Analysis of Edu-Tourism Factors among Students in Public Universities in Johor

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Abstract: Edu-tourism is a tourism activity that merged with education in order to enhance the leisure and experimental learning experience. The sector has been recognized as one of the highly potential source of income for the educational institute and tourism industry. However, a dearth of studies on edu-tourism factors affect the edu-tourism promotion effort significantly. Therefore, the purpose of this study is to identify the major edu-tourism factor and furthermore, forecast the edu-tourists arrivals in 2021. The study was focusing on students who are enrolling in public universities in Johor. The study employed quantitative method and data will be collected by distributing questionnaires to respondents. The data will be analyzed by using Statistical Package for Social Science (SPSS). The study used a validated online survey questionnaire to collect the data from 271 valid respondents. The results showed that the dominant factor that affects edu-tourists travel to Malaysia is the government initiative provided by the destination country and the least chosen is availability of facilities. The government and other related industries should improve the facilities for edu-tourists and maintain the good initiative for them. Based on the data, researcher found that the number of edu-tourist arrivals to Malaysia increase from 26.23 thousand of edu-tourist in 2012 to 30.34 thousand of edu-tourist in 2019. Based on the linear regression equation, the expectant tourist arrivals for 2021 are 28.61 thousand edu-tourists.The results of this study are expected to provide valuable insights to stakeholders and policymakers in the educational and tourism sector.

Keywords: Edu-tourism, Factor, Forecast.

1. Introduction

Educational tourism also known as edu-tourism is one of the growing sub-sector of the travel and tourism. These years, the increase of teaching and learning of knowledge and the enhancing of technical competency outside of classroom environment eventually boost up the development of edu-tourism. Therefore, edu-tourist industry has turn into a global industry and stand together with other industries

(Naido, 2007). School trips, seminar vacations, study abroad experiences, skill enhancement holidays and educational cruises are the examples of edu-tourism activities. Based on academics, the edu-tourism has extensive scope and it is changing the concept of tourism constantly. In Malaysia, edu-tourism has been recognized as one of the outstanding and profitable industries (Hamzah, 2004). In fact, edu-tourism not only provides opportunities for Malaysia University to generate revenue, but also create additional jobs for professional and technical workers. With the collaboration of Ministry of Higher Education Malaysia and Tourism Malaysia, Malaysia 101 Edu-tourism Package (M1EP) has been officially launched to develop edu-tourism industry. Based on report of Education Malaysia Global Services (EMGS), there were nearly 170,000 foreign students from over 135 countries in 2018. Malaysia is setting the ambitious goals to reach the enrolment targets of edu-tourist and increase the ranking of Malaysian institutions in both regionally and globally.

1.1 Problem Statements

In this globalization and technology advance era, edu-tourism is gradually growing and has drawn extensive attention in the industry (Kamdi, Jamal, & Izwan Anuar, 2018). However, a dearth of studies on edu-tourism factors affect the edu-tourism promotion efforts significantly (Matahir & Tang, 2018). In other words, educational tourism research has received little attention from the tourism industry which caused the lack of study and information in this area (Rahman, Hassan, *et al*., 2017). For example, one of the data which is related to edu-tourism is the enrollment trends of top 20 international edu-tourist source countries in Malaysia (2008-2011) which is obtained from National Education Statistics Malaysia (Ojo, Yusof, & Ab Aziz, 2015). This data shows that, the number of international edu-tourist increased slightly from 57,273 in 2008 to 66,483 in 2009. But, the number of international edu-tourist decreased around 6.4% in year 2010 and continously decreased to 52,700 in year 2011. This data was published in 2012 which is almost 10 years ago and it is hardly to find an updated version of this data. Furthermore, the preferences for a edu-tourist to visit a place changes over time (Ojo, Yusof, Ab Aziz, & Awang, 2016). The data of factors which attract edu-tourist to visit higher institution will help to promote edu-tourism in Malaysia.   Therefore there is a great need to gather the latest and updated info regrading edu-tourism factor. This study attempts to contribute in adding latest and updated data especially in edu-tourism factor and edu-tourist arrivals in the exisiting literature. This is a vital input in the conceptualisation of effective educational tourism friendly policies and the implementation of successful promotional initiatives.

1.2 Research Questions

(i)   What is the dominant factor to attract edu-tourist to Malaysia?
(ii) What is the forecasted edu-tourist arrival to Malaysia in 2021?

1.3 Research Objectives

(i)   To identify the dominant factor to attract edu-tourist to Malaysia.
(ii) To determine the forecasted tourist arrivals to Malaysia in 2021.

1.4 Research Scope

The research will focus on public universities which located in Johor. The two universities are Universiti Teknologi Malaysia (UTM) and Universiti Tun Hussein Onn Malaysia (UTHM). The respondents for this research would be students from the public universities selected. The research will apply quantitative research approach to conduct the survey. A questionnaire will be established and distributed to 380 students who studied in public universities in Johor..

1.5 Significance of Research

This study would be able to help Ministry of Education and Ministry of Tourism Malaysia by investigating the factors that affect the edu-tourists arrival in Malaysia and the improvement regarding

on the related sector. Besides, this study also help tourism related agency and organization in decision analysis through the forecasted edu-tourist arrival number.

2. Literature Review

2.1 Tourism Industry in Malaysia

These days, tourism is gaining more attention in global economy as the growth of tourism industry is seen as the new opportunity of jobs, foreign exchanges, increased taxation and an improvement in community service that attract other industries (Abu Samah *et al*., 2012) . The government of Malaysia provides a variety of tourism events included Tourism Volunteers (Voluntourism), Malaysia My Second Home (MM2H), Education Tourism, Agro Tourism and Sports Tourism. Besides manufacturing and commodities sector, tourism has become the third biggest contribution to the gross domestic product (GDP) Malaysia. According to Ministry of Tourism, Arts, and Culture Malaysia, international tourist arrivals to Malaysia increased from 19,386,115 tourists between January to September 2018 to 20,109,203 tourists which is 3.7% for the same period in 2019 (Abas, 2019). Singapore, Indonesia and China had become the top 3 countries with the largest percentage of tourist arrivals. Year 2020 represents a special year for Malaysia with the campaign of Visit Malaysia Year 2020 or VMY2020 themed "Visit Truly Asia Malaysia". The goal of VMY2020 is to attract 30 million international tourists to Malaysia and total RM100 billion tourist receipts in year 2020 (Teoh, 2019). However, World Health Organization (WHO) announced the Covid-19 outbreak a pandemic has once again suspended the efforts of Malaysia's tourism industry. The minister of Tourism, Arts and Culture (Motac), Datuk Seri Nancy Shukri declared the cancellation of VM2020 due to the effect to tourism sector in Malaysia. Datuk Seri Nancy Shukri also stated that effective solutions and economic measures will be launched to revitalize the tourism sector.

2.2 Edu-tourism in Malaysia

Edu-tourism is identified as a new potential industry in Malaysia. The purpose of Edu-tourism Malaysia is to gain revenue for public universities by mobilizing their resources. In fact, Malaysia has been ranked 11th among the most popular destinations for higher education globally by UNESCO. In year 2001, the Ministry of Education and Ministry of Tourism, Arts and Culture cooperated to enhance the improvement of tourism industry by developing the educational tourism. The globalization and liberalization of the education sector are more driving the development of education in Malaysia (Rosnan & Abdullah, 2018). The rising of the mobility of foreign students has been considered as a prime opportunity to expand the income of the tourism sector, especially in educational tourism (Matahir & Tang, 2017a). Therefore, the government of Malaysia plays their roles in developing and implementing the plans to boost up the edu-tourism industry in global stage which refers to the Malaysia 101 Edutourism Package (M1EP) launched in year 2015. There are more than 149 packages provided by 20 travel agencies in collaboration with 9 Malaysian Universities. The 9 public universities offer the edu-tourism packages in Malaysia included Universiti Putra Malaysia, Universiti Teknologi Malaysia, Universiti Malaysia Sabah (UMS), Universiti Teknologi Mara, Universiti Kebangsaan Malaysia, University of Malaya, Universiti Malaysia Perlis, Universiti Malaysia Terengganu and Universiti Utara Malaysia.Malaysia has been recognized as an enticing learning destination because of the great quality and reasonably priced education, lower cost of living yet full of culture and tradition (The Sun, 2019). Furthermore, the previous Education Minister Dr. Maszlee Malik stated that they will remain to focus on the mobility of higher education and continuously attract more foreign students in order to increase the enrolment of edu-tourists.

2.3 Components of Edutourism

Educational tourism generally divided into several types of sub-sectors: ecotourism, cultural / historical tourism, student exchange / study abroad programs.

a) Ecotourism

According to The International Ecotourism Society (TIES), ecotourism is now defined as "responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education". The links between ecotourism and education considered as outdoor education and environmental education (Ritchie *et al*., 2003). The activities may carry out in different location settings such as national park, school, wildlife area, local park, zoo and so on. Donohoe & Needham (2006) stated that ecotourism consist the principles of educational development, planning concerns, ethical responsibilities and the distribution of community benefits. Examples of ecotourism destinations in Malaysia are Kuala Gandah Elephant Sanctuary (Pahang), Santubong and Buntal (Sarawak), Cameron Highlands (Pahang), Penang National Park (Teluk Bahang), Forest Research Institute Malaysia (Selangor) and etc.

b) Cultural/ Historical Tourism

Cultural tourism is related to the desire of tourists to observe, understanding the culture of a country or region. It's focus on the lifestyle, history, art architecture, religions of the people in certain area (Kiran & Sudipta, 2009). Nowadays, cultural tourism had established become a trend that tourist will visit the hesitate place in tourism destinations. Hence, culture has increasingly become the subject of academic research. The expansion of cultural tourism develops a range of new categories: heritage tourism, arts tourism, gastronomic tourism., film tourism and creative tourism (Richards, 2018). Examples of cultural destination in Malaysia are Niah Caves (Sarawak), Lenggong (Perak), Malacca, Pulau Penang and Georgetown (UNESCO Cultural World Heritage Site) and so on.

c) Student Exchange / Study Abroad Programs

For this sector, the tourists are moving to another country for the main purpose which is education and they do go for leisure activities at free time (Lam, Ariffin, & Ahmad, 2011). The edu-tourists that attend student exchange or study abroad program are mostly young generation attracted by the idea of having education or learning at another country. The activities of the sub-sectors will be including international and domestic universities, adult study tours and language schools and more. The previous study of Ojo, Yusof, Ab Aziz, & Awang (n.d.), purposed a framework for edu-tourism industry in Malaysia, the study stated that there are five components in education tourism system which refers to human elements, geographical elements, transportation or carrier elements, educational institutions and industrial elements. Human elements refer to the international edu-tourists leave their own country and travel to the destination which was chosen for their educational tourism. The decisions were based on their own interest and environmental factor of the host country. Second, geographical element explains the countries that generate the edu-tourists in worldwide and the destination or host country attract the edu-tourists to travel. The transportation or carrier elements will ensure the edu-tourists able to travel from their own region to the destination region. The main component will be the direct flight and the other components include the public transports such as buses, taxis, railways and courier and shipping services. For educational institutions, the image and quality of higher educational institutions such as public universities will have a huge impact on the decision of edu-tourists. Lastly, the industrial element refers to the facilities and organizations fulfill the specific requirement of edu-tourist. For example, tourist agents, government departments, hotels or accommodation services and etc.

2.4 Edu-Tourist to Malaysia

Basically, edu-tourists from emerging countries describe the host country's quality indices will be the major factor for them to choose for their edu-tourism (Ojo *et al*., 2016). In addition, such

considerations may include the similarity or usage of languages, science and technology services, lifestyle, culture, price and so on. According to Ministry of Higher Education, there are 20 public universities, 33 private universities, 24 polytechnics, 37 public community colleges, 5 foreign university branch campuses and around 5000 private colleges in Malaysia. Other than that, Malaysian universities and colleges also cooperate with educational institutions from other countries such as United Kingdom, United States, Australia, Canada, New Zealand and more. All these changes and development had driven up Malaysia become an education hub for foreign students. Hence, Rahman *et al.*, (2017) identified that the higher education institutions in Malaysia is attracting the international students from the Middle East, China, Thailand and other Asia countries.Based the study of Ojo, Yusof, Ab Aziz, & Awang (2014), they identified the edu-tourist characteristics that will affect the decision to study abroad which are academic skills of edu-tourists, motivation to improve socio-ecomonic status, desire for personal achievement, opportunity to gain independence from the home country and a need to reunite with family overseas. Besides, edu-tourists also influenced by the recommendation from their trustworthy person such as parents, friends, lecturers, school seniors and etc. In Malaysia, most of the higher education learning processes are conducted by using English and this will provide comfortable learning environment especially for international edu-tourists.

2.5 Importance of Edu-tourism in Malaysia Economy

Edu-tourism is recognized as an economic activity that attracts many countries around the world. Edu-tourism brings socio-economic advantages in long term as it is full of knowledge and high value added (Ojo & Raja Nerina Raja Yusofu, 2013). According to Matahir & Tang, (2017), the most important sub-segment and future trend in tourism is educational tourism. The Ninth Malaysia Plan (9MP) 2005-2009 showed that edu-tourism rose up the foreign exchange earnings from RM220 million to RM450 million in year 2000 to 2005. In year 2006 and 2007, RM1.4 billion of the same revenue was received by Malaysian government and the enrolment of international students reached until 92,318. Based on Matahir & Tang, (2017), the findings indicated edu-tourism is a key source of the growth of economy in Malaysia in both short and long term. Around RM27 billion of Malaysia's Gross National Income (GNI) was produced by edu-tourism sector in 2009 (Ojo, Nerina, *et al*., 2015) and they predict to earn about RM60 billion in 2020. Hence, edu-tourism also provides new job opportunities up to 536,000 that majority in professional and technical fields. According to Matahir & Tang, (2017b), edu-tourism provided around 20% of total economic impacts of tourism industry although the amount of edu-tourist represented only 0.4% of total international tourist arrivals in Malaysia. Moreover, generation of edu-tourism revenue can be a tremendous advantage to both host country and its local communities. Local communities would have a chance to gain knowledge and experience different cultures that provides a broaden understanding. Other than that, the most important fact is there is more tourist attraction and natural environment will be protected and become conservation areas. Besides, development of edu-tourism able to improve the infrastructure, promote the tourism industry globally thus attract foreign investors to promote national development and move toward to Wawasan 2020.

3. Methodology

3.1 Introduction

This chapter is discussing about the method and steps that generally adopted by researcher during the research study. It involves the explanation regarding to research design, sampling method, data collection, research instrument and data analysis.

3.2 Research Design

In this research, the method that used to conduct the analysis is quantitative research. Quantitative research is the method to generate numeral data and transform it to statistic results. The data collection process will be conducted by the forms of survey such as questionnaire, online surveys, mobile surveys and so on. Therefore, this research will be focused on the questionnaires that distributed to respondents to collect the data thus achieve the research objectives.

3.3 Research Population and Sample

The target population in this research will be public universities students from Johor. The population consist around 47,400 students in the two public universities in Johor. The size of the sample in this research will be determined by referring the Krejcie and Morgan sampling method. According to Krejcie and Morgan, the sample size of this study is 380 people.

3.4 Sampling Method

A non-random sampling technique was used in this study. The method used to collect data is convenience sampling. The researchers choose the method because the simplicity of sampling and the ease of research.

3.5 Data Collection

Data collection is the essential part in research to ensure the research process runs smoothly for achieving the research objectives. It is the process of collecting data from the relevant sources, hypothesis testing and evaluate the outcome. In this research, it consists of two types of data which are primary data and secondary data.

a) Primary Data

There are three approaches for the researchers to collect primary data which are observation, interviewing and questionnaire. In this research, researcher uses questionnaire to collect primary data. The questionnaire is distributed to the students in public universities in Johor. The purpose of questionnaire is to identify the factors that affect edu-tourist arrivals in Malaysia.

b) Secondary Data

Based on the study, secondary data is obtained from the internet and library resources. The sources obtained from journal, book, report, published articles and official website. The implementation of the secondary data is playing important role in research as it improves the degree of the validity and reliability of research. In this research secondary data will be used to achieve the second objective.

3.6 Pilot Study

The questionnaire used in this research was developed by referring to the relevant previous studies and literature review. Hence, a pilot test will be carried out before the distribution of questionnaire in order to measure the validity and the reliability of the questionnaires. It is the final critical step in data collection as it helps to improve the reliability of the survey questionnaires. Total 30 questionnaires were used for the pilot test.

3.7 Research Instrument

The research instrument is a method used to collect, evaluate and analyze data from subjects related to the research topic. In this research study, a questionnaire is used as the data collection instrument.

a) Questionnaire

The questionnaire is the instrument that includes a series of questions with the purpose of collect information from respondents. The data collected from the questionnaire were used to determine the factors that affect edu-tourist to Malaysia. The questionnaire is divided into two parts, Part A and Part B. Part A will be the demography of the respondent and part B will deal with edu-tourism factor to achieve research objective one.

3.8 Data Analysis

In this research, the data collected from questionnaire were analyzed by using descriptive statistics. Descriptive analysis is the method that simplifies, summarizes and organizes the numerical data. The software that used to analyze data is Statistical Package for Social Sciences (SPSS) and forecasting techniques.

4. Results and Discussions

4.1 Introduction

This chapter presents the analysis and discussion of the data and results obtained from the questionnaire. The data collection is interpreted by using Statistical Package for Social Science (SPSS) software version 22. Hence, the method of analysis, research reliability and the findings will also be discussed in the section below.

4.2 Survey Return Rate

The questionnaires were distributed to the students who study in Universiti Tun Hussein Onn Malaysia (UTHM) and Universiti Teknologi Malaysia (UTM) in the form of softcopy, Google Form. There were around 47,400 of students in two universities in Year 2019 and based on Krejcie and Morgan (1970), sample size of 380 respondents are needed. Total of 271 sets of questionnaires from the issued 380 have been collected with the assistance of the targeted respondents. Hence, the questionnaire survey return rate obtained a 71.32% in this study. The data was tabulated in Appendix B, Table 4.1.

4.3 Reliability and Validity Analysis

The reliability and validity test is conducted for both pilot study and actual study to ensure the reliability and consistency of the questionnaires.

a) *Reliability and Validity of Pilot Study*

Table 1: Reliability test for pilot test

N of Items	N of Respondents	Cronbach's Alpha (α)
23	30	0.729

Based on Table 1 above, the Cronbach's Alpha value for the pilot test was 0.729. The number of respondents needed in this test is 30 students. The result shows that the value obtained in the pilot test was acceptable for reliability of the questionnaire research

b) *Reliability and Validity for Actual Study*

Table 2: Reliability test for actual study

N of Items	N of Respondents	Cronbach's Alpha (α)
23	271	0.866

Based on Table 2 above, the Cronbach's Alpha value for the actual test was 0.866. The number of respondents needed in this test is 271 students. The result shows that the value obtained in the pilot test was good for reliability of the questionnaire research.

4.4 Demographic Analysis

Descriptive analysis is the method that simplifies, summarizes and organizes the numerical data. The demographic data and information collected in the questionnaire were analysed by using descriptive analysis. The demographic information including gender, race, nationality, year of study and institution of study will discussed in the sections below.

a) *Summary Statistics of Demographic Analysis*

According to Appendix A, there were 157 out of 271 (57.9%) respondents were females. Besides, there were 114 male respondents (47.1) who took part in the research. The results concluded that female respondents were more than male respondents. Most of the respondents in this study were Chinese with the number of 110 respondents (40.6%). The second followed by Malay with 73 respondents with the percentage of 26.9% and 46 of Indian respondents (17.0%). There were 42 respondents from other races such as Arab, Javanese, Indonesian and Punjabis with the percentage of 15.5%. Hence, the majority of

the respondents are Malaysian and the number is 227 with 83.8%. The remaining respondents are the students from other countries which are Indonesia, Yemen and Pakistan. Most of respondents are Year 4 students with a total number of 114 respondents, 42.1%. The amount of Year 1 students are 25, 9.2% meanwhile for Year 2 and Year3 students will be 52 respondents (19.2%) and 75 respondents (27.7%) respectively. For the other 5 number of respondents, they are Master students which comprised 1.8% of overall. More than half of the respondents are from Universiti Tun Hussein Onn Malaysia (UTHM), the number of respondents are 178 out of 271 (65.7%). Meanwhile, the students from Universiti Teknologi Malaysia (UTM) are 93 respondents (34.3%).

4.5 Analysis of the Dominant Factor to Attract Edu-Tourist to Malaysia

This section is to analyse the dominant factor that attract Edu-tourist travel to Malaysia. The research focuses on the students who study at public universities in Johor. Part B consists of 23 Likert Scale questions and the method used to analyse the results would be descriptive analysis. The objective of descriptive analysis is to summarize and organize the huge amount of data and it comprised into two types which is measure of central tendency and measure of variability. There are total five dimensions with 23 questions which are education, image of country destination, availability of facilities, government initiative and weather/seasonal. The score rated by respondents are converted into mean thus the values are used to determine the dominant factors that attract Edu-tourist travel to Malaysia.

a) *Education*

Table 3: Descriptive analysis (Education)

	N	Mean	Std. Deviation
Education programmes offered	271	4.11	.840
Quality of institutions	271	3.85	.912
Language used for academic instructions	271	4.03	.847
International Recognition	271	3.82	.879
Affordable hostel	271	3.34	.622
Valid N (listwise)	271		

Table 3 indicated the descriptive analysis for the education dimension. The table shows the five items in this group with their mean and standard deviation respectively. The highest mean is scored by item 1, the education programmes offered by the institution with a mean value of 4.11. Meanwhile, the affordable hostel had the lowest mean which is 3.34. The second highest mean is the language used for academic instructions with a mean value of 4.03. Lastly, the remaining two items which are the quality of institution and International Recognition had the mean value of 3.85 and 3.82 respectively.

b) *Image of Country Destination*

Table 4: Descriptive analysis (Image of country destination)

	N	Mean	Std. Deviation
Level of safety	271	4.05	.741
High environmental quality	271	4.10	.945
Friendly local people	271	4.07	.924
Unique & Diverse Culture	271	4.06	.915
Low cost of living	271	3.96	.809
Valid N (listwise)	271		

Table 4 showed the descriptive analysis of the second dimension, image of country destination. The high environmental quality of a country scored the first ranking with a mean value of 4.10. The second highest will be the friendly local people with a score of 4.07. Then, low cost of living is in the

minimum mean value of 3.96. The item of level of safety had a mean value of 4.05 while unique & diverse culture scored a mean value of 4.06.

c) *Availability of Facilities*

Table 5: Descriptive analysis (Availability of facilities)

	N	Mean	Std. Deviation
Excellent transport infrastructure	271	3.74	.869
Internet network facility	271	3.77	.882
Information accessibility	271	3.78	.823
ICT services	271	3.85	.929
Medical facility	271	3.69	.838
Valid N (listwise)	271		

In Table 5, the descriptive analysis for the dimension availability of facilities is showed. There is an outstanding mean value of 3.85 which is scored by item 4, ICT services. The lowest mean value is the medical facility (3.69). The other three items, excellent transport infrastructure, internet network facility and information accessibility had a mean value of 3.74, 3.77 and 3.78 respectively.

d) *Government Initiative*

Table 6: Descriptive analysis (Government initiative)

	N	Mean	Std. Deviation
Scholarship and tuition fees	271	4.16	.923
Employment during and after study	271	4.06	.939
Additional funding for R&D and commercialization research	271	4.11	.970
Seamless Visa and Immigration Procedures	271	4.08	.955
Valid N (listwise)	271		

Table 6 presented the descriptive analysis for the dimension of government initiative. Employment during and after study scored the minimum mean value of 4.06. The highest mean value is scored by scholarship and tuition fees with a value of 4.16 and the second highest will be the additional funding for R&D and commercialization research with a value of 4.11. Thus, Seamless Visa and Immigration Procedures scored a 4.08 mean value.

e) *Weather/ Seasonal*

Table 7: Descriptive analysis (Weather/Seasonal)

	N	Mean	Std. Deviation
Country with pleasant weather and climate	271	3.94	.854
A tropical destination	271	4.04	.877
Short distance to travel from own country	271	3.89	.915
Geographically safe zone from natural disasters	271	3.76	.900
Valid N (listwise)	271		

Table 7 showed the descriptive analysis of weather or seasonal. The highest mean value (4.04) is scored by the item of a tropical destination. Besides, short distance to travel from own country scored a mean value of 3.89 and country with pleasant weather and climate had a mean value of 3.94. The lowest mean value is scored by geographically safe zone from natural disasters which is 3.76.

4.6 Summary Analysis

Based on Appendix B, the average mean of each dimension for the questionnaire. The results showed that the government initiative obtained the highest mean which is 4.1006. However, the lowest mean value of 3.7668 is scored by the availability of facilities dimension. From this result, we can know that the main criteria that the edu-tourist to choose a country destination is the initiative provided by the government. Hence, the second highest mean value is scored by the image of country destination with a value of 4.0494. The dimension of weather/seasonal and education had a mean value of 3.9087 and 3.8280 respectively.

4.7 Edu-Tourist Arrivals to Malaysia

Appendix C showed the number of edu-tourist arrivals Malaysia from year 2012 to 2019. The data from the table showed the number of edu-tourist arrivals to Malaysia increase from year 2012 to 2014 and decrease from year 2014 to 2017. But, increase again from year 2018 to 2019. Thus, the number of edu-tourist arrival to Malaysia from 2012 to 2019 is fluctuating.

4.8 Forecasting with Least Square Linear Regression

Based on Appendix D, the expected number of edu-tourist arrival to Malaysia in year 2020 and 2021 was calculated by using the method of least square linear regression. According to the calculation, we found that the best least square linear regression is

$$y = 27.01 + 0.16x$$

Based on the linear regression equation, the forecasted tourist arrivals for 2020 and 2021 are 28.45 thousand and 28.61 thousand respectively.

5. Conclusion

5.1 Research Objective 1

The most chosen dominant factor to attract edu-tourist to Malaysia is government initiative and the least chosen is availability of facilities. Weather or seasonal factor gained a mean value of 3.9087, education factor had a mean of 3.8280 and the second highest mean value, 4.0494 was the image of country destination. To attract or increase the number of edu-tourist visit to Malaysia, government may improve the time taken of the visa and immigration procedures, provide variety kinds of scholarship and reduce the tuition fees. Thus, the employment opportunities should be increased for edu-tourist. Besides that, it is important for universities to maintain their quality in terms of the education programmes, hostel or language used during the class irrespective of whether they are private or public. Government should study the image of country destination preferred by the edu-tourist in order to offer a hospitable host environment to these students.

5.2 Research Objective 2

According to the calculation and research, it is expected that as the year increases, the number of edu-tourist expected increases. The results showed that the expected number of edu-tourist for year 2020 and 2021 are 28.45 thousand and 28.61 thousand respectively. Hence, government, education institutions and other related agency should plan and make preparation to welcome the high number of edu-tourist in 2021. For instance, government should prepare the alternative method for edu-tourist to enjoy the services during this pandemic.

5.3 Limitation of Research

There are some limitations faced when conducting the research in this study. First, the researcher faced difficulties in the data collection process. The researcher was difficult to collect the questionnaire from the respondents. As some of the respondents were not willing to answer the questionnaire or they thought that it was merely a waste of time, so the research only received total 271 questionnaires out of 380 questionnaires. In addition, due to the limitation of time and finance, the research only covers two public universities instead of all in Malaysia. Besides, the research location also limits in Johor state only. Hence, limitations should be taken into consideration for future studies.

5.4 Recommendations

a) *Recommendations for Government*

For this kind of research, government usually plays an important role for sustaining and improving the sector. The government of Malaysia should strength the historical, economic and political relationships with the edu-tourists' countries of origin as this kind of tourism will be Malaysian next engine for upcoming economic growth. Besides, there is also recommendation for the edu-tourism organizer such as institutions and travel agencies collaborate with policy planners to consider the new aspects to attract edu-tourists during this pandemic situation when planning and developing edu-tourism packages and programs for the university. By doing so, there will be more international edu-tourists may choose Malaysia thus will help to boost the country's economy.

b) *Recommendation for Future Researchers*

There are some directions and suggestions for the related research to make improvements when conducting the future research of edu-tourism. Future research should be done with a more diverse and bigger sample size. For instant, future research should cover all of the public and private universities in Malaysia. Apart from that, this research only focus on five dimension of the factors which are education, image of country destination, availability of facilities, government initiative and weather/seasonal and intention one time only. Future research can be done with the combination of pre- and post-data of the respondents. Furthermore, the future also can be conducted in the form of qualitative method. By having an interview session with the respondents, the result data will be more accurate and precise.

Acknowledgement

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Appendix A

Demographics	Items	Frequency (N)	Percentage (%)
Gender	Male	114	47.1
	Female	157	57.9
Race	Malay	73	26.9
	Chinese	110	40.6
	Indian	46	17.0
	Others	42	15.5
Nationality	Malaysian	227	83.8
	Other	44	16.2
Year of Study	Year 1	25	9.2
	Year 2	52	19.2
	Year 3	75	27.7
	Year 4	114	42.1
	Other	5	1.8
Institution of Study	Universiti Tun Hussein Onn Malaysia (UTHM)	178	65.7
	Universiti Teknologi Malaysia (UTM)	93	34.4
	Total	271	100

Appendix B

	N	Sum	Mean	Std. Deviation
Education	271	1037.40	3.8280	.48970
Image Of Country Destination	271	1097.40	4.0494	.57251
Availability Of Facilities	271	1020.80	3.7668	.53076
Government Initiative	271	1111.25	4.1006	.78516
Weather/Seasonal	271	1059.25	3.9087	.63626
Valid N (listwise)	271			

Appendix C

Year	Edu tourist (Thousand),
2012	26.23
2013	28.84
2014	28.84
2015	27.62
2016	26.41
2017	25.82
2018	27.77
2019	30.34

Appendix D

Year	x	Edu tourist (Thousand), y	x^2	y^2 (Thousand)	xy
2012	1	26.23	1	688.01	26.23
2013	2	28.84	4	831.75	57.68
2014	3	28.84	9	831.75	86.52
2015	4	27.62	16	762.86	110.48
2016	5	26.41	25	697.49	132.05
2017	6	25.82	36	666.67	154.92
2018	7	27.77	49	771.17	194.39
2019	8	30.34	64	920.52	242.72
Total	36	221.87	204	6170.22	1004.99

$$b = \frac{n\sum xy - \sum x \sum y}{n\sum x^2 - \left(\sum x\right)^2}$$

$$= \frac{8(1004.99) - 36(221.87)}{8(204) - (36)^2}$$

$$= 0.16$$

$$a = \frac{\sum y}{n} - \frac{b\sum x}{n}$$

$$= \frac{221.87}{8} - \frac{0.16(36)}{8}$$

$$= 27.01$$

$$y = a + bx$$

$$= 27.01 + 0.16x$$

Forecasted Edu-Tourists for year 2020:

$$y = 27.01 + 0.16(9)$$
$$= 28.45 \text{ thousand}$$

Forecasted Edu-Tourists for year 2021:

$$y = 27.01 + 0.16(10)$$
$$= 28.61 \text{ thousand}$$