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# Motives of Students from Mainland China Studying Abroad at Kinmen: An Exploratory Perspective

Cheng-Shih LIN<sup>1</sup>, Ryan Ying-Wei WU<sup>2</sup>

## Abstract

The purpose of this paper is to discuss the attraction and motives to mainland students, if they would like to study in Kinmen. This research developed both qualitative and quantitative methods to explore the insights of mainland students' motives, then developed motives to study in Kinmen questionnaire that were measured students of Mainland China. The scale was developed based on studying abroad theory from education and sociology and from interviewing officials, experts and students of mainland. The scale was then administered to 397 senior high students from Xiamen (Amoy), Zhangzhou, and Quanzhou in Fukien province, China. The results showed that there were 7 factors extracted through factor analysis during the establishment of construct validity: tertiary education quality and reputation, tertiary education resources & environment, personal concern factor, cost factor, cognition of Kinmen factor, quota factor, and regulative limitation factor. For each factor, the Cronbach  $\alpha$  exceeded .70, a structural equation model (SEM) showed that the theoretical model fit the observed data well. This newly developed scale has theoretical and practical implications for future research on studying abroad and attraction to students from mainland.

*Keywords:* studying abroad, Kinmen, Mainland China, motives, higher education attraction.

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<sup>1</sup> National Quemoy University, Department of Business Administration, Quemoy, TAIWAN ROC.  
E-mail: cyrano@nqu.edu.tw

<sup>2</sup> National Kaohsiung University of Hospitality and Tourism, Institute of Travel and Tourism Management, TAIWAN ROC. E-mail: ryanwu@mail.nkuht.edu.tw (Corresponding author)

## Introduction

In recent years, the freedom and globalization of higher education industry is becoming a trend. With the growth of higher education skyrocketed in past two decades, the results is the supply exceeds the demand in Taiwan. So the tertiary education seek the students overseas actively, the main target is mainland students.

Kinmen (Quemoy) is located near Mainland China, but belongs to Taiwan politically, once a battlefield now becomes the important bridge between Taiwan and China. With the regulations about the recruitment of mainland students was released, and allowed the off-shore island (including Kinmen) more quotas, Kinmen has location advantage to attract students from mainland. Study abroad theory claims that study abroad selection will be affected by the willingness of the study abroad person and the condition of study abroad location (Altbach, 2002; Mazzarol & Soutar, 2002; Doyle, 2009). However, the past research also pointed out that since study abroad has many social and cultural historical factors, it is thus difficult to use general way to assess or explain the antecedents and phenomenon of all the study abroad selections (Carlson & Widaman, 1988; Li, 2009).

For the assessment way on the study abroad motives and antecedents, the past research showed that personal factor, school factor and national factor has better prediction power on the study abroad willingness and selection of study abroad student (Marginson & Van der Wende, 2007; Naffziger *et al.*, 2008; Shen & Meng, 2005; Liu, Kong & Chung, 2009; Shih, 2004). Practically, study abroad selection will also be affected by the regulative limiting factor of the home country and the condition factor of the host country (Kul, 2001; Hung, Lo & Chung, 2006; Yu & Wen, 2007; Cheng, 2007). Therefore in this study, in addition to following the past study abroad theory to investigate factor affecting study abroad willingness, the environmental factor of the host country (Kinmen) is also studied. In the past literature, the definition on study abroad willingness means the level of agreement of one person to go to a country excluding the person's home country for study (Mazzarol & Soutar, 2002; Gonyea, 2008), it is mostly based on free selection and rational decision(e.g., Betts, 1996; Kim, 1998), and most of the researches only study the influence of study abroad host country and the personal factor (Li, 2009; Liu *et al.*, 2009; Wang, 2010), that is, there are few studies emphasizing on the demand or regulation compliance between the school and special home country and study abroad host country. Although in recent years, there are many media survey reports aiming at the investigation of Mainland student's study at Taiwan, yet due to different sampling representativeness and survey timing, many different conclusions are displayed. Relatively, academic researches aiming at the study of Mainland China's student at Taiwan are mostly policy discussion and regulation revolution analysis (Yang, 2004; Huang, 2010). There are no researches using qualitative way to find out the potential targets'

consideration, also no quantitative way to develop and verify the study abroad of Mainland China's student in Taiwan.

This study is going to use studying abroad theory as basis, accompanied with the interview on officials in charge of education affairs, experts, scholars and students of Mainland China, to develop a more complete antecedents scale for students' coming to Kinmen for study, and it is hoped that the result can be used as suggestion and reference by academic and practical industry in evidence-based study.

## Literature Review

Migration theory emphasizes the effect of the pushing force factor of migration-out place and the pulling force factor of migration-in place on the migration behavior (Lee, 1966). According to migration principle, Altbach (1991) proved that the study abroad policy and world's political and economical situation assessment from study abroad home country will affect the willingness of student studying abroad. Mazzarol and Soutar (2002) summarize pulling force factors to be: the knowledge level of study abroad host country, relatives' recommendation, cost factor, the environment and geographic closeness of study abroad location and the social network of study abroad country. Zheng (2003) used Mainland student as the survey target, it was found that factors affecting student's study abroad are in the order as the followings: economic factor, education factor, personal factor, social factor, cultural factor and political factor.

To sum up, if we take a view from pulling force theory, the past researches generally divide factors affecting study abroad willingness into personal factor and study abroad host country factor; personal motivation factor mainly includes the expansion of personal vision, the enhancement of employment competitiveness, the experiencing of different culture or educational model; and the influential factors include expense factor, whether there is relatives or social network, etc.; the study abroad host country and organization factors include teaching quality, software and hardware facility and school's reputation, etc. (Mazzarol & Soutar, 2002; Doyle, 2009).

Since study abroad is a selection and decision behavior regarding cross-country education(e.g., Bellamy & Weinberg, 2008; Liu *et al.*, 2009), although there are lots of common factors to explain the study abroad selection behavior of study abroad student around the world, yet there are still different social and cultural historical factors to explain the study abroad motivation of different study abroad home country student, or even the home country's different recognition on the policy or image of special study abroad host country (Wang, Peyrandi, & Moghaddam, 2009; Hsu, 2005).

In recent years, no matter the academic research or media survey, many researches are based on Mainland China's emic view point to investigate the motivation and selection of study abroad of student of its own country (Sheng & Meng, 2005; Liu *et al.*, 2009; Chou *et al.*, 2009). Sheng and Meng (2005) once studied the view point from China's study abroad student on the attraction of the university for study abroad, and four factor model for the attraction of university as formed by four dimensions of "school education", "local characteristic", "social reputation", "cultural atmosphere" is thus proposed. As the economic level and information spreading keeps enhanced and available for Mainland students, plus the pushing force factor that the domestic higher education cannot meet the demand, study abroad thus become important option for higher education selection. Mainland China has now become the world's largest source for the output of study abroad student, and Taiwan is also one of its popular options (Li, 2009; Miao & Chen, 2010).

Since study abroad includes lots of social and cultural historical factors (for example, culture, language, geography and national image and recognition, etc.), hence, it is very difficult to develop a scale that can be applied across different situations (Gesinski *et al.*, 2010; Rexeisen *et al.*, 2008). This research has summarized related study abroad literature, to recruit Mainland student to study at Kinmen can be divided into the following three: One is the personal efficacy expectation for Mainland student to come to Kinmen for study abroad, the second is, what is the factors in Kinmen area that can attract Mainland student to study at Kinmen, the third is, after the passing of related regulation or implementation principles, what is its influence on the motives of Mainland China student to come to Kinmen for study abroad. From the view point of personal factor, this study predicted that the study at Kinmen will bring the following personal benefits: It can expand the vision, it can enhance competitiveness, it can enhance employment capability, it can build the interpersonal network for the students, it can increase the employment opportunity and it brings the opportunity to experience the education model (Bourke, 2000; Ma & Kuan, 2008; Shih, 2004).

In the social environment aspect, this research can be divided into: similar culture and language, good learning environment, higher level of internationalization and globalization, lower living cost as compared to that at other area, lower tuition and fee, lots of welfare and financial support, whether there is relative or friends at Kinmen, it is possible to come to Taiwan for exchange through Kinmen and there are lots of investment of resource from the government (Lin, 2010). In the school's environment aspect, this research can be divided into: excellent teaching staff, reputation of the school, good school's atmosphere, new architecture in the school, perfect teaching equipment, the acquisition of recognition from the enterprise, featured curriculum, good teaching quality, free optional curriculum available, emphasis on the incubation of second major, emphasis on providing consultation to students, there are sufficient library resource,

there is superior campus scenery, there is open campus atmosphere, there is diversified school club activity and higher level of learning quality from the student, etc.

In the related law and regulation in Taiwan for recruiting Mainland student to come to Taiwan, it was originally made as the so-called “Three Limitations and Six Noes”, although eventually only “One Limitation and Two Noes” is put into the law and regulation, yet other limitations, at the current stage, are still put into the implementation principles; therefore, in this part, the investigation and analysis is still limited to regulations in “Three Limitations and Six Noes” that are related to Mainland student, and they include: “Limitation on the total quantity of Mainland student to come to Taiwan”, “No score favored policy to Mainland student”, “The original recruitment quota of Taiwan’s student will not be affected”, “No scholarship will be assigned to for Mainland student”, “Mainland students are not allowed to work part time at Taiwan”, “Mainland students are not allowed to take the certificate exams in Taiwan”, “Mainland students are not allowed to register for public servant exams in Taiwan”.

### **The Vision of “Kinmen University Island”**

Kinmen covers an area of 150 Km<sup>2</sup> and a population 100,000, Kinmen is located 350 km south-west of Taipei, Taiwan, but a mere 6 Km from the city of Xiamen(Amoy) in the People’s Republic of China(PRC)(Figure 1). The island became a military stronghold of the Kuomintang’s(KMT) Nationalist Army after its forces retreated from the mainland during the Civil War with the Chinese Communist Party’s (CCP) people’s Liberation Army in 1949. Kinmen, together with Ma-tsu and a number of other offshore islands, was intended to be a ‘stepping stone’ for Chiang Kai-shek’s forces to reclaim the mainland. For military reasons, Kinmen became a highly militarized area, and infrastructure of people’s livelihood was under-developed. With the abolition of martial law in 1992, the ‘Battlefield Military Administration’ was replaced by a civilian county government. Gradual de-militarization and opening up of Kinmen took shape. Tourism emerged as the lifeline of Kinmen, and eager to seek another developing orientation- higher education industry.



Figure 1. Location of Kinmen (Quemoy)

Kinmen County Government proposed a vision of “Kinmen University Island” plan, which includes the recruitment of overseas students worldwide, especially from mainland and overseas Chinese students. Kinmen is a famous homeland of Chinese overseas, there are many blood relatives living in south-eastern Asia. Kinmen has the geographical advantage to attract students from mainland and Chinese overseas. The “Kinmen University Island” plan could be analyzed from three aspects. First, in recent years, due to the trend of liberation and globalization in the education market, the cross-country flow of higher level education is unavoidable (Kehl & Morris, 2008; Salisbury *et al.*, 2009). In Taiwan, due to the fast growth of the number of school for higher education and the phenomena of fewer children, many of the schools have to face with recruitment pressure (Hsu, 2002). Due to internal over-supply of colleges and universities and insufficient student sources as well as the external driving force of education globalization, Taiwan’s higher level education has to wave its hands to the overseas students.

Currently, Mainland China has about 1.2732 millions overseas students. In 2010, it has about 0.2847 million of student studying overseas, that is, the overseas student number grows in about 20% each year, and all three of them are in the number one ranking in the world (Ministry of Education, China, 2011). From the supply and demand of Mainland China’s higher level education, Mainland China’s

student resource is large, but its school of higher education is still not enough, each year, there is about 5 millions of students are refused from entering the door of the school of higher level education, in addition to the factor of insufficient supply, there are more and more people with higher academic performance and better social economic status, due to parent's expectation or academic profession factor, see studying abroad as very important option (Li, 2009; Chou *et al.*, 2009).

Second, Kinmen is located in Taiwan Strait, which is close to the highly economically and politically developed Southern Fujian area. Starting from 2001, mini three links is implemented, and it thus becomes a very important traffic channel across the strait. If Taiwan's advantageous education resource can be associated, it is possible to attract Mainland China's student to come to Kinmen for study.

Third, the law also gives Kinmen better condition to recruit Mainland China's student. Kinmen County government has aggressively implemented the related policies for recruiting Mainland China's student, and the goal of developing higher level education industry is set as the policy implementing guideline of the local government. Kinmen is one of the few county or city governments that use the force of the local government to be devoted to the development of higher level education. In sum, Kinmen citizens have the common consensus of "in the absence of troops, the school is built; soldiers leave, and students come", which reveals their proactive attitude in implementing vision.

## Methodology

Research data for this paper are garnered from fieldwork conducted in southern Fujian of Mainland China from May to Nov 2010. A qualitative stance was adopted in order to gain more nuanced understanding of how the targets think associated with studying at Kinmen. Respondents were divided into three groups: mainland government officials, scholars with expertise in education or Taiwan issues, and mainland students. Semi-structured in depth interviews were conducted. A total of seven representatives from both officials and scholars, and ten students from Xiamen University and Zhangzhou Technical Institute - were interviewed. However, this study is to supplement the insufficiency in the scale for evaluating study abroad of Mainland China's student in the past research and in practice, and it followed the scale construction step as suggested by Hinkin(1998) to perform new scale development in a quantitative way.

The interview is carried out as follows: The researchers will introduce first to the person under interview the origin of the policy for Kinmen to recruit Mainland student, and the following question will also be asked: "Please talk about the advantages and disadvantages of the higher level education in Taiwan and



Mainland China”, “What kind of advantages and disadvantages you think it have for Kinmen to recruit Mainland student as compared to Mainland China, Taiwan or other Chinese area”, “For Taiwan’s current limiting policies on Mainland student for their coming to Taiwan to study, what influence to you think they have”, “What kinds of policies or environments you think Kinmen can provide to serve Mainland student”, “From the view point of school’s educational quality, what conditions or features do you think the higher level education school in Kinmen area can develop so as to attract Mainland student”, “For the idea for Kinmen to be developed into an university island of educational exchange across strait, what do you think”, “For Mainland student’s study at Kinmen, in addition to the political factors, what kind of retarding factors you think might be there”.

### ***Qualitative study results***

According to the qualitative results of interviews, some results were found. First, about the strength of recruiting mainland students aspect, universities in Taiwan (Kinmen) have open atmosphere, own free rights to choose courses, various campus exercises and student associations, which can enrich the vision and network. Besides, most students desire to visit Taiwan, and regard studying at Kinmen a ‘stepping stone’ to Taiwan. Most respondents recognize the segment of targets of studying to Taiwan (Kinmen) that differ from the segment of studying at Singapore or Hong Kong. They admit the comparative advantage of cost and Chinese culture, especially in vocational education. Otherwise, some disadvantages illustrated from interview, the regulation about quotas, without scholarship to mainland students, even limitation on part-time job to them were aroused criticized. Meanwhile, respondents urge some suggestion which could enhance the attraction of higher education industry at Kinmen. First, although Kinmen has more quotas because of offshore island location, the branch of famous universities in Taiwan or overseas at Kinmen, which could be realized the vision of *university island* vision. Second, simplifying the procedures for processing studying documents of mainland residents visiting Kinmen, building Jin-Xia Bridge linking between Kinmen and Xiamen, which can improve the attraction of studying at Kinmen.

### ***Quantitative study results***

*Item construction.* In studying abroad literature aspect, this research has referred to Chieffo and Griffiths (2005), Naffziger *et al.* (2008), Salisbury *et al.* (2009); in the domestic literature aspect, Shih (2004) has been referred to; in Mainland’s literature, the followings are referred to, Shen-Yao & Meng-Qin (2005), the question item of survey questionnaire from IDP education group on (2010 intention survey on the study abroad intention of Mainland China student); meanwhile, accompanied with literature survey and Kinmen’s social, cultural historical

factor, original 29 question items that can seize the study abroad willingness of Mainland student are deduced.

*Item generation and refinement.* In this research, convenient sampling method is used to perform data collection, and the issuance targets are high school students in southern Fujian area of Mainland China. For the pre-test samples, about 200 survey questionnaires are sent, and the returned survey questionnaire is 172, that is, the effective survey questionnaire returning rate is 86%, and exploratory factor analysis will be performed in the following. In the formal scale sample, about 600 copies are issued for test, and 397 copies are returned, the returning rate of effective survey questionnaire is 66%, and the Confirmatory factor analysis (*Table 1*) and validity analysis are then performed (Hinkin, 1998).

## Results

### *EFA result*

First, for the items in each perspective regarding the influence of study at Kinmen, the correlation coefficient of single item to total items and Cronbach's  $\alpha$  coefficient after the deletion of the question item are calculated respectively, for question item with lower correlation coefficient of single item to total items or question item, if deleted, can enhance Cronbach's  $\alpha$  coefficient, will be deleted. Next, the rest of the questions will be mixed to perform exploratory factor analysis, and principal component analysis will be used to extract common factor, and common factor with Eigenvalue greater than 1.0 will be preserved; then varimax solution is used to perform orthogonal rotation treatment of common factor so that the factor loading of common factor of question item after rotation can reach the maximal difference, and this is to facilitate the distinguishing and naming of common factor.

Then the remaining question item is performed with exploratory factor analysis according to the above method. From the factor analysis results, we can get seven main factors with Eigenvalue greater than 1, which can explain about 66.172% of the entire variance. The result is as in *Table 1*.

Table 1. *The pretest questionnaire EFA results*

items	Q&R	R&E	PC	CO	KC	QF	RL
Q&R1 famous universities in Kinmen	0.797						
Q&R 2 outstanding faculty in Kinmen	0.773						
Q&R 3 good campus learning atmosphere	0.725						
Q&R 4 novelty of facilities	0.696						
Q&R 5 highly globalization	0.665						
Q&R 6 recognition of business	0.658						
Q&R 7 excellent learning quality	0.656						
Q&R 8 the courses are distinguishing	0.584						
R&E 1 rich students'clubs and exercises		0.803					
R&E 2 beautiful campus surroundings		0.743					
R&E 3 free optional courses mechanism		0.718					
R&E 4 the atmosphere of openness		0.675					
R&E 5 develop second expertise		0.655					
R&E 6 interaction with Taiwan		0.635					
R&E 7 the counseling service for students		0.608					
R&E 8 rich library and database resources		0.593					
PC1 build my interpersonal network			0.786				
PC 2 improve job opportunity			0.766				
PC 3 improve my ability			0.713				
PC 4 improve my competitiveness			0.626				
PC 5 experience multi-educational modes			0.626				
CO 1 low school fees				0.910			
CO 2 low living expenses				0.873			
CO 3 other welfare and scholarship				0.669			
KC1 Kinmen's culture is the same with southern Fujian					0.800		
KC2 Kinmen is suitable to be a area of education interaction cross-strait					0.747		
KC3 Kinmen is close to Xiamen, but belongs to Taiwan					0.712		
QF1additional quota to mainland students						0.761	
QF 2 no extra-points to mainland students						0.754	
QF 3 limitation of sum quotas to mainland students						0.720	
RL 1 no scholarship to mainland students							0.880
RL 2 limitation on part-time job to mainland students							0.873
Eigenvalues	11.105	3.429	2.243	2.008	1.819	1.403	1.154
Percentage of variance explained (%)	31.727	9.797	6.409	5.738	5.196	4.008	3.297
Cumulative percentage (%)	31.727	41.525	47.934	53.672	58.867	62.875	66.172
Cronbach's Alpha	0.911	0.892	0.863	0.865	0.706	0.735	0.934

In this research, based on the question item meaning of each factor, each perspective is given with appropriate naming, it shows that the seven perspectives extracted by this research has good internal consistent reliability.

### ***Reliability and Validity of formal scale***

The internal consistency of test means the correlation among test questions. The higher the correlation among questions, the higher the content consistency; and the reliability test of internal consistency of this research is based on 397 effective samples of formal research, and Cronbach's a coefficient is used for the analysis, it is found from the result that the alpha coefficient of the entire scale is 0.891, and the internal consistency coefficient of each scale is respectively, the alpha coefficient of Q&R factor is 0.856, R&E factor is 0.883, PC factor is 0.864, CO factor is 0.865, KC factor is 0.705, QF factor is 0.725 and RL factor is 0.918. It can thus be seen that the reliability of internal consistency of this scale is very satisfactory.

### ***Validity***

*Convergent validity.* In this research, the related model of confirmatory factor analysis is used to perform model fitness assessment. The fitness test of confirmatory factor analysis uses AMOS software, the evaluate standard is  $\chi^2/df \leq 3$  (Hayduck, 1987), RMR (root mean squared residual)  $\leq 0.05$  (Byrne, 2001), GFI (goodness of fit index)  $\geq 0.90$  (Scott, 1994), AGFI (adjusted goodness of fit index)  $\geq 0.80$  (Scott, 1994), CFI (comparative fit index)  $\geq 0.090$  (Bagozzi & Yi, 1988) and RMSEA (root mean squared error of approximation)  $\leq 0.08$  (Bagozzi & Yi, 1988). The result shows that  $\chi^2/df = 2.775$ , RMR = 0.044, GFI = 0.872, AGFI = 0.845, CFI = 0.914 and RMSEA = 0.060. Except that GFI does not reach 0.9 standard, all the rests meet the assessment standard, hence, the entire model fitness is good. In this study, convergent validity is assessed by reviewing the test for the standardized factor loadings. If all the standardized factor loadings (SFLs) for the indicators measuring the same construct are statistically significant (greater than twice their standard errors) this is evidence of the convergent validity of those indicators (Anderson & Gerbing, 1988). The standardized factor loadings of all indicators are the ratio of the unstandardized path to the standard error associated with that estimate. The SFL ranged from 0.508 to 0.987, which exceeds the acceptable value of 0.5 (see *Table 2*).

The composite reliability (CR) index of each latent factor is calculated to reflect the internal consistency of the indicators measuring a given factor. All the CR, even the lowest one of centrality is 0.666, far exceed the acceptable level of 0.6 (Bagozzi & Yi, 1988) (see *Table 2*). These indicate that the indicators with high internal consistency to measure a given factor.

Table2. CFA results of formal scale

Construct and Indicators	SFL	SE	t-value	CR
Q&R				0.874
Q&R 1	0.715	-	-	
Q&R 2	0.702	0.068	14.726	
Q&R 3	0.816	0.067	17.070	
Q&R 4	0.712	0.064	14.926	
Q&R 5	0.649	0.071	13.623	
Q&R 6	0.752	0.070	15.758	
Q&R 7	0.710	0.065	14.894	
R&E				0.875
R&E 1	0.781	-	-	
R&E 2	0.710	0.054	16.293	
R&E 3	0.652	0.056	14.746	
R&E 4	0.782	0.053	18.282	
R&E 5	0.707	0.055	16.206	
R&E 6	0.637	0.057	14.371	
R&E 7	0.713	0.055	16.370	
R&E 8	0.718	0.055	16.512	
PC				0.831
PC1	0.748	-	-	
PC2	0.774	0.066	16.743	
PC3	0.846	0.065	18.284	
PC4	0.784	0.063	16.977	
PC5	0.587	0.059	12.519	
CO				0.666
CO 1	0.882	-	-	
CO 2	0.987	0.06	18.301	
KC				0.746
KC1	0.781	-	-	
KC2	0.785	0.075	13.287	
KC3	0.576	0.082	11.143	
QF				0.713
QF 1	0.508	-	-	
QF 2	0.758	0.190	9.987	
QF 3	0.790	0.193	10.076	
RL				0.667
RL1	0.883	-	-	
RL2	0.961	0.049	21.384	

*Discriminant validity.* From Table 3, it can be seen that in addition to that the average variance extracted (AVE) value of R&E factor is larger than that of Q&R factor, the AVE values of all the rest perspectives are all larger than the shared variance values among constructs, which means that the square root value of the average variance sampling quantity of the perspective potential variable of this research is larger than the correlated coefficient, which shows that each construct should be different construct, that is, it has “discriminant validity”.

Table 3. *Discriminant validity*

	Q&R	R&E	PC	CO	KC	QF	RL
Q&R	0.707						
R&E	0.748	0.708					
PC	0.568	0.545	0.706				
CO	0.475	0.399	0.288	0.708			
KC	0.240	0.456	0.313	0.156	0.706		
QF	0.130	0.249	0.203	0.045	0.362	0.708	
RL	0.017	0.128	0.085	0.008	0.214	0.663	0.707

*Diagonals represent the root mean square of average variance extracted, while the other matrix entries represent the shared variance (the squared correlations).*

## Discussion

To understand the factor for study abroad willingness and school selection of Mainland China’s student, the first issue to be surmounted is the development of assessment tool so that the research of related topics can be carried out. This research has referred to the past study abroad related literature, and through theoretical deduction and practical worker interview and in multi-dimensions view point, a scale for the study abroad motives of Mainland student at Kinmen is constructed. Through complete scale development procedure (Hinkin, 1998), seven perspectives that can predict question item are developed.

In the perspectives of motives of Mainland student’s study abroad at Kinmen and influential factors, “quality and reputation factor”, “resources and environment factor”, “personal factor” and “cost factor ” show consistency with past study abroad theory(e.g., Mazzarol & Soutar, 2002; Doyle, 2009); “quota factor ” and “regulation limiting factor” is the unique negative retarding factor that Taiwan host country puts on the study abroad student from Mainland China. This study proves that it does indeed will affect the assessment of Mainland student’s study abroad at Taiwan (Including Kinmen); finally, “Kinmen cognition factor” reflects unique local or geographic cultural historical factor; students who recognize more the social and cultural consistency between Kinmen and southern Fujian of Mainland China and support the idea that Kinmen is suitable to be the exchange area across the strait, predictably, will have higher study abroad willingness.

This scale can be used as a tool to distinguish different groups when it is recruiting Mainland student. Meanwhile, for different emphasis factor of different Mainland student group, accompanying attraction actions are provided, for example, those with emphasis on expense factor can be provided with enterprise scholarship or local government support; for those with emphasis on curriculum features and exchange opportunity factor can be provided with dual degree program or different location teaching to satisfy their demands.

## **Conclusions**

Although this scale uses the assessment of Mainland student's coming to Kinmen as the development and verification target, but it is found from the result that quality and reputation factor, resources and environment factor, personal factor and cost factor, etc., for different study abroad home country student to the study abroad destination host country, possess cross-situation high consistency, which matches the past study abroad research. However, those Mainland students under test never come to Kinmen or Taiwan, they could easily see Kinmen as the microcopying of Taiwan (education system, social culture and democratic atmosphere, etc.), hence, it has certain predictive validity. However, there are still lots of differences between Taiwan and Kinmen, for example, the level of urbanization, the level of richness of cultural stimulus, hence, this scale can be used as the basis to expand and develop Taiwan's assessment scale for Mainland China's student's study abroad with Taiwan's social and cultural history; it is hoped that the assessment perspective factor of Mainland student can be understood, and it is going to be very helpful to the recruitment of Mainland student in the universities of Taiwan.

Place branding has been regarded by the state as a marketing tool to attract investors and tourists (Allen, 2007). In the previous studies, place branding typically evolves around the likes of 'nation branding' (Anholt, 2004), 'city branding' (Kavaratzis & Ashworth, 2006) and, more recently, "island branding" (Zhang, 2010). However, as this paper seeks to critique, the increased mobility of learners and, for that matter, place brands have been mapped onto another representation of educational destination. Educational planners recognize the great potential of the Chinese market and have even made amendments to sensitive captions in the various Unify-independent issues. So we could expect the realization of "Kinmen University Island".

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