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Exploring International Students in Tourism
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Taiwan HEIs

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Exploring International Students in Tourism and Hospitality Education Satisfaction in Taiwan HEIs.

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Abstract: Attracting international students is not only for the Higher education sector of the host country as a whole but also for the individual Higher education institution (HEI). Taiwan HEIs are ambitious to increase the number of international students to meet the deficit in local students. The belief from previous studies is that international students are active travelers during their study period, potential repeat visitors, and trustful sources of word-of-mouth. In Taiwan, HEI expansion meets a decreasing birthrate and enrollment deficit; thus, recruitment and retention of non-local students is vital for the sustainability of HEIs. This study examines the satisfaction of international students, including Hongkong, Macao, and Mainland China students who experienced a breakdown in Tourism and Hospitality education in Taiwan. In the past, Taiwan education didn't focus on Tourism and Hospitality education since the primary GDP relied on a high technology industry. The GDP in Tourism and Hospitality is less than five percent. Since President Ma Ying Jiu had an open sky policy between Mainland China and Taiwan and the New Southbound Policy from President Tsai Ying Wen, the number of tourists has dramatically increased. On the other hand, the human resources in tourism and hospitality were insufficient to serve tourists. International students in tourism and hospitality become the key to success in the Tourism and Hospitality industry since they can attract more international tourists to visit the host country.

In this research, the phenomenological research design is preferred among qualitative research approaches, which aim to discover the meaning of the satisfaction of international students, a mix of bachelor, master, and doctoral degree students. The participants consist of 14 international students. This research design is based on philosophy and psychology, where the experiences of individuals related to a phenomenon are described as defined by the participants.

The study reports that new international students have to face difficulties adapting themselves, especially to school regulations teaching pedagogy, and some have faced discrimination from their classmates. Most international students are satisfied with scholarships and can work and earn money while studying in Taiwan. They are willing to work in Tourism and hospitality in Taiwan after graduation.

Keywords: International student; Tourism and Hospitality Education; Satisfaction. Taiwan.

Introduction

The trend of university student cross-border mobility is an expanding dimension within the phenomenon of higher education internationalization. Traditional cross-border student mobility focused on Main English-Speaking Destination Countries (MESDC) Australia, Canada, New Zealand, England, U.S.A. = 55% of international student enrolments (Healey, 2008) The growth of inbound international students in a number of these hubs, particularly Mainland China, Hong Kong, Japan, and Southeast Asia, outpaces that of traditional host destinations (Lai & Maclean, 2011; Shields, 2013) The rise of Mainland China as a world economy and ancillary emerging importance of Mandarin Chinese causes increasing enrolments of incoming students. Whereas until recently- apart from learners of Mandarin Chinese as a foreign language – few incoming international students selected Taiwan to pursue a degree, the island has emerged as an increasingly popular. higher education destination (Chou, 2015; Roberts, Chou, & Ching, 2010) The belief from previous studies is that international students are active travelers during their study period, potential repeat visitors, and trustful sources of word-of-mouth. In Taiwan, HEIs expansion meets a decreasing. birthrate and enrollment deficit; thus, recruitment and retention of non-local students is vital for the sustainability of HEIs

Benefits of International students to their host institutions and the local communities

1. Constituting a diverse learning environment
2. Preparing domestic students for the multicultural workforce
3. Networking across borders for future careers
4. Constituting a vital human capital
5. Helping for deficit of local student because of low birthrate
6. Contribute to the local economy as well as the economy of the host country by spending money on living expenses, school-related expenses, health insurance, and other expenses (Tan, 2015).
7. University ranking
8. Active Travelers

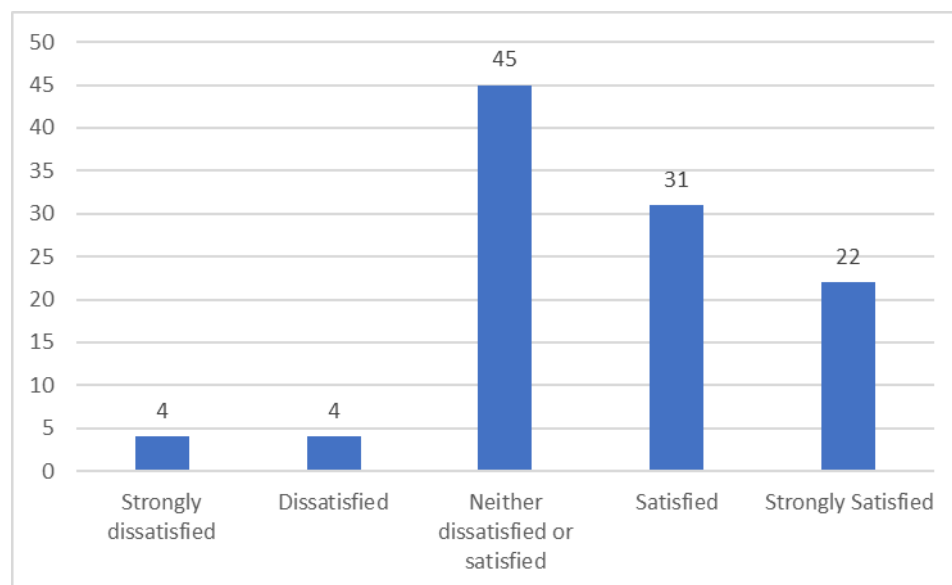
Table 1: Year 2021, 1st year international students who study in Leisure, sport, Hospitality and

Tourism in Taiwan

Country	No. of student
Unidentified	6
Japan	2
Indonesia	1
Indonesia	3
Thailand	2
Malaysia	4
Philippines	1
Vietnam	11
Italy	1
Hong Kong & Macao	25
Oversea Chinese	50
Total	106

Source: Taiwan Assessment and Evaluation Association (TWAEA)

Table 2: Year 2021, Level of overall satisfaction of 1st year international students who study in Leisure, Sport, Hospitality and Tourism in Taiwan.



Source: Taiwan Assessment and Evaluation Association (TWAEA)

Purpose of study

This study aimed to examine why international students in hospitality and tourism (ISHT) satisfaction while studying in Taiwan

In Taiwan HEIs the intake of international students is a matter of survival in the context of and

ensuing student deficit brought about by a policy of rapid institutional expansion paralleled by a sub-replacement fertility rate (Chen & Lo, 2013, Mok, 2015) University ranking. MOE focuses on the goal of strengthening students' English proficiency in higher education in response to the blueprint of bilingual policy, prioritizing the establishment of the bedrock for students' English learning, and providing knowledge-based lectures from different professional fields (including professional programs for economics, engineering, medicine, business, culture and etc.) by using English as a medium of instruction to assist universities and colleges in promoting "EMI" (TWAEA, 2021)

Literature Review

In their competition for international students, universities have begun to view student satisfaction as an important measure related to successful retention and recruitment (Deshields, Kara, Kaynak, 2005; Douglas, Douglas, & Barnes, 2006; Elliott & Healy, 2001; Wilkins & Stephens Balakrishnan, 2013). Not only is satisfaction positively associated with student retention (Elliott & Healy, 2001) and academic performance (Aitken, 1982), it also stimulates positive word of mouth communication (Alves & Raposo, 2009; Hall & Arambewela, 2009) which plays an important role in student recruitment (Teo & Soutar, 2012)

Student satisfaction is furthermore a performance indicator in a number of national and international university rankings (Dill & Soo, 2005; Usher & Savino, 2007) and such ranking constitute an important factor for students in their decision-making process when selecting a university (Clarke, 2007, Griffith & Rask, 2007), even more so among outbound international students (Marginson, 2014)

Past studies student satisfaction beyond its linkage with classroom experience or learning outcomes and studies the university experience in its entirety. Educational service refer to the classroom experience (teaching, learning and assessment). Non-educational service are comprised of "ancillary services" (library, cafeteria, dormitory or computer lab.)

Douglas (2008) are statements on the material characteristics or quality these services required to elicit student loyalty. In the provision of educational services, communication and responsiveness most significantly affect loyalty. Price, Matzdorf, Smith, and Agahi (2003) report that quality of facilities and campus environment are among the main influences on prospective student decision for or against a particular HEI. Nadiri, Kandampully, and Hussain (2009) state that the quality of the library, dormitories and sports facilities affect student satisfaction. Oldfield and Baron (2000) report the campus staff and school administration also impact student satisfaction. Ding (2000) discovered that institutional and governmental regulations negatively affect international satisfaction.

Methodology

- Both purposeful and convenient samplings were used to ensure that only respondents related to the context were involved
- In-depth interviews were conducted with the participation of a total of 14 ISHTs.
- The total number of interviewees was determined by data **saturation**.
- Interviewed approximately 20-30 minutes per person.
- Personal information remained anonymous throughout the study.
- The interview questions were open-ended deriving from existing literature.
- Semi-structure mainly revolving around the mentioned above research questions.
- All collected data were subjected to six-phase thematic analysis approach proposed by Braun and Clarke (2006),

Table 1. Summary of respondents' demographic profile

No of respondent by nationality	Level of respondent education	No of respondent by gender
Thailand	Bachelor	8
Vietnam	Master	2
Indonesia	Ph.d	4
St. Vincent		
St. Lucia		
India		
Malaysia		

Finding and discussion

Satisfaction issues:

Environment (Quite, Walking distance from Dormitory to Classroom, Green area, Safety)

Facilities (Professional Chinese and Western Kitchen, Coffee room, Pasty room, Hotel, Mock up cabin etc)

Expertise (only public university offer Hotel Management, only university offer EMI culinary art and other EMI classes in general education)

International collaboration with sister universities and industries ex. Hong Kong, Swiss, Macau, Canada , USA, Australia, Thailand, Dubai and Singapore etc. For exchange and internship for IHTS

International faculties (American, Japanese, Canadian, English, Thai, Hong Kongnese, French etc)

Scholarships

Job Opportunities (part time and future career)

Reputation (5th in Asia, 38th in the world)

Unsatisfied Issues

Regulations:

Dormitory Regulation (curfew at 11 pm apply for Bachelor, Master and Ph.D. students, Roll call at 11pm apply for Bachelor and Master Students, Room check every Tuesday and Thursday, All 1st bachelor students have to stay in the dorm.)

School regulation (ex. Uniform regulation for Bachelor and Master degree students which is controlled by military officer in the school.)

Conduct score applies for all students including Master and Ph.D. students.

Location (far from downtown)

Cafeteria (Varieties of food issues)

Communications (with staffs or classmates)

Discrimination from local students

Conclusion

The aim of this study was to analyze the satisfaction of international student who study in H&T in Taiwan. Since we know that H&T industry is high discipline industry so some international students which come from different culture background may feel uncomfortable with strict regulations. We hope the present research help Taiwan HEIs in H&T to address and strengthen both educational and non educational services and suitable regulations affecting international student' s satisfaction.

Chu et al.(2018) nevertheless point out several challenges to international student satisfaction, e.g. university administration relying primarily on Mandarin Chinese as the mode of official communications in spite of limited language comprehension among international students.

Limitation and Future research

1. Small number of samples with 14 participants. Nonetheless, this study still witnessed the occurrence of data completeness from a relatively diverse background of respondents.

2. The information was obtained solely from the perspectives of international students in public university in Hospitality and Tourism. Therefore, findings only reflected the perspectives of international students who are taking H&T programs studying at those public university which could not be explicitly applied to private HEIs education academics in Taiwan.





心得

此次是我第一次參加國際研討會 感謝導師的鼓勵 使得我有動力完成此次的報告。參加這次的 The 3rd GLOSITH Global Congress of Special Interest Tourism & Hospitality 讓我打開眼界 可以聽到觀光領域的大師的演講 包括兩位的觀光領域的頂尖期刊的主編 香港理工大學的 徐教授 和澳門科技大學的 李教授。報告完成 Moderator 老師也提共很多意見 增加研究方法的知識。這次演討會我也聽到很多場的報告 可以看到各國研究的趨勢和能力。雖然我的報告還有很大的空間的改善 但這也讓我認識了很多朋友在觀光領域 未來可以互相幫忙或合作研究。再次感謝學校的支持與鼓勵我參加這次的國際演討會。