edu-tourism and marketing approaches to Edu-tourism. This is a critical component in the development of good educational tourism policy and the implementation of effective promotional efforts (Malihah et al., 2014).

1.3 RESEARCH QUESTIONS

i. What are the quality factors that influences Edu-tourist to visit Malaysia?
ii. What are the commercialization activities to attract Edu-tourist to Malaysia?
iii. What are the marketing approaches to promote Edu-Tourism in Malaysia?

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1.4 RESEARCH OBJECTIVES

i. To explore the quality factors that influences Edu-Tourists to visit Malaysia.
ii. To determine the commercialization activities to attract Edu-Tourists to Malaysia.
iii. To study the marketing approaches to promote Edu-Tourism in Malaysia.