



**Exploring the relationship between Australian university websites
and international student enrolments**

Nirma Sadamali Jayawardena

BSc in Business Management (Hons), MBA in International Business

*A thesis submitted in partial fulfillment of the requirements of the degree of
Graduate Diploma of Research Studies in Business
Griffith University on 26th October 2018*

GRIFFITH BUSINESS SCHOOL

DEPARTMENT OF MARKETING

“If we knew what it was we were doing, it would not be called research, would it?”
-Albert Einstein

Publications resulting from this dissertation: Two working papers

- NS Jayawardena, M Ross, D Grace “A systematic literature review of international student recruitment in Australian Higher Education sector”
- NS Jayawardena, M Ross, D Grace “Exploring the relationship between Australian university websites and international student enrolments using the ICTRT framework”

Acknowledgements

Firstly, I would like to express my sincere gratitude to my supervisors, Dr Mitchell Ross and Professor Debra Grace for their continuous support of my Graduate Diploma of Business Research Programme journey over the last ten months. I appreciate their contributions of time, advice and effort, which made my research experience productive and stimulating. It has been an honour to be their student.

My special thanks also goes to the Griffith University, Griffith Business School and the Department of Marketing for providing me with an opportunity to study. It was a remarkable experience for me to study at this University. It was so far the best experience I have received in my life as a student. I thank the school and the department very much for adding such a wonderful experience to my life.

Lastly, I would like to express my sincere gratitude to my loving parents and my sister for raising me with a passion for academic endeavours and for all the sacrifices that they have made on my behalf. This research work would have been an impossible task without their love and support during all the stages of my research journey.

Nirma S. JAYAWARDENA

Abstract

The lack of interaction and relationship building capabilities of the low ranking university websites is considered as a major reason for the lower student enrolments (Klassen, 2002). The tertiary education institutes which target international students should enhance the international student recruitment process through improving the online customer service as most of the international students rely on the internet when selecting a study destination (Gomes & Murphy, 2003). The main aim of this research is to explore the relationship between Australian university websites and international student enrolments. Few studies have investigated this relationship and, as such, this research addresses some of the existing knowledge gaps. A mono-method qualitative methodology was adopted for this study. Primary data collection was through the website content of selected Australian universities. Six Australian universities were selected; three universities with positive international student enrolments and three universities with negative international student enrolments. The website content of the selected six universities was analysed using the dimensions of the ICTRT framework (Li & Wang, 2011) to evaluate website effectiveness. The study results were based on two analysis levels, an overall thematic analysis (level 1) and an ICTRT framework based analysis (level 2). The thematic analysis, based on the major themes and concepts, was conducted using Leximancer 4.5. Two major findings emerged. First, the websites of universities with positive international student enrolments tend to be more people focused whereas websites from universities with negative international student enrolments tend to be technology or system focused. Second, websites from universities with positive international student enrolments tend to be more visionary or forward focused whereas websites from universities with negative international student enrolments tend to be more backward focused. Additionally, the study findings indicate some important website marketing strategies for Australian universities with negative international student enrolments.

Keywords: international student enrolments, university websites, website marketing strategies, ICTRT framework, Australian higher education sector

Table of Contents

CHAPTER 1: Introduction.....	13
1.1. Background of the study	13
1.2. The rationale of the study.....	14
1.3. Problem statement	15
1.4. Main objectives of the research.....	15
1.5. Thesis structure	16
1.6. Chapter Summary.....	17
CHAPTER 2: Literature Review	18
2.1. Background of the study	19
2.1.1. The economic contribution of international students around the world.....	20
2.1.2. The economic contribution of the international students in Australia.....	21
2.1.2. The economic contribution of the international students in Australia.....	21
2.2. Decision making factors for international students to study abroad	23
2.2.1. Push and Pull theory	23
2.2.2. Economic context of home country	24
2.2.3. Lack of resources in the home country.....	24
2.2.4. Family background	24
2.2.5. Exchange rate fluctuations.....	24
2.2.6. Migration purposes	25
2.3. International student recruitment	25
2.4. International marketing strategies	26
2.5. Marketing tools in international student recruitment	27
2.6. The importance of websites as a main marketing strategy.....	28
2.7. Theoretical framework of the study	29
2.8. Application of the ICTRT framework.....	31
2.8.1. Information dimension	31
2.8.2. Communication dimension.....	32
2.8.3. Transaction dimension.....	33
2.8.4. Relationship dimension	33
2.8.5. Technical merit dimension	33
2.9. Chapter Summary.....	34
CHAPTER 3: Methodology	35
3.1. Research paradigms.....	35
3.2. Justification of the chosen paradigm- Interpretivism.....	38
3.3. Research methodology	39
3.4. Research methods.....	41
3.4.1. Justification of the Methodology: Case Study.....	42
3.4.2. Sampling Plan.....	43

3.4.3. Methods of data collection	44
3.4.4. ICTRT framework: Application	45
3.5. Method	48
3.6. Validity, reliability and generalisability issues (credibility, authenticity and transferability)	50
3.7. Chapter Summary.....	51
CHAPTER 4: Comparison of the overall web content of the universities	52
4.1. Overall themes and concepts of the website content of universities with positive international student enrolments	52
4.2. Overall themes and concepts of the website content of universities with negative international student enrolments	54
4.3. Analysing the themes of the website content of universities with positive international student enrolments.....	56
4.3.1. Analysing the theme: study	56
4.3.2. Analysing the theme: people	58
4.3.3. Analysing the theme: events.....	60
4.3.4. Analysing the theme: university	61
4.3.5. Analysing the theme: money	63
4.3.6. Analysing the theme: industry	64
4.3.7. Analysing the theme: accommodation	65
4.4. Summary of the findings on website content of universities with positive international student enrolments.....	66
4.5. Analysing the themes of the website content of universities with negative international student enrolments.....	68
4.5.1. Analysing the theme: study	68
4.5.2. Analysing the theme: resources	69
4.5.3. Analysing the theme: industry	71
4.5.4. Analysing the theme: university	73
4.5.5. Analysing the theme: apply	74
4.5.6. Analysing the theme: Health	76
4.6. Summary of the findings on website content of universities with negative international student enrolments.....	77
4.7. Chapter Summary.....	78
CHAPTER 5: Results based on the ICTRT framework application	79
5.1. Thematic analysis of “information dimension” of university websites with positive international student enrolments	79
5.2. Thematic analysis of “information dimension” of university websites with negative international student enrolments.	82
5.3. Overall summary of the information dimension	83

5.4. Thematic analysis of “communication dimension” of university websites with positive international student enrolments	84
5.5. Thematic analysis of “communication dimension” of university websites with negative international student enrolments	85
5.6. Overall summary of the communication dimension	87
5.7. Thematic analysis of “transaction dimension” of university websites with positive international student enrolments	87
5.8. Thematic analysis of “transaction dimension” of university websites with negative international student enrolments	89
5.9. Overall summary of the transaction dimension.....	90
5.10. Thematic analysis of “relationship dimension” of university websites with positive international student enrolments	91
5.11. Thematic analysis of “relationship dimension” of university websites with negative international student enrolments	92
5.12. Overall summary of the relationship dimension	94
5.13. Thematic analysis of “technical merits dimension” of university websites with positive international student enrolments	94
5.14. Thematic analysis of “technical merits dimension” of university websites with negative international student enrolments	96
5.15. Overall summary of the technical merits dimension.....	97
5.16. Chapter Summary.....	98
CHAPTER 6: Discussion.....	99
6.1. Discussion of the research question based on level 1 analysis	100
6.1.1. People focus vs system focus	101
6.2. Discussion of the research question based on level 2 analysis	103
6.2.1. Forward looking vs backward looking	105
6.3. Theoretical implications	107
6.4. Practical implications for Australian university websites	109
6.5. Limitations	111
6.6. Future research perspectives	111
6.7. Conclusion.....	112
References	113
Appendices.....	119

List of Figures

Figure 1: Pyramid analogy of the study.....	18
Figure 2: Overseas Students by Country of Permanent Home Residence in 2016 in Australia.....	19
Figure 3: Distribution of overseas enrolments by sector in 2016 and 2017 in Australia.....	22
Figure 4: The ICTRT Model	31
Figure 5: Factors influencing the choice of a paradigm	35
Figure 6: Research onion framework of the study	41
Figure 7: Steps in sample selection decision making.....	43
Figure 8: The conceptual framework of the study	46
Figure 9: The selected six universities.....	48
Figure 10: The ICTRT framework dimensions of each university.....	48
Figure 11: Overall theme map of the university websites with positive international student enrolments	53
Figure 12: Overall theme map of the university websites with negative international student enrolments	55
Figure 13: Conceptual structure for the concept "course"	57
Figure 14: Conceptual structure for the concept "people"	59
Figure 15: Conceptual structure for the concept "events"	60
Figure 16: Conceptual structure for the concept "university"	62
Figure 17: Conceptual structure for the concept "money"	63
Figure 18: Conceptual structure for the concept "industry"	64
Figure 19: Conceptual structure for the concept "accommodation"	65
Figure 20: Conceptual structure for the concept "research"	68
Figure 21: Conceptual structure for the concept "benefits"	70
Figure 22: Conceptual structure for the concept "experience"	72
Figure 23: Conceptual structure for the concept "campuses"	73
Figure 24: Conceptual structure for the concept "apply"	75
Figure 25: Conceptual structure for the concept "health"	76
Figure 26: "information" dimension of the university websites with positive student enrolments	80
Figure 27: "information" dimension of the university websites with negative student enrolments	82
Figure 28: "communication" dimension of the university websites with positive student enrolments.....	84
Figure 29: "communication" dimension of the university websites with negative student enrolments	86
Figure 30: "transaction" dimension of the university websites with positive student enrolments.....	88
Figure 31: "transaction" dimension of the university websites with negative student enrolments.....	89
Figure 32: "relationship" dimension of the university websites with positive student enrolments	91
Figure 33: "relationship" dimension of the university websites with negative student enrolments	93
Figure 34: "technical merits" dimension of the university websites with positive student enrolments.....	95
Figure 35: "technical merits" dimension of the university websites with negative student enrolments.....	96
Figure 36: Discussion based on an hourglass structure	100

List of Tables

Table 1: Student enrolments by country (top5), all sectors in 2016.....	13
Table 2: The global demand for international student estinations in MESDCs by region and compound annual growth.....	21
Table 3: 2016 and 2017 export income by state	21
Table 4:Enrolment growth percentages by sector	22
Table 5: Enrolment growth percentages by country	22
Table 6: Comparison of five research philosophies in business and management research.....	37
Table 7: Comparison of the research paradigms.....	38
Table 8: Comparison of qualitative and quantitative research	40
Table 9: Overview of the study sample	44
Table 10: Inclusion and exclusion criteria of the study sample.....	44
Table 11: Website attributes based on the ICTRT framework.....	47
Table 12: Synopsis of the analysis.....	54
Table 13: List of the nine name or word like concepts.....	54
Table 14: Synopsis of the analysis.....	56
Table 15: List of the nine name or word like concepts.....	56
Table 16: Synopsis of the analysis.....	79
Table 17: Synopsis of the analysis.....	82
Table 18: Synopsis of the analysis.....	84
Table 19: Synopsis of the analysis.....	85
Table 20: Synopsis of the analysis.....	87
Table 21: Synopsis of the analysis.....	89
Table 22: Synopsis of the analysis.....	91
Table 23: Synopsis of the analysis.....	92
Table 24: Synopsis of the analysis.....	94
Table 25: Synopsis of the analysis.....	96
Table 26: Synopsis on the similarities among university websites based on level 1 analysis	101
Table 27: Synopsis of the overall findings (similarities and differences) among university websites based on level 2 analysis	105

List of Abbreviations

DMO- Destination Marketing Organisations

eMICA - The extended Model of Internet Commerce Adoption

FAQs- Frequently Asked Questions

GNP- Gross National Product

HREC- Human Research Ethics Committee

ICTRT - Information, communication, transaction, relationship and technical merits

MESDC- Main English Speaking Destination Countries

NACAC- National Association for College Admission Counseling

STOs- US State Tourism Offices

CHAPTER 1: Introduction

The introduction provides an overview of the study which explores the relationship between Australian university websites and international student enrolments. This chapter begins with a discussion of the background of the research context, which is the higher education industry in Australia. The chapter elaborates on the rationale, problem statement and main objectives. Finally, the thesis structure is presented.

1.1. Background of the study

International higher education has been a major growth industry worldwide (José, Joaquín, & Julio, 2006). Universities and colleges are striving to enhance and test their recruitment, and advertising campaigns to attract the most eligible applicants to their campuses. International education is Australia's largest service export and third largest export. In 2016, onshore international students represented 21.1% and domestic enrolments accounted for 78.8%.¹ The highest overseas student enrolment in 2016 was from China with 121,300 students representing 30% of all overseas tertiary students; India with 286,750 students representing 73.3% of all overseas tertiary students followed by Nepal, Brazil, and Malaysia as depicted in Table 1.

Table 1: Student enrolments by country (top5), all sectors in 2016

Sector	Share of all nationalities
China	28.9%
India	11.0%
Brazil	4.6%
Nepal	4.4%
Malaysia	4.1%
Other Nationalities	47.0%

Source: The international student enrolment data has obtained through the Higher Education Statistics database (uCube)².

Out of the 43 universities in Australia six (6) universities have been selected for this study. These universities been selected considering the postgraduate and undergraduate international student enrolment percentage variance from 2011 to 2016. (Please refer to Table A and Table B attached in the Appendices which provides international postgraduate and undergraduate student enrolment

¹ [https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLYSUMMARIES/2017/International student data December 2017 detailed summary.pdf](https://internationaleducation.gov.au/research/International-Student-Data/Documents/MONTHLYSUMMARIES/2017/International%20student%20data%20December%202017%20detailed%20summary.pdf)

² <http://highereducationstatistics.education.gov.au/>

numbers and percentage variance from 2011 to 2016). According to Table A and Table B the selected three university websites with positive percentage variance from 2011 to 2016 are University A, University B and University C. The university websites with negative percentage variance from 2011 to 2016 are University D, University E and University F. The constant percentage variance is disregarded due to the unavailability of this information. The websites of these universities are selected for further exploration in this study.

1.2. The rationale of the study

In the competitive study destinations for international students the most frequent international student recruitment strategies include the web publications, brochures, project partners, agents, and alumni (Isa, Othman, & Muhammad, 2016). As for Canadian universities, web publications are the main strategies (Howe, 2009). The main research gaps identified by the literature review were that very few studies explored the relationship between university websites and international student enrolment using a theoretical framework. Therefore, this is the first study, which applies the ICTRT framework which is used to evaluate website attributes using the five dimensions of information, communication, transaction, relationship and technical merits.

This framework was initially developed by Li and Wang (2011) to evaluate website attributes. This model has been tested only on websites related to the tourism and hospitality industry (Charoula, Eleonora-Ioulia, Fotini, & Maro, 2015; Li & Wang, 2010, 2011; Pai, Xia, & Wang, 2014; Sun, Fong, Law, & He, 2017), destination marketing organisations (Charoula, Eleonora-Ioulia, Fotini, & Maro, 2014; Manganari, Siomkos, Rigopoulou, & Vrechopoulos, 2011; Park & Gretzel, 2007) and to evaluate the websites of travel agencies (Rahnemai, Rezvani, Rahimpour, & Jafari, 2015). There are two main reasons for using this framework. First, reduction of complexity of the evaluation process of the university websites as the analysis consist of a structure due to its five dimensions. Second, this model is designed to assess the website effectiveness of the destination marketing organisations which is a similar process when it comes to select a study destination in a different country for international students (Michael, Armstrong, & King, 2004).

1.3. Problem statement

At present, recruitment and technology plays more vital role in higher education branding and marketing than in previous years (Mazzarol, Norman Soutar, & Sim Yaw Seng, 2003). The websites of business firms are considered as a marketing tool by many business organisations (Charoula et al., 2014) Therefore, analysis of web content is essential to gain a competitive advantage over other business organisations. Website marketing is a less expensive advertising method, with high accessibility and prompt response (Li & Wang, 2010). The research uses the website content of universities to explore the relationship between university websites and international student enrolments. The analysis has been divided into two parts; university websites with positive international student enrolments and university websites with negative international student enrolments. The comparisons of these websites with regard to the ICTRT framework dimensions revealed several important findings for both groups of universities to improve their websites. There are two major findings. First, websites from universities with positive international student enrolments are more people focused and websites from universities with negative international student enrolments are technology or system focused. Second, websites from universities with positive international student enrolments are forward looking, whereas websites from universities with negative international student enrolments are backward looking.

1.4. Main objectives of the research

The main objective of this study is to explore the relationship between university websites and international student enrolments. The main research question of the study is; “*what is the nature of the relationship between institutional websites and international student enrolments?*” Based on this research question, the findings of this study will be used to compare similarities and differences between the university website content based on the selected two groups of universities (university websites with positive international student enrolments and university websites with negative international student enrolments).

As mentioned in section 1.2. there are many studies which assessed website attributes in the hospitality and tourism sector (Charoula et al., 2015; Li & Wang, 2010, 2011; Pai et al., 2014; Sun et al., 2017) and travel agencies (Long, Kowang, & Fei, 2018) using the ICTRT framework.

However, none of the studies applied this framework to assess the websites of tertiary education institutions. Therefore, as mentioned above this is the first study which applied this framework to assess the website attributes of educational institutions. This study further facilitates the universities with negative international student enrolments to enhance their websites by following the website marketing strategies used by the best performing universities.

1.5. Thesis structure

Chapter one introduces the background of the research by considering the higher education statistics database on international student enrolments of the Australian Government Department of Education and Training. This chapter further elaborates the rationale, problem statement, research objectives and concludes by providing an outline of the structure of the thesis.

Chapter two reviews the literature examining various scholarly articles on international student recruitment and marketing with a special focus on website marketing. This section is organised using the pyramid analogy. The first part explains the economic contribution of international students in Australia and worldwide and examines international student recruitment strategies in the higher education industry. The second part provides information on marketing strategies for international student recruitment. The third section focuses on the marketing tools used by Australian universities for international students. Finally, this section concludes by discussing literature on importance of websites as a marketing strategy by providing evidence for selecting the ICTRT framework over other theoretical frameworks to assess the institutional website attributes.

Chapter three presents an outline of the qualitative methodology and research design adopted in this study. The organisation of this chapter begins with the discussion of research paradigms justifies the chosen paradigm which is interpretivism. This chapter also provides an overview of the methodology used which is multiple case study methodology. The methods section includes the sampling plan, data collection methods, inclusion and exclusion criteria, and an overview of the level 1 and level 2 (two data analysis levels) thematic analysis. The chapter ends by discussing on validity, reliability and generalisability aspects.

Chapter four consist of level 1 analysis which is the thematic analysis of overall website content of the universities with positive and negative international student enrolments. The major themes and concepts of the two concept maps generated through Leximancer is further analysed in the university websites with positive and negative international student enrolments. Therefore, this chapter analyses and compares emerged themes and concepts of the two concept maps.

Chapter five consist of level 2 analysis which is the application of five dimensions of the ICTRT framework for university websites with negative and positive international student enrolments. This chapter provides the thematic analysis of each dimension of this framework using ten (10) conceptual maps. A summary of the findings of each dimension is provided at the end of the analysis.

Chapter six presents the conclusion followed by the discussion of the findings. This section combines the two results sections (which are chapter 4 and chapter 5) with the literature review section using an hourglass structure. The implications for theory and practice, limitations of the study, an overall comparison of the results with other industries (the hospitality, tourism and travel) and international education industry was discussed. The chapter concludes by providing future research perspectives.

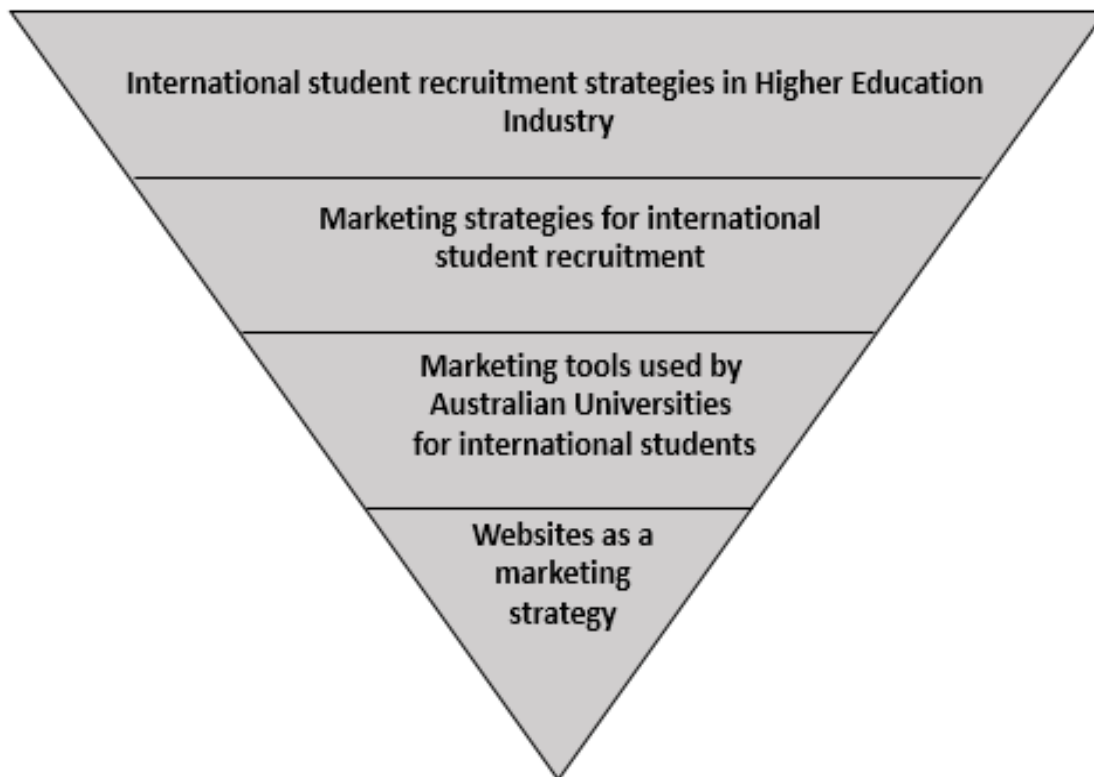
1.6. Chapter Summary

This chapter discussed the context of the study, rationale, problem statement, significance of the study, main objectives and structure of the thesis. The study contributes important findings to the current research by exploring the relationship between the university websites and international student enrolments. As mentioned above none of the studies applied the ICTRT framework to institutional websites (education sector) other than the hospitality and travel industry by fulfilling a major gap in the marketing research.

CHAPTER 2: Literature Review

This chapter covers various scholarly studies on international student recruitment through the university websites. The first part explains the international student economic contribution in Australia and worldwide. The second part consists of the decision-making factors of international students. The third part focuses on the marketing strategies used for international student recruitment. The fourth section is comprised of the marketing tools relating to international student recruitment. Finally, the chapter elaborates on the theoretical framework (The ICTRT framework) used to assess the university websites. The structure of this literature can be represented by way of an upside down triangle as in Figure 1.

Figure 1: Pyramid analogy of the study

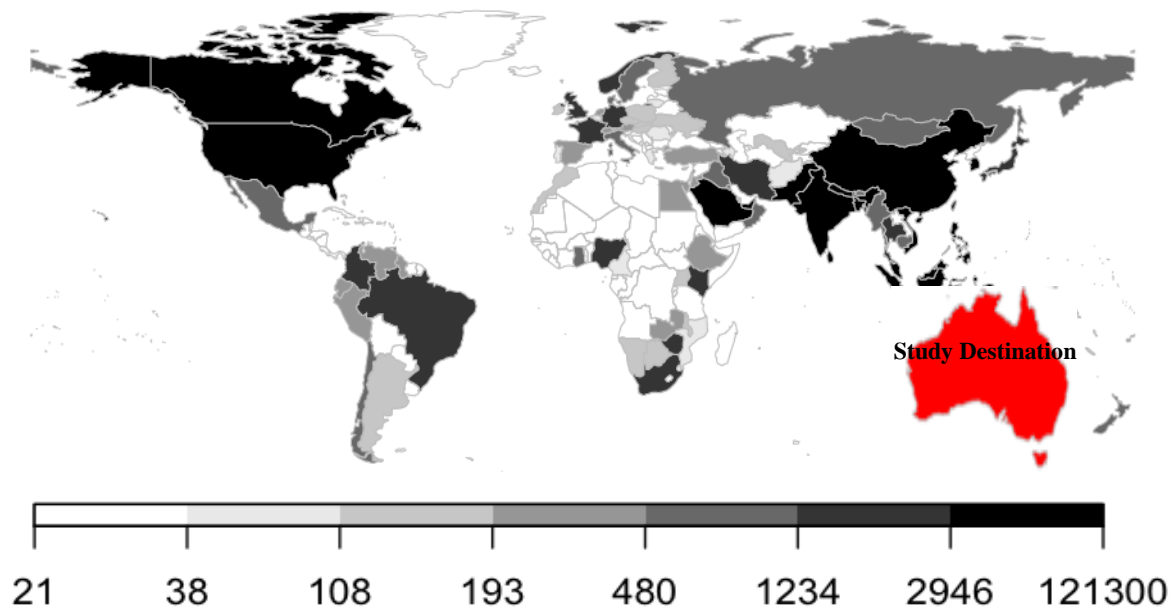


Note: The pyramid analogy of the study represents the breakdown of a generic research idea of: “international student recruitment strategies in the higher education industry” to a more granular level of: “university websites as a marketing strategy for international student recruitment.”

2.1. Background of the study

International higher education has been a major growth industry worldwide (Mazzarol et al., 2003). The two important drivers, which contribute to the economic growth of the higher education industry are the competition and globalisation initiatives. Australia's preliminary major arrangement with international students began in the 1950s, with the implementation of the Colombo Plan³ for Cooperative Economic and Social Development in Asia and the Pacific (Meadows, 2011). Figure 2 depicts the overseas students by country of permanent home residence in 2016 in Australia.

Figure 2: Overseas Students by Country of Permanent Home Residence in 2016 in Australia



Source: The map is constructed by the author based on the Australian overseas student enrolment 2017 statistics published by the Australian Government Department of Education and Training. Refer to: <https://www.education.gov.au/selected-higher-education-statistics-2016-student-data>.

This study engaged with an extensive literature review using hundred (100) research papers and various scholarly studies on higher education marketing strategies.

³ Australia played a key role in the implementation of the Colombo Plan for Cooperative Economic and Social Development in Asia and the Pacific, conceived at the Commonwealth Conference on Foreign Affairs held in Colombo, Ceylon (now Sri Lanka) in January 1950 and launched on July 1, 1951, Refer to <http://www.colombo-plan.org/history.php> (Meadows, 2011)

2.1.1. The economic contribution of international students around the world

The majority of the universities are able to charge full-fees for overseas students, while most domestic placements attract lower fees, as often overseas students are not cross-subsidised by the taxpayers (Gomes & Murphy, 2003). The SJTU (Shanghai Jiao Tong University) records show that 54 world ranking research universities are located in the USA (being the first place of choice) and twelve (12) universities from the world's top hundred research universities are located in the UK, which is the second highest study destination. The other English speaking nations have seventy-one percent (71%) of the top 100 universities. The rest of the universities are located in Western Europe including Germany, France, Sweden, Switzerland, Netherlands, Japan, Israel, and Russia respectively. In relation to countries such as China and India, it is evident that these countries do not have any research universities among the top hundred (100), but India has two (2) universities in the top five-hundred 500. China and Hong Kong have nineteen (19) universities among the top five-hundred 500 (Marginson & Van der Wende, 2007).

The average annual growth rate of international students was 4.1 percent in 1980, which doubled to 8.4 percent by 2005 (Findlay and Tierney, 2010). Global Student Mobility 2025 reports that demand for international higher education will increase from 1.8 million international students in 2000 to 7.6 million in 2025. It further stated that Asia has the highest growth potential and expects to account for 70 percent of the global demand by 2025. This report further states that China and India will be the main countries which contribute to this growth (Bohm et al., 2004). The Asian region will supply the students for the MESDC (Main English Speaking Destination Countries) representing 1.8 million places or 76 per cent of the global demand by 2020. (G. Li, Chen, & Duanmu, 2010). These trends in forecasting student enrolments are vital observable elements in internationalism (Ozturgut, 2013). Soo and Elliot (2010) stated that the higher education industry significantly influences the economy of the UK. The UK economy enjoyed a total income of £2.87 billion during 2004 and 2005 from 218,000 international students. The total international students in the USA increased by 5% to 764,495 during the period of 2011 to 2012. Therefore, it is clear that overseas students play a vital role in the higher education sector of major economies. Table 2 summarizes the global demand for international student study destinations by considering six main regions (Böhm et al., 2003).

Table 2: The global demand for international student estimations in MESDCs by region and compound annual growth

Region	2003	2005	2010	2015	2020	Growth
Africa	63	67	87	113	146	5.2%
Middle East	37	39	49	60	73	4.2%
Asia	528	612	943	1347	1862	7.8%
America	127	134	156	181	209	3.0%
Europe	226	235	262	289	313	2.0%
World	988	1096	1507	2000	2614	6.0%

Source: Böhm et al.(2003) Forecasting international student mobility a UK perspective.

2.1.2. The economic contribution of the international students in Australia

In 2017, international education contributed AUD 28.6 billion to the Australian economy⁴. Table 3 presents the export income by state and territory between 2016 and 2017 in Australia.

Table 3: 2016 and 2017 export income by state

State/ Territory	Education export income (in AUD Millions)
New South Wales	10284
Victoria	9089
Queensland	4135
Western Australia	1886
South Australia	1486
Tasmania	299
Australian Capital Territory	786
Northern Territory	88

Source: Australian International Education, Published by Australian Government Department of Education and Training

A survey conducted by the Australian Government Department of Education and Training in 2016, identified top five decision-making factors when selecting Australia as the study destination, which are: recognition of the qualification, recognition of the universities, reputation of education system, personal safety or security, and the quality of research.

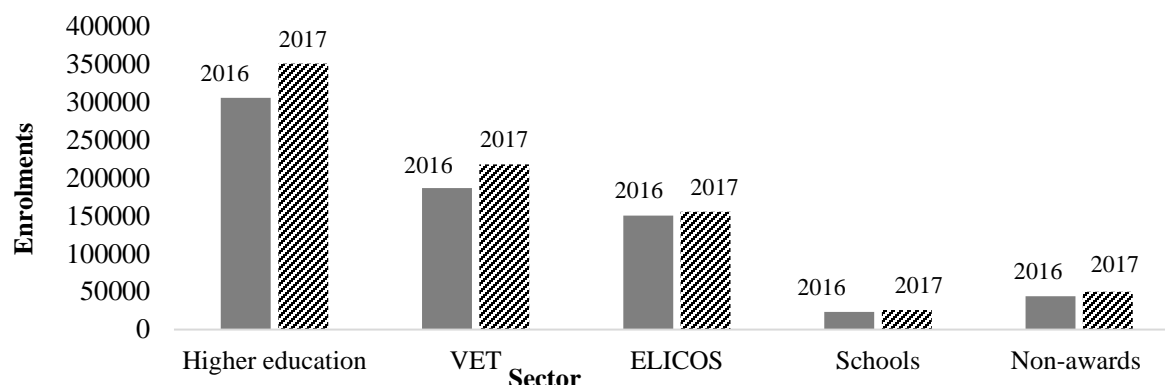
2.1.2. The economic contribution of the international students in Australia

The Australian Government Department of Education and Training stated that in the year 2016 the total international student enrolments accounted for 799,371 students and this figure includes 624,000 full fee paying international students. This is a 12.7% growth compared to the previous

⁴ <https://internationaleducation.gov.au/research/Research-Snapshots/Documents/Education%20infographic%20Australia%202016%E2%80%9317.pdf>

year and the Department of Education and Training projects an annual growth rate of 4.4% over the next ten years. Figure 3 shows the distribution of enrolments by sector in 2016 and 2017 in Australia. Table 4 and 5 report the growth percentage by sector and by country respectively.

Figure 3: Distribution of overseas enrolments by sector in 2016 and 2017 in Australia



Source: End of Year Summary of International Student Enrolment Data, Published by Australian Government Department of Education and Training

Table 4: Enrolment growth percentage by sector

Sector	Growth in 2017
Higher Education	14.7%
VET	16.7%
ELICOS	3.4%
Schools ⁵	10.7%
Non-awards	13.5%
Total Australia	12.7%

Table 5: Enrolment growth percentages by country

Sector	Growth in 2017
Nepal	56.2%
Brazil	24.4%
China	18.1%
India	12.6%
Malaysia	16.3%
Other Nationalities	5.6%

According to the statistics published by the Australian Government Department of Education and Training, China, India, Brazil, Nepal and Malaysia are the top five nationalities and accounted for 53% of Australian enrolments in 2016. The highest overseas student enrolment in 2016 was from China followed by India, Nepal, Brazil, and Malaysia. The higher education sector had the largest share of enrolments at 43% in 2016. China and India accounted for 38.2% and 15.5% respectively of total student enrolments in the higher education sector. In 2016 there were more male international students studying in Australia than females, which was 54% and 46% respectively with the average age from 20-24 years.

⁵ Commencements in schools for the current reference period are not strictly comparable to earlier years due to changes to secondary school level courses at a single large provider prior to 2013.

2.2. Decision making factors for international students to study abroad

The decision to study abroad is one of the most significant and expensive choices for many students and their families (Brown & Mazzarol, 2009). There are various reasons that influence the demand for international education. Traditionally, it has been driven by expectations to raise the graduate's economic and social status, especially within the higher education sector (Mazzarol & Soutar, 2002). Over the second half of the twentieth century, the lack of access to higher education in many countries in Asia and Africa was the key driver for international student flow (Mazzarol & Soutar, 2002). Additionally, they stated that commonality of language, availability of advanced technology based courses, geographic proximity, education quality, home country population, availability of wealth in home country, and GNP growth, were the factors that create demand. In addition, the historical or colonial links between host and home countries can be identified as key determinants for student mobility (Mazzarol & Soutar, 2002). With a rapidly expanding higher education sector, it has become increasingly important to understand how to attract international students. Universities and colleges are striving to enhance and assess their recruitment, and increase advertising campaigns to attract the most eligible applicants to their campuses. It is inevitable that national policy makers and HEIs (Higher Education Institutions) are becoming highly competitive by doing comparisons on tangible and intangible resources, quality and status.

2.2.1. Push and Pull theory

Mazzarol and Soutar (2002) define 'push' factors as the factors that operates within the home country and initiate a student's decision to undertake studies in a foreign country. The 'pull' factors refer to dimensions within a study destination that attracts international students. Specifically, economic and social forces within the home country 'push' students to study abroad, while the students' decision to select a study destination depends on various 'pull' factors. McMahon (1992) invented the push and pull model considering the feedback of international students in 18 developing countries. This emphasised the push model as the factors which consist of the student flow that depends on the economic wealth, the role of the developing country in terms of the global market, the role of the government of the developing country in terms of education and required resource investment capability. Similarly, the pull model is the factors that contribute to the student attraction towards a host country, such as the impact of the home country economy, political and

cultural links, the support provided by the host country in terms of tuition fee waiver, scholarships, discount schemes etc. However, in his study, the findings indicated a negative correlation among home countries' economic prosperity and number of international students. Moreover there was a positive correlation in the size of the host and home nation's economies (Wang, 2009).

2.2.2. Economic context of home country

A study conducted with students of fifteen developing countries revealed that the demand for the USA as a study destination declined throughout the past years due to the high cost of US university education and growing competition (Agarwal & Winkler, 1985). As a main finding it has revealed that per capita income of home country, education expenses, opportunities available in the home country and benefits of studying abroad as the factors which influenced international student choice in selecting a study destination (Agarwal & Winkler, 1985).

2.2.3. Lack of resources in the home country

Mazzarol and Soutar (2002) identified the availability of high quality courses, unavailability of the courses in the home country and difficulties in gaining entry to post-secondary education in the home country, as the factors which influence the international student mobility.

2.2.4. Family background

Asian and African students are influenced by their families when selecting an overseas study destination (Ivy, 2010). Mazzarol and Soutar (2002) stated several personal factors that affect the international student mobility such as distance, family background and friends.

2.2.5. Exchange rate fluctuations

A study conducted by Abbott and Ali (2009) stated that there is no direct relationship between the exchange rates and student decision making choices even though exchange rates, real income of international students and reputation of the universities are considered as influential factors in deciding a study destination.

2.2.6. Migration purposes

Chiou (2014) identified a clear linkage between international education, migration purposes and policy link. International education and skilled migration affects student decision making choices in selecting a foreign country as a study destination (Chiou, 2014).

2.3. International student recruitment

A study of Brown and Mazzarol (2009) stated that management of quality, promotional strategies, strategic alliances, forward integration with marketing channels, effective use of technology such as offshore teaching courses, and marketing entry strategies of recruitment and government promotional agencies, are vital to be successful in the international market. Furthermore, this study attempts to fill an essential gap in the literature relating to the marketing of international education (Brown & Mazzarol, 2009). Even though the main income gained through international students are not necessary to survive the segmentation and positioning strategies will greatly differentiate this income of the institute by adding some quality. Therefore, more refined marketing methods and more government funding is essential not for the longer term survival, but for the unique competitive advantage (Sweeney, Soutar, & Mazzarol, 2008). The recruitment strategies vary from country to country. As an example, the Canadian universities do not highly involve agents. Even though the web publication is highly used in other major countries including Canada, it does affect negatively as it depends on students seeking information through the websites of the universities (Hossler, 2005).

Conversely, Australian universities mainly depend on agents, approximately 46% of international students in Western Australia have been recruited using education agents (Wang, 2009). Moreover, the frequent international student recruitment strategies used in the colleges of Alberta in Canada are web publications, brochures, project partners, agents, and alumni (Isa et al., 2016). However, for other Canadian universities, it is the web publication method (Howe, 2009). Critical success factors for international education marketing are: the image of the institute and entire market; organisation of the courses and programs in a way which differentiate the product from other institutes; development of the resource stocks; strategic alliances; and forward integration with marketing channels (Brown & Mazzarol, 2009).

2.4. International marketing strategies

Pimpa (2003) suggested “the elements of globalization in higher education are widespread and multifaceted. It has been estimated that more than 1.6 million students study outside of their home countries, with more than 547,000 studying in the USA”. Similarly, Binsardi et al. (2003) found that “a vital strategy in marketing is the marketing process which focus the customer”, also industrial marketing should be applied to higher education, as it is a different service sector. There were few studies is on education marketing targeting the UK and USA in 1980s with a more theoretical background with different models (Oplatka & Hemsley-Brown, 2004). Throughout the 1990s to the present, studies focusing on marketing of higher education are becoming increasingly common (Kotler, 2011). There has been little research in the area of marketing strategies with regard to international student recruitment, some of the recent studies highlight the importance of investigating the topic of international student education (Hemsley-Brown & Oplatka, 2006). International education is analysed from different viewpoints such as psychology, finance, economics and education rather than through marketing (Naidoo, 2006).

The major gap identified in the literature is the lack of empirical evidence in the marketing research on international student recruitment by educational institutes (Mazzarol & Soutar, 2002; Meadows, 2011; Ross, 2009). Existing literature data collection methods include surveys and questionnaires with no study focusing on university websites as the main data collection technique (Caruana, Ramaseshan, & Ewing, 1998; Ozturgut, 2013; Soliman, 2016; Soo & Elliott, 2010). There is more research into other competitive study destinations such as the UK, the USA and Canada with less focus on Australia (Mazzarol & Soutar, 2002) even though it is among the main competitive destinations for international students. The purpose of this study is to explore the relationship between the university websites and international student enrolments using the selected six university websites. The selected universities for the study is described in the methodology section of chapter 3.

2.5. Marketing tools in international student recruitment

Most of the empirical research studies on higher education marketing concern marketing communication strategies and distribution of marketing information (Hemsley-Brown & Oplatka, 2006). Higher education institutes should be aware of the decision making process of an overseas student when deciding on a study destination as the first stage of the student's decision making process is the information search (Mazzarol & Soutar, 2002). Additionally, their major findings denoted that there is a mismatch between the information provided to students by UK Universities and the student's level of expectation with regard to printed media documents such as brochures, course leaflets and overseas student booklets (Mortimer, 2008). Other similar studies found that the postgraduate information materials provided by certain UK universities for Masters programs to be an ineffective marketing tool (Blackwell, Bowes, Harvey, Hesketh, & Knight, 2001). A study conducted on Australian universities by Gatfield, Barker, and Graham (1999) revealed that there is a substantial discrepancy between student perceived needs and printed communication tools. However, in a more recent study conducted in Australia it was found that printed media and university websites were the most influential communication tools in three Asian markets of Malaysia, Singapore and Hong Kong (Gray, Fam, & Llanes, 2003).

Accordingly, Moore and Seymour in 2005 mentioned that "technology as a process of expanding the human abilities and skills to improve the world " (Moore & Seymour, 2005). A recent study by Alexandru suggested that in the tourist industry the main online communication tools used to attract customers are company websites, email marketing campaigns, e-newsletters, online advertising, search engines, sponsored links, blogs, RSS feed, social networks, forums, online discussion groups, and instant messaging (Al & Carmen, 2011).

In contrast with conventional communication methods internet users have more benefits and flexibility (Gurău, 2008). When summarizing the key literature sources on international education Rowley (2001) emphasized that it is better to target online communities rather than to simply advertise on the internet. Moreover, he revealed the potential impact of electronic word-of-mouth communication of the consumer decision making process (Rowley, 2001). A study conducted by Adam et al (2002) mentioned that UK, Australia and New Zealand based business firms generally

use the internet as a marketing tool, but the usage of internet for transactions is very low except for the UK (Adam, Mulye, Deans, & Palihawadana, 2002).

Pimpa (2001) identified financial aid and support of the agents are most influential factors that supported Thai student choice of international education. However, he acknowledged student mobility decisions are not a one-step decision-making process. The key findings of a study conducted using UK universities revealed that the main issues incorporated working with agents and variations of agency management in higher education institutes in the UK (Huang, Raimo, & Humfrey, 2016). According to the higher education statistics it has revealed that more than 100 UK higher education institutes rely on the international student recruitment agents with total commission payments of £57.8 million (Matthews, 2012).

Chinese students constitute Australia's largest market share when considering higher education (Gomes & Murphy, 2003). Furthermore, Bodycott (2009) revealed that Chinese students and their parents mostly rely on the home country exhibitions and fairs as an initial source of information, as most parents expect the seminars and fairs to provide quick answers for their questions. This study highlighted the importance of effective online marketing strategies such as social media, university websites, and internet to further improve the effectiveness of the message.

2.6. The importance of websites as a main marketing strategy

Information intensive industries should always invite the customer for internet transformation (Raymond, 2001). Education industry e-learning will keep on cutting the associated costs for resources and will also increase the accessibility of resources (Mandel, Hof, Foust, & Muller, 2001). Raymond 2001 mentioned that the "firms which are future oriented and consist of a top management consultancy with updated technology are technologically opportunistic" (Raymond, 2001). Online communication differs from a static webpage with detailed course information and services with well-trained staff who handle the customers with prompt service. A study by Klassen (2002), identified the lack of interaction and relationship building capabilities of the low ranking university websites as a major reason for the lower student enrolment. The institutes which target international students should enhance the international student recruitment process through improving the online customer service (Gomes & Murphy, 2003). Furthermore, they stated the online customer service and e business strategies as a must to attract more overseas students as

most of the students rely on the internet when selecting a study destination. The university websites are the main source to learn more about the institutions of higher education. Therefore, it is considered as an essential element in a successful marketing practice (Carnevale, 2005). It is reported that more than 84% of students consider university websites as a widespread marketing tool and widespread medium for student inquiries (NACAC, 2011).

Some of the main benefits of the university websites are as follows. The prospective students can access the information quickly which is a major advantage of the university websites (Carnevale, 2005). Students can compare the informal information in the social media such as Twitter, Facebook, Youtube about the university with the formal information provided in the websites (Lacey, 2016).

2.7. Theoretical framework of the study

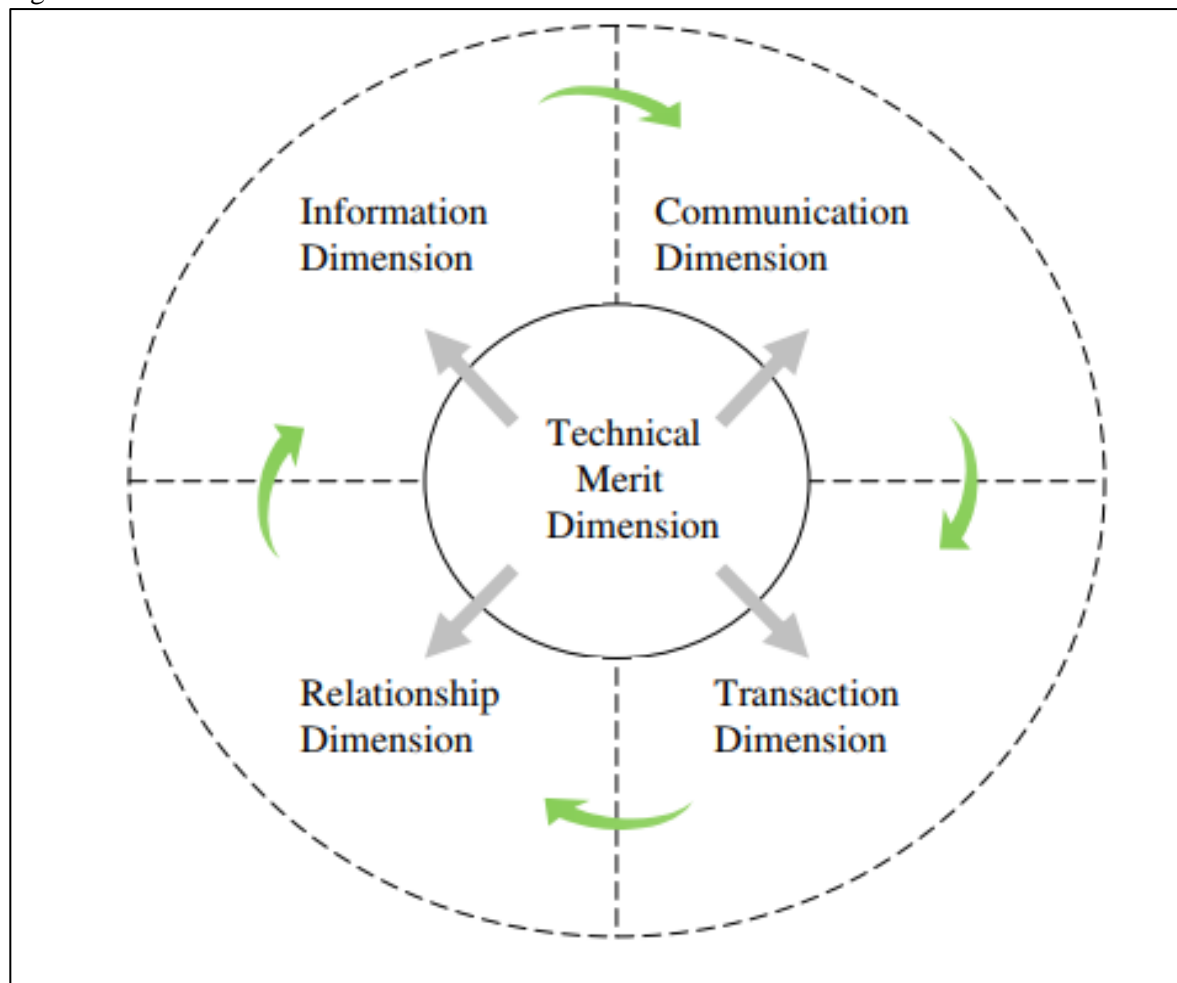
From the communication perspective, every effective communication has a clearly stated purpose that should be understood by both creator and the audience (Li & Wang, 2011). Company websites are crucial elements in attracting the customers and are used as a marketing strategy as the internet marketing is different from the traditional marketing, as it depends on the support of information technology Li and Wang (2011). According to a study by Manganari et al. in 2011, the consumer's perception of the convenience of the website layouts affects consumer behavior (Manganari et al., 2011). The website evaluation is evident in various disciplines such as information systems, hospitality and tourism, health and insurance using various models (Park & Gretzel, 2007).

From 1995 to 2006, a total of twelve factors are reviewed through website evaluation literature which are: quality of the information, responsiveness, flexibility in using the information, visual appearance, privacy concerns, interactivity, trust, customization, satisfaction, advertising, liveliness and technology integration (Chiou, Lin, & Perng, 2010). The website evaluation is based on three major criteria: evaluation by phase, evaluation by features and evaluation by features and effectiveness (Doolin, Burgess, & Cooper, 2002; Law & Hsu, 2005; Youcheng Wang & Russo, 2007). Based on this concept, Li and Wang (2011) proposed a more concise framework which is the ICTRT (information, communication, transaction, relationship and technical merits) model to evaluate university websites. This model been tested only in the websites related to the tourism and hospitality industry (Charoula et al., 2015; Li & Wang, 2010, 2011; Pai et al., 2014; Sun et al.,

2017), destination marketing organisations (Charoula et al., 2014; Manganari et al., 2011; Park & Gretzel, 2007) and to evaluate the websites of travel agencies (Rahnemai et al., 2015). Since none of the research studies applied this model to evaluate tertiary education institutional websites, there is a gap in the existing literature. The application of this model to the tertiary education context can be justified, as the institutional websites are similar to destination marketing websites and is justified in 3.4.4. section in chapter 3 (methodology).

The eMICA model (the extended model of internet commerce adoption) of Burgess and Cooper (2000) which consist of three stages: web-based promotion, provision of information and service and transaction processing, is further developed with additional interactive features incorporating value chain integration and innovative information management applications as the ICTRT model. Due to the multi-faceted activities of destination marketing systems, the four major components which have been identified were: timely and accurate representation and pro-vision of destination information, effective and constant communication with consumers, reliable and seamless electronic transaction deployment and appropriate and sustainable relationship building mechanisms (Youcheng Wang & Russo, 2007). They further stated that the relationship between these four functions are dynamic rather than static, also that these attributes demonstrate a hierarchical level of technology complexity and interactivity as higher-level applications are based on lower level application. Since destination marketing organisations are virtual spaces, the above identified four functions have been identified as the ICTR model which denotes “I” as the virtual information, “C” as the virtual communication, “T” as virtual relationship space and “R” as virtual relationship space. Figure 4 below illustrates the ICTRT model which is applicable for this study.

Figure 4: The ICTRT Model



Source: Li, & Wang. (2010). Evaluating the effectiveness of destination marketing organisations' websites: Evidence from China. *International journal of tourism research*, 12(5), 536-549.

2.8. Application of the ICTRT framework

International students looking for website information vary as surfers and actual consumers. The surfers use the internet for recreation by enjoying the general content, while actual customers use it for a directed purpose by seeking more information (Abramson & Hollingshead, 1999). The application of the ICTRT frameworks' five dimensions for this study is as below.

2.8.1. Information dimension

International students looking for website information vary as surfers and actual consumers. The surfers use the internet for recreation by enjoying the general content, while actual customers use it for a directed purpose by seeking more information (Abramson & Hollingshead, 1999). The

role of the information provider has shifted from basic content availability towards using information for marketing purposes. Moreover, the information provision is more focused on functional search needs, which can be defined as motivated efforts focused towards a purpose (Xiang, Woeber, & Fesenmaier, 2008). Based on the above extensive literature review, a series of 26 items identified under this dimension for this analysis are: international student icon in the home page; division of information to regions, maps and directions; student resources, support services and resources, sports and student societies; health and safety, legal requirements, accommodation, lifestyle of the city, living cost, travel; telecommunication; match between the heading and content; links to respective information sources, academic calendar, insurance and medical services; study abroad and exchange information, student visa, pre arrival and return planning, financial assistance, programs and courses, pre entry and pathway programs, policies and penalties; virtual tours, division of information, information of successful past students, travel guides or brochures.

2.8.2. Communication dimension

The next hierarchical functional level is the communication which facilitates the marketing strategies to be target for a respective audience (Li & Wang, 2010). Communication means the human activity which integrates people and facilitates their relationships and also develops, organises and disseminates knowledge (Duncan & Moriarty, 2006). For study destinations, this interactive phase develops partnerships because for the tertiary education institutes, this where communication is conducted through various channels and it transforms the trust element between the university, students and other stakeholders. In this study, 10 attributes have been identified to represent the communication dimension: online facilities to lodge complaint or academic appeals, search engine function, online glossary function, multi-language versions, online student enquiry facility, brochure request capabilities, website feedback columns, contact information (email, phone, mailing address, etc.), links to social media (YouTube, blog, etc.), FAQ's to international students.

2.8.3. Transaction dimension

This is the next hierarchical level of the model as it is essential to maintain a solid relationship (Li & Wang, 2010). Even though this is applicable to the destination marketing organisations in terms of financial transactions, this could be applied to the education context as the online booking facilities of the free airport pickup, online accommodation booking and even the self- offer acceptance and deferral can be considered as a transaction from international students' viewpoint. Therefore, six dimensions which are applicable to this study are: online booking facilities of free airport pickup, online booking facilities of on –campus accommodation, online booking facilities of pre arrival information sessions, accommodation search with university database and portals, agent database and employment database.

2.8.4. Relationship dimension

This dimension represents the various aspects of consumers which should be understood by the marketers which enables a dynamic exchange of communication with consumers in all levels (Li & Wang, 2010). Moreover, they stated that the customer relationship management process is a one-to-one marketing system which enhances the customer relationships by commercializing relationships (Li & Wang, 2011). In this study, six respective dimensions derived from the literature review are: self-credit and admissions assessment facility, self -course fee calculator, self- offer acceptance and defer, self-enrolment facility, customized/ filtering options and privacy policy.

2.8.5. Technical merit dimension

International students looking for university websites may experience certain difficulties in getting information due to the technical errors which usually demotivate the customers from proceeding further (Li & Wang, 2011). Therefore, focusing on this dimension will become a competitive advantage for the respective universities. In this study, there are nine dimensions which represent the technical merit dimension: navigation, respective links (online budgeting tools, currency converter etc.), link workability, load time, visual appearance, availability of videos, repetition of the links, webpage design and site map.

2.9. Chapter Summary

The summary of this chapter reveals the main objective of conducting this study, which is to explore the relationship between international student enrolments and institutional websites. In doing so, hundred (100) research papers and articles were reviewed. This review focused more on exploring, categorizing and comparing in empirical research studies relating to the international education-marketing sector. The discussion mainly focuses on the findings and the methodologies used in the previous studies with potential gaps using the pyramid analogy that breaks the generic research idea of: “international student recruitment strategies in the higher education industry” to a more granular level of: “university websites as a marketing strategy for international student recruitment.”

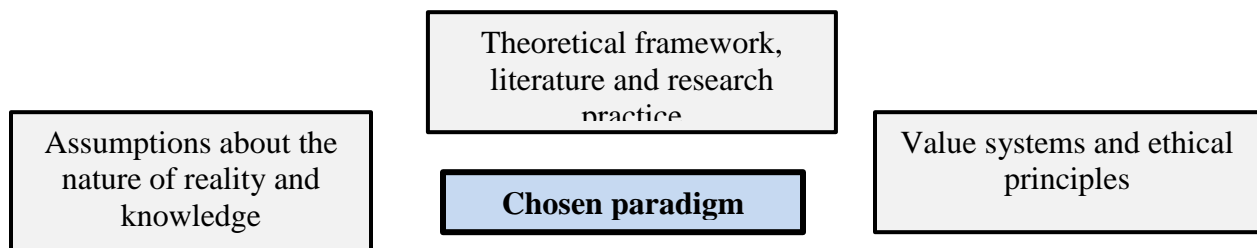
CHAPTER 3: Methodology

In chapter two, the ICTRT (information, communication, transaction, relationship and technical merits) framework was identified and justified as the applicable conceptual framework for this study, which will assess the website features of the selected Australian universities. This chapter elaborates the research methodology of this study. This chapter begins with the discussion of the research paradigms, justification of the chosen paradigm, explanation of the methodology, methods, and issues of trustworthiness followed by the conclusion.

3.1. Research paradigms

Paradigms are ideal methods that have been used to understand the reality, to construct knowledge, and to gather facts about the world. The basis differs in relation to ontology, epistemology, axiology and methodology (Tracy, 2012). A paradigm is a shared worldview that represents the beliefs and values in a discipline and guides how problems have been solved (Schwandt & Schwandt, 2001). Moreover, a research paradigm is defined as “a set of common beliefs and agreements shared among scientists on how problems should be understood and addressed” (Kuhn, 1963). Figure 5 depicts the factors influencing the choice of a paradigm.

Figure 5: Factors influencing the choice of a paradigm



Source: Chilisa, B., & Kawulich, B. B. (2012). Selecting a research approach: paradigm, methodology and methods. *Doing Social Research, A Global Context*. London: McGraw Hill.

The most common paradigms used in business research are positivism, interpretivism and pragmatism (Saunders, Lewis, & Thornhill, 2009). A positivist paradigm develops the argument assuming that the majority of the processes are perceived as a certain variation of actions of people and their relationships (Lancaster, 2009). Social science research applications of some methods in

certain settings are difficult and uncontrollable. For example, unlike the chemist the social science researcher does not have a laboratory to conduct the research. Therefore, statistical analysis and verification is problematic (Lancaster, 2009). Positivism research philosophy is solely based on the factor of experience or perceptions as a reliable source of knowledge neglecting other measurable variables such as time, space, and root cause. Positivism approach with regard to business world research is based on a status quo because the findings are highly descriptive and lack a deeper view of the issues (Atieno, 2009).

The interpretivist paradigm offers a greater possibility for bias on behalf of the researcher, undermining the reliability. Ambiguities in human language are documented in the analysis and depth of the discussion with the findings depending on the level of knowledge and expertise of the researcher (Atieno, 2009). According to Johnson et al. (2007), the pragmatism paradigm consist of the primary viewpoints of mixed research. Mixed method will enhance knowledge with multiple perspectives including both qualitative and quantitative research (Johnson, Onwuegbuzie, & Turner, 2007). Pragmatism avoids the contentious issues in the reality and accepts theoretically, the existence of the extraordinary and realities that are open to empirical inquiry and positions itself towards answering practical issues in the “real world” (Creswell & Clark, 2007).

The two extremes of these two paradigms are the critical theory and post-positivism paradigm. According to Plack (2005) the critical theory paradigm is a synthesis of alternative paradigms that share a set of basic beliefs such as materialism, feminism, and neo- marxism and that post-positivism or realism assumes that the objective world does not exist beyond the human mind (Plack, 2005). Schulze in 2003 argued that reality is presumed and influenced by viewpoints of the people in research which is the viewpoints of both researcher and participants (Schulze, 2003). Therefore, these five paradigms (positivism, interpretivism, pragmatism, critical theory and post-positivism) is characterised by the four inquiry areas which are ontology, epistemology, axiology and typical methods as illustrated in the Table 6.

Table 6: Comparison of five research philosophies in business and management research

Ontology - (nature of reality or being)	Epistemology-(what constitutes acceptable knowledge)	Axiology (role of values)	Typical methods
Positivism			
Real, external, independent, one true reality (universalism) granular (things),ordered	Scientific method, observable and measurable fact, law-like generalisations, numbers, casual explanation and prediction as contribution	Value-free research, researcher is detached, neutral and independent of what is researched, researcher maintains objective stance	Typically deductive, highly structured, large samples, measurement, typically quantitative methods of analysis, but a range of data can be analysed
Critical Realism			
Stratified or layered (the empirical, actual and real), external, independent, intransient, objective structures, casual mechanisms	Epistemological relativism, knowledge historically situated and transient, facts are social constructions, historical casual explanation as contribution	Value-laden research, researcher acknowledge bias by world views, cultural experience and upbringing, researcher tries to minimize bias and errors, researcher is objective as possible	Retroductive, in-depth historically situated analysis of pre-existing structures and emerging agency, range of methods and data types to fit subject matter
Interpretivism			
Complex, rich, socially constructed through culture and language, multiple meanings, interpretations, realities, flux of processes, experiences, and practices	Theories and concepts are very simple, focus on narratives, stories, perceptions and interpretations, new understandings and worldviews as contribution	Value-bound research, researchers are part of what is researched, subjective, researcher interpretations are the vital contributions, researcher reflexive	Typically inductive small samples, in-depth investigations, qualitative methods of analysis but a range of data can be interpreted
Postmodernism			
Nominal, complex, rich, socially constructed through power relations, some meanings or interpretations and realities are dominated or silenced by others, flux of processes, experiences and practices	What counts as “truth” and “knowledge” is decided by dominant ideologies. Focus on absences, silences, and oppressed/repressed meanings, interpretations and voices, exposure of power relations and challenge of dominant views as contribution	Value-constituted research. Researcher and research embedded in power relations. Some research narratives are repressed and silenced at the expense of others. Researcher radically reflexive	Typically deconstructive- reading texts and realities against themselves. In depth investigations of anomalies, silences and absences. Range of data types, typically qualitative methods of analysis
Pragmatism			
Complex, rich, external. “Reality” is the practical consequences of ideas. Flux of processes, experiences and practices.	Practical meaning of knowledge in specific contexts. “True” theories and knowledge are those that enable successful action. Focus on problems, practices and relevance. Problem solving and informed future practice as contribution.	Value-driven research. Research initiated and sustained by researcher’s doubts and beliefs. Researcher reflexive.	Following research problem and research question. Range of methods: mixed, multiple, qualitative, quantitative, action research. Emphasis on practical solutions and outcomes.

Source: Saunders, M., Lewis, P., & Thornhill, A. (2009). Research methods for business students: Pearson education.

3.2. Justification of the chosen paradigm- Interpretivism

This research compares the institutional website features of six selected Australian universities based on the positive and negative international student enrolments; interpretivism is the most applicable paradigm. This is further justified using the Table 7 below, which compares how the chosen paradigm – interpretivism, is applicable to the proposed study as opposed to the positivism paradigm.

Table 7: Comparison of the research paradigms

Characteristic	Interpretivism	Positivism
Methodology	The study incorporates a qualitative method using website content which is a secondary data source.	The study excludes a quantitative or mixed methodology (pragmatism).
Scope	The study focuses on a rich and holistic approach to explore in depth the phenomenon which is a major characteristic of qualitative research when focusing only on six university websites (Tracy, 2012).	The study does not incorporate empirical evidence which is evident in the positivist research (Tracy, 2010, 2012)
Research question	The main research question of the study is “ <i>what</i> ”; while most of the qualitative research questions starts from why, what, and how (Carson, Gilmore, Perry, & Gronhaug, 2001; Ereaut, 2002).	In most of the quantitative research the research question starts with how many, how often, or how much (Bista, 2016; Ereaut, 2002).
Structure of methodology	The study does not include a hypothesis component. The data will be analysed based on the derived codes and themes using a qualitative data analysis tool (Leximancer 4.5) (Creswell & Clark, 2007; Neuman, 2014)	A study, which follows positivist philosophies often, has a hypothesis and a theory testing part with some statistical significance involved. The subjective reality can be measured using scientific methods such as assigning significance levels (Neuman, 2014).

The positivist research usually builds a prevailing theory in a specific context and tests it. (Carson et al., 2001). Moreover, positivism research tends to test hypotheses. As an example, when addressing cause and effect in marketing research, the hypothesis might state, “all other things being equal, an increase in advertising activity will stimulate new sales”. Therefore, it is evident that rather than the theory building phase from prior work, the emphasis is given more on the theory-testing phase in positivist research projects. The converse applies in interpretivist research projects (Carson et al., 2001). Positivist research is more structured and measures theories. Due to the structure of positivist research, the researcher maintains a distance perspective of objectivity that is suitable for positivist research (Heshusius & Ballard, 1996).

Carson et al. (2001) stated that, an interpretivist seeks answers specifically on “*why*”, “*what*” and “*how*” research questions with more inductive reasoning. On the other hand, Bista (2016) indicated that quantitative research answers questions such as; “*how many*”, “*how often*”, or “*how much*”. The proposed study aims to answer the research question of “*what is the nature of the relationship between institutional websites and international student enrolments?*” thus according to Bista (2016) and Carson et al. (2001) facilitating the applicability of qualitative methodology and interpretivist philosophy. Moreover, interpretivism is most suitable as this research explores the themes and concepts using university websites through a qualitative data analysis software which is Leximancer 4.5 (Creswell & Clark, 2007; Neuman, 2014). The study focuses on the university website information in a detailed manner which is a major characteristic in qualitative research as identified by Tracy (2012). The next section addresses the qualitative methodology that was used in this research.

3.3. Research methodology

This research follows a qualitative approach and uses inductive reasoning to fulfill a major gap of institutional website effectiveness in the recruitment of international students. Atieno (2009) stated some of the fundamental differences between qualitative and quantitative research methodologies which focus on the assumptions about the research (epistemological and ontological assumptions) rather than the level of the data. Atieno (2009) mentioned that qualitative methods generate novel techniques in interpreting data. The purpose of a qualitative research is to build a theoretical framework that focuses on the reality and not on the researchers own perspectives. He further stated that qualitative researchers are concerned primarily with process, rather than the products. They are also not interested in finding how people make sense of their lives, their experiences, and their structures of the world. Qualitative research data is collected through human instruments rather than through inventories, questionnaires, or machines. In a qualitative study conducted by Ozturgut (2013) used “*why is it important to identify the international student recruitment strategies in the USA universities?*” as the respective research question and explored the international student recruitment strategies in the USA universities using a semi structured interview methodology. The idea of his study is to learn from the participants about a particular setting, using their experiences together with the way they interpret it. Carson et al. (2001) stated that, interpretivist method builds a theory as a result of the empirical insights so the theory building

stage has to be done carefully. Therefore, in interpretivist studies, the use of previous theories are visible in earlier stages in a limited manner. A qualitative approach is most suitable for studies which is not subject to findings, quantitative analysis or quantification (Proctor, 2005). Atieno (2009) stated that the main benefits gained through using a qualitative method is that the findings generate a number of research insights such as international student recruitment strategies, university experiences, push and pull factors which affect the selection of a study destination.

The main weakness of this study is the limitation of the website content when disregarding the viewpoints of international students and administrative personnel. Such a weakness is often identified as a major drawback in qualitative research (Merriam, 1988). Qualitative research is often criticized due to the usage of small sample sizes which limits the generalisation of the whole population (Creswell & Creswell, 2017) and leads to a possibility of bias on behalf of the researcher, undermining the reliability (Tracy, 2012). Table 8 outlines the key differences between qualitative and quantitative research.

Table 8: Comparison of qualitative and quantitative research

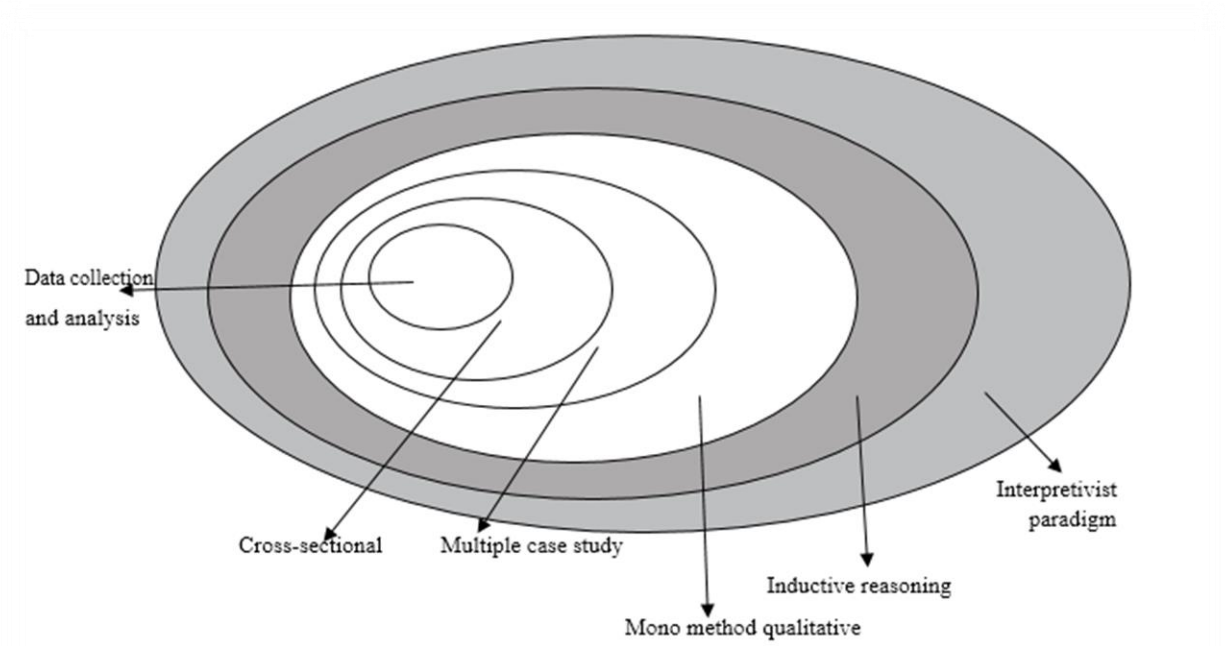
Comparison dimensions	Qualitative method	Quantitative method
Nature of reality	Subjective	Objective
Type of research	Exploratory	Descriptive
Focus of research	Examines the depth of the phenomenon	Test specific hypotheses
Reasoning	Reasoning is dialectic and inductive	Reasoning is logistic and deductive
Research questions	What? Why? (classification, meaning)	How many? Strength of association?
Literature review	May be done as study progresses or afterwards	Must be completed early in the study
Sample size	Sample size is not a concern; seeks “informal rich” sample, small sample size	Sample size is considered to be as exact and represented using “n”, large sample size
Data analysis	Non-statistical, coding, categories, themes; basic element of analysis is words/ideas	Statistical inference, estimation; basic element of analysis is numbers
Outcome	Develop an initial understanding	Recommend a final course of action

Source: Adapted from (Amaratunga, Baldry, Sarshar, & Newton, 2002; Atieno, 2009; Babin, Carr, Griffin, & Zikmund, 2012; Creswell & Clark, 2007; Proctor, 2005; Tracy, 2010, 2012)

3.4. Research methods

The purpose of this study is to explore the relationship between institutional websites and international student enrolments in Australia using a qualitative approach. Figure 6 depicts the research framework of this study.

Figure 6: Research onion framework of the study



Note: This is an application of the research onion framework of Saunders et al. (2009)

Primary data collection is through university websites and secondary data collection is through journals, books and annual reports. As the main data collection instrument is university websites which is a secondary data source, an ethical clearance letter is not required from *Griffith University Human Research Ethics Committee (HREC)* to collect data. This method is more cost advantageous than other qualitative data collection methods, such as semi-structured interviews, focus groups, open ended surveys and observations. The main drawback of this method is that the researcher has less control over the respondents compared with other qualitative data collection methods (Sekaran & Bougie, 2016). Even though there is less control, the data collection from the websites will allow the university to fulfil the requirements of a larger number of international students. As the study focuses on website effectiveness in recruiting the international students by considering six selected university websites within a limited time, this could lead to savings in

time and cost. The stability and consistency is ensured by referring to the previous literature, which used similar methodologies and similar data collection sources.

3.4.1. Justification of the Methodology: Case Study

This study uses a multiple case study methodology due to the three reasons below. First, this study focuses on the website content of the six selected universities which is the case scenario. According to Yin (1999), case studies can be used to explain, describe or explore selected events or phenomena. There have been multiple case studies which have analysed website content; (Rahnemai et al., 2015; Sabaruddin, Abdullah, & Jamal, 2012; Wang, 2009). Second, this study explores the impact of institutional websites on recruiting international students in a detailed manner considering all the relevant website content. Creswell and Clark (2007) mentioned that case studies are considered as a technique in which the researcher explores a phenomenon in depth. Moreover, this study explores the relationship between institutional websites and international student recruitment in a detailed manner, which is another characteristic of case study methodology. The exploratory research studies most often use case study methodology when the question seeks to obtain the depth of the phenomenon; moreover, this also provides a rich and structured description (Lincoln & Guba, 1985). Case study research includes a structure (Creswell & Clark, 2007; Yin, 1999) and researchers should view the case as a specific, integrated system with a boundary and working parts (Stake, 1995).

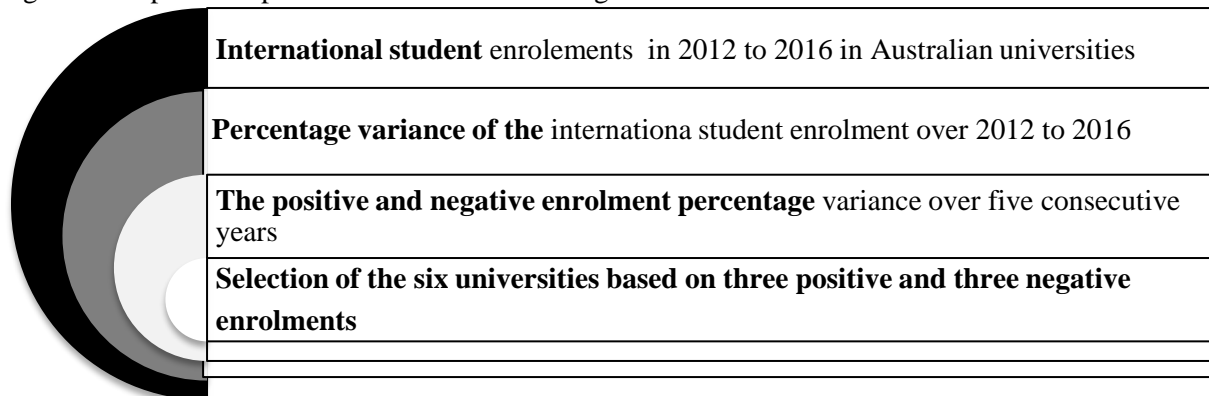
Third, this research problem engages with solving a current research problem in the marketing field, which is a major characteristic in case study methodology. For this study, the most applicable methodology is case study as the research problem focuses on institutional websites and international student enrolments which is a current research problem that improves the practice mainly in the social science and marketing research (Merriam, 1988).

The main limitation is that this study lacks a well-defined structure and protocols (Yin, 1999). In this study, the researcher mitigates this limitation by using the conceptual framework of ICTRT to collect and analyse the data which provides a proper structure for the study. Another drawback is that case study methodology is difficult to generalise as the findings are limited towards a small sample size (Yin, 1999). Therefore, this study uses a sample of six Australian university websites to mitigate this impact. However, the statistical generalisability is not the aim of this study.

3.4.2. Sampling Plan

The selection of the six university websites is based on international student enrolment data of the higher education statistics database (uCube)⁶. The population of this study is the 43 universities in Australia. Out of the forty (43) universities, a sample of six Australian university websites has been selected considering the postgraduate and undergraduate international student enrolment percentage variance from 2011 to 2016. (Table A and Table B on international postgraduate and undergraduate student enrolment and percentage variance over six years are attached in the Appendices). Therefore, as shown in these tables three university websites with positive international student enrolments percentage variance from 2011 to 2016 are University A, University B, and University C. Similarly, the university websites with negative percentage variance are University D, University E, and University F. The constant percentage variance is disregarded due to the unavailability. Table 9 below provides a brief overview of the selected **sample** of the study as depicted the page 44. A non-probability sampling plan of purposive sampling technique applies in this study. **Purposive sampling** is when the researcher purposefully selects data that fit the parameters of the research objective. When considering the **unit of analysis** the study focus on a group level as it compares the positive and negative international student enrolments of the **institutions**.

Figure 7: Steps in sample selection decision making



Note: Filtering variable under each step is highlighted in bold text.

⁶ <http://highereducationstatistics.education.gov.au/>

Table 9: Overview of the study sample

University name	Total students	Total academic staff	Start year	The State of the University	Percentage change of international postgraduate student enrolments from 2012 to 2016	Percentage change of international undergraduate student enrolments from 2012 to 2016
University A	46678	3360	1850	New South Wales	+ 116.14%	+28.63%
University B	57433	3204	1958	Victoria	+93.92%	+11.49%
University C	42182	3311	1853	Victoria	+99.68%	+32.92%
University D	17388	1435	1856	South Australia	-12.44%	- 44.62%
University E	13545	524	1967	Queensland	-7.46%	- 61.62%
University F	31772	1882	1971	Queensland	-2.77%	- 21.46%

Note: + percentage represents an average growth in student enrolments from 2012 to 2016.

There are seven inclusion criteria and three exclusion criteria in selecting the study sample. The below Table 10 illustrates the inclusion and exclusion criteria of the study sample.

Table 10: Inclusion and exclusion criteria of the study sample

Inclusion criteria	Exclusion criteria
Total international student enrolment for all the modes of attendance such as internal, external, multi modal, on-line, fulltime and part-time from 2011 to 2016.	International student enrolment for short term, English language courses, or other pre-entry or pathway programs.
International student enrolments only for postgraduate and undergraduate programs.	

3.4.3. Methods of data collection

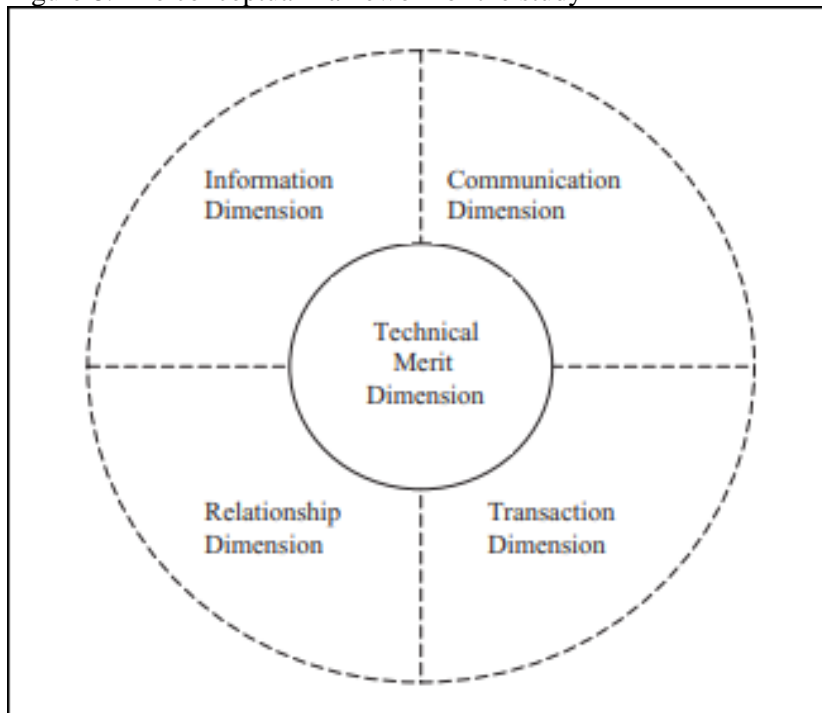
The main data collection source is the **university websites** of the selected six Australian universities. The university websites are the main instrument to learn about the institutions of higher education. This study explores the selected university websites relationship to international student enrolments using the ICTRT framework. The websites provide more information to people who are browsing the information on the internet. International students use university website content to select a university using the information provided. A study conducted by Gomes and Murphy (2003) revealed that online customer service and e-business strategies are vital elements to attract more international students as most of them rely on the internet when selecting a study destination. Therefore, university websites are considered as an essential element in successful marketing practice (Carnevale, 2005). It is reported that more than 84% of the international

students consider university websites as a widespread marketing tool and widespread medium for student inquiries (NACAC, 2011). Some of the benefits of university websites are that the future students can assess the information quickly within a limited time (Carnevale, 2005). Students can compare informal information on social media, such as Twitter, Facebook, Youtube, about the university with the formal information provided in the websites (Lacey, 2016).

3.4.4. ICTRT framework: Application

Website content of the selected six universities will be analysed using the ICTRT concise framework introduced by Li and Wang (2011) to evaluate website information. In this model, “I” denotes information dimension which refers to virtual information obtained through the websites, “C” as the communication dimension which describes the virtual communication space, “T” as transaction dimension which is the virtual transaction space allowed in these websites, “R” as relationship dimension which is the virtual relationship space and “T” as the technical merits dimension. Below, Figure 8 illustrates the conceptual model of this research. Li and Wang (2011) proposed this framework to evaluate websites. This model has been tested using websites related to hotels, travel agencies, and destination marketing organisations (Charoula et al., 2015; Li & Wang, 2010, 2011; Pai et al., 2014; Sun et al., 2017). As mentioned in the literature review section, this model has not previously been used to evaluate tertiary education websites.

Figure 8: The conceptual framework of the study



Source: Li, & Wang. (2010). Evaluating the effectiveness of destination marketing organisations' websites: Evidence from China. *International journal of tourism research*, 12(5), 536-549.

There are two main reasons for selecting this framework over the other models or frameworks. First, it reduces complexity of the evaluation process of the university websites, as the analysis consist a structure based on the ICTRT five dimensions (information, communication, transaction, relationship and technical merits). Second, this model is used to assess the website effectiveness of the destination marketing organisations which is a similar process when considering the process of selecting a study destination in a different country for international students. Further, it is not only the program information and university ranking which encourage international students to enroll but also the other factors, such as accommodation, finance, travel, sports and fitness. These requirements are identified and catagorised into five variables through ICTRT framework. For example, information dimension represents information on resources and support services, financial advise, accomodation, travel and life style. Moreover, communication dimension allows the students to communicate through online student enquiry facilities, online glossary function and multi -language browsing facility. Table 11 comprises the criteria used in collecting the website attributes based on this framework during the data collection process.

Table 11: Website attributes based on the ICTRT framework

ICTRT framework	Website attributes
Information dimension	Home page of international students Information divided towards different regions Maps and directions Support services and resources information Sports and student societies information Health and safety, medical and insurance information Legal requirements Accommodation information Lifestyle information Academic dates or calendar Financial assistance/ living cost, travel, scholarships etc. Study abroad and exchange information Pre entry and pathway programs Information of successful past students Information of programs and courses Policies and penalties Travel guides or brochures Telecommunication information
Communication dimension	Online facilities to lodge complains or academic appeals Search engine function Online glossary function Multi -language versions Online student enquiry facility Brochure request capabilities Website feedback columns Contact information (email, phone, mailing address, etc.) FAQ's to international students
Transaction dimension	Online booking facilities of the free airport pickup Online accommodation booking Employment database. Online booking facilities of pre arrival information sessions Accommodation search with university database and portals Agent database
Relationship dimension	Self -credit and admissions assessment facility Self -course fee calculator Self - offer acceptance and defer Self -enrolment facility Customized or filtering options Privacy policy
Technical merit dimension	Navigation Respective links (online budgeting tools, currency converter etc.) Link workability Webpage design and site map Availability of videos Links to social media (YouTube, blog, etc.)

The data collection is based on the above given criteria which is prepared based on the selected framework. The webpage content of the selected six universities will be downloaded as “html” format files and as “pdf” files. The data files collected based on the five dimensions of the selected six university websites will be segregated into separate folders as represented in Figure 9 and 10 below respectively.

Figure 9: The selected six universities

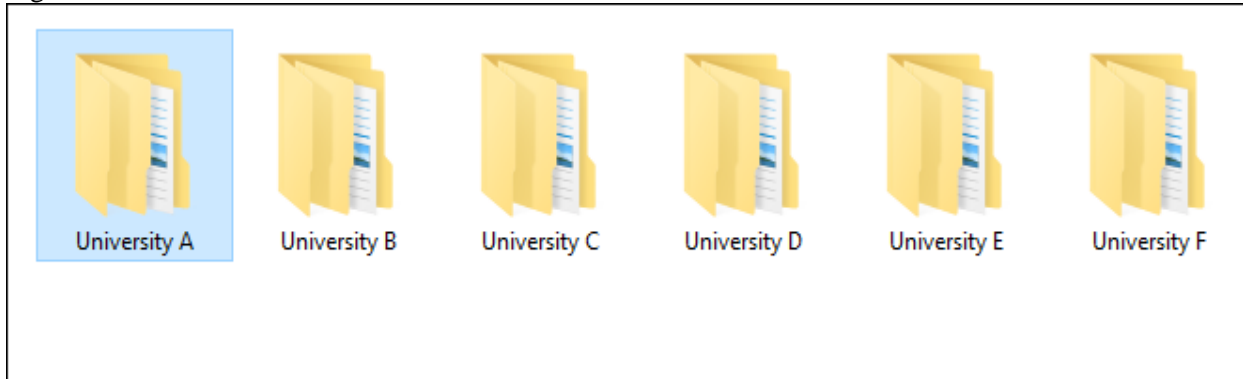
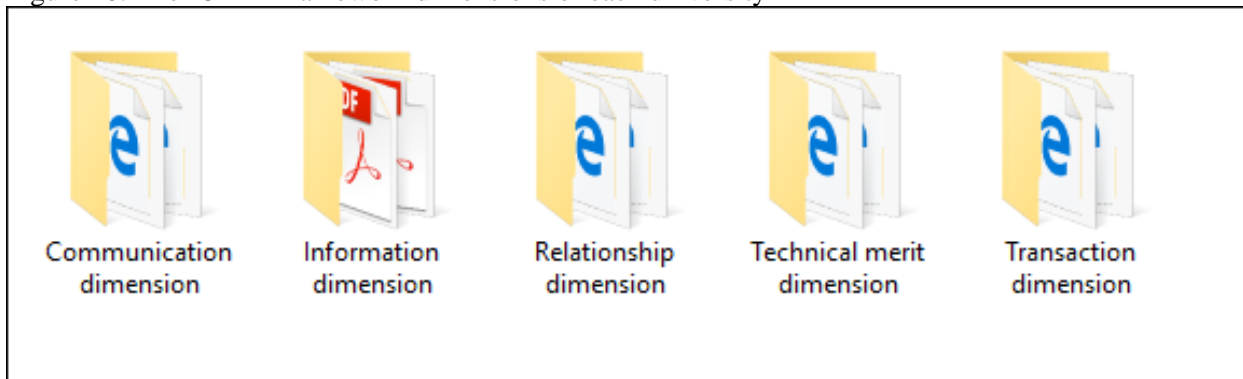


Figure 10: The ICTRT framework dimensions of each university



3.5. Method

The website content of the selected six universities will be analysed using the thematic analysis (Creswell & Clark, 2007; Tracy, 2012) through the qualitative data analysis software of Leximancer 4.5 (Smith & Firth, 2011). The results will be based on the derived conceptual maps and themes. Thematic analysis is a flexible research tool for qualitative data analysis, as it provides detailed results through an encoding process which offers a method for identifying, analysing and reporting patterns (themes and concepts) within data (Braun & Clarke, 2006). A deductive approach is visible in this study as the process of coding attempt to fit the codes into a pre-existing coding frame (Braun & Clarke, 2006).

Thematic analysis identifies themes within the data at two levels. The first level is an explicit or semantic level with themes reflecting the surface meaning of data (Creswell & Creswell, 2017). The second level is an interpretive or latent level, in which the researcher looks at underlying aspect or ideas under observation and identifies the themes (Braun & Clarke, 2006). This research employed the first level as this study is conducted on an under-researched area and the analysis may not require underlying observations when identifying the themes (Braun & Clarke, 2006). In brief, this study consists of deductive and semantic approaches offered by thematic analysis to analyse the website content of the selected six universities based on the ICTRT framework.

The analysis consists of two levels. In the level 1 analysis, the researcher will construct two conceptual maps using Leximancer. The first map will be constructed by entering the collected web content of the five dimensions of the selected three university websites with positive enrolments and the second map using the same method for the selected three university websites with negative enrolments. Therefore, overall themes and concepts of the website content of universities with positive and negative international student enrolments will be analysed in a detailed manner using the illustrative narratives from the data set. The level 2 analysis consists of ten maps. Five maps represent the five dimensions of the ICTRT framework for university websites with positive international student enrolments and five maps for the university websites with negative international student enrolments.

The use of Leximancer for analysing the website content of the respective universities not only enhances the depth of the findings but also the validity and reliability of the data (Creswell & Clark, 2007; Smith & Firth, 2011). Leximancer provides a form of automated analysis on the properties of texts with high reliability due to minimum manual interference from the researcher and used in exploratory and predictive research (Jones & Diment, 2010). It can be used to analyse a large volume of data (Sotiriadou, Brouwers, & Le, 2014). Leximancer not only maintains the validity and reliability but also the stability when generating findings (Cretchley, Rooney, & Gallois, 2010).

The software allows the researchers to map out themes, concepts and inter-relationships within the concepts using visually compelling concept maps (Cretchley et al., 2010). During the analysis, Leximancer groups the texts which occurs frequently and groups them together as a concept and

these concepts which are closely located within a cluster of text are regarded as having a strong relationship and can be grouped together to form themes (Smith & Firth, 2011). Leximancer analysis mainly focuses on the text, as it categorizes words into concepts before categorizing them into themes (Cretchley et al., 2010).

During the analysis, Leximancer 4.5 discards words which do not derive a meaning such as “the” and “a”, also terms which has the similar meanings such as “university”, and “campus”, are merged to analyse the essential concepts. The themes of the concept maps emerge as circles and are located close to one another (Leximancer, 2013). The distance between the concepts denote relationships with the main themes and the hot colors (red and orange) and cool colors (green and blue) denote the most vital to less important themes respectively (Smith & Firth, 2011). The size of the thematic circles represent the interrelationship towards other themes and themes with strong connections with other themes will appear larger on the concept map and overlap with other themes (Smith & Firth, 2011).

3.6. Validity, reliability and generalisability issues (credibility, authenticity, transferability)

Creswell and Clark (2007) mentioned validity as the accuracy of the findings. Therefore, to ensure, validity in the study, the final report is sent back to the supervisory team after the data analysis to ensure the rigor in research and to avoid the potential sources of errors. This further ensures that it does not include any personal opinions of the researcher other than the accurate interpretations given in the university websites. A cross check of the codes and themes with the help of the supervisors will be undertaken to further ensure the reliability of the study. This study uses qualitative computer software package of Leximancer 4.5 software to determine the level of consistency of the derived themes and conceptual maps (Creswell & Clark, 2007). Reliability denotes the consistency of the research approach (Creswell & Clark, 2007). To ensure reliability in the study the website content will be checked repeatedly with the ICTRT framework dimensions. Since the Leximancer analysis does not consist of manual coding, there is minimal intervention from the researcher.

Yin (1999) stated that it is difficult to generalise a case study approach even when the research involves single case studies or multiple-case studies. Since the study is limited as the data been collected through a small purposeful sample of six university websites, statistical generalisability

was not the aim of this study. The qualitative approach will explain the phenomenon with intensive data on different institutions website effectiveness. This research uncovers strategies that are useful to successfully recruit and retain international students in Australian universities with special reference to the university websites. Therefore, this study can transfer to the least performing universities in Australia to enhance their current performance.

3.7. Chapter Summary

This study is a qualitative research, which compares the impact of institutional websites on international student enrolments by considering six Australian university websites in which three university websites representing the positive enrolments and three university websites representing the negative enrolments. This chapter discussed the proposed research paradigm which is interpretivism with appropriate justifications. In addition to, the research methodology, and methods adopted in solving the research question. The study adopts a mono method qualitative approach using university website content as the primary data collection source. It further elaborated the sample, population, data collection procedure, sampling strategy, and data analysis under the research methods section. Finally, it addressed the issues of trustworthiness by considering the validity, reliability and generalisability.

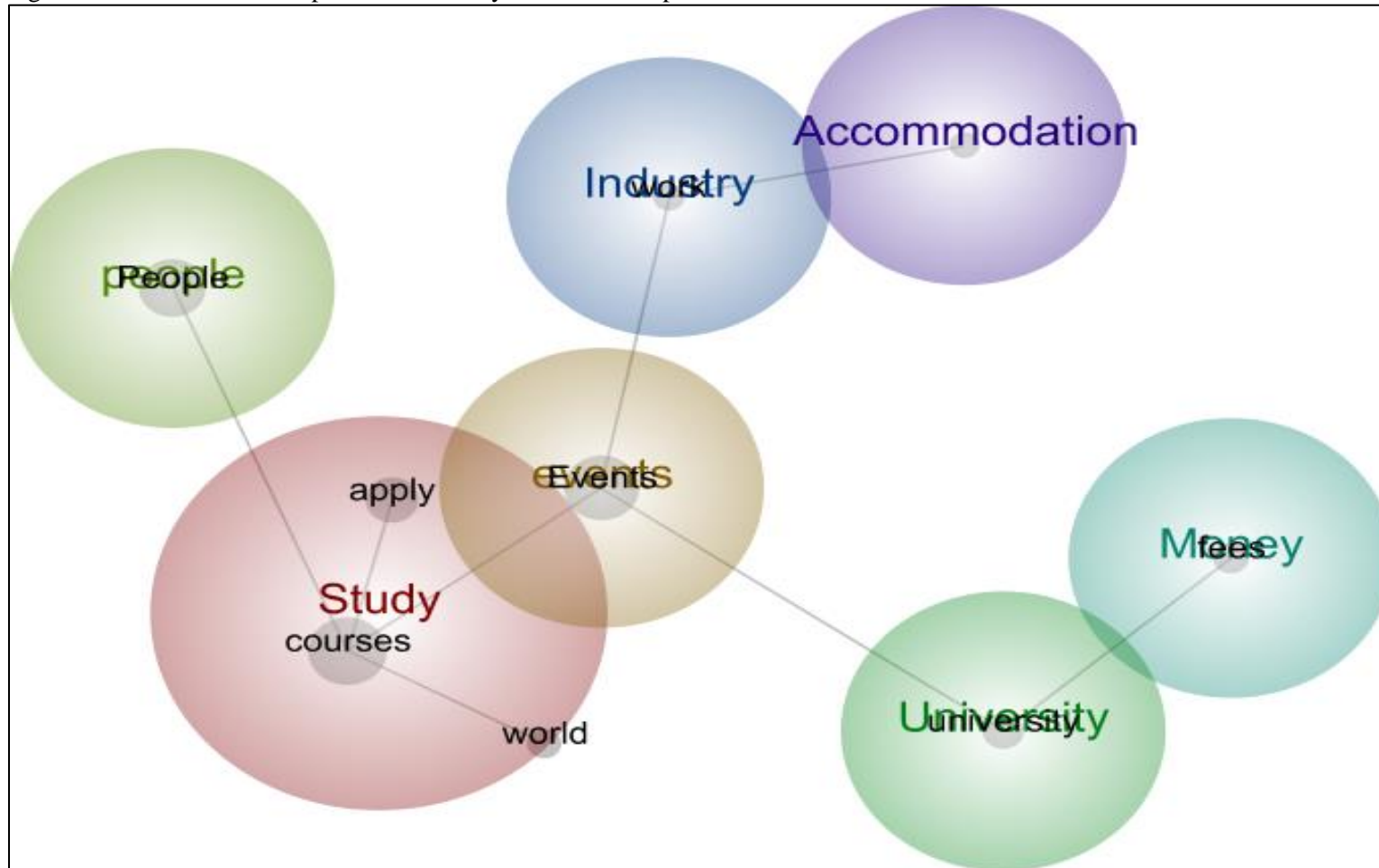
CHAPTER 4: Comparison of the overall web content of the universities

This chapter covers the results obtained after analysing the concept maps generated using the Leximancer 4.5 software. This section consists of the first level analysis which is the construction of the two maps from the web content of the universities with positive and negative international student enrolments. This section focuses on an overall comparison based on the emerged themes and concepts of the two maps to answer the main research question of “*what is the nature of the relationship between institutional websites and international student enrolments?*” In the following sections, the study will interpret each concept map and take a closer examination of the theme-related concepts.

4.1. Overall themes and concepts of the website content of universities with positive international student enrolments

This section consists of an overall thematic analysis based on the ICTRT framework’s five dimensions which are information, communication, transaction, relationship and technical merits. The seven (7) major themes and concepts based on the ICTRT framework application which were derived from the overall concept maps of university websites with positive international student enrolments are available in Figure 11. The dominant themes are “study”, “people”, “resources”, “university”, “money”, “industry” and “accommodation”. The nine (9) concepts derived are “students”, “course”, “events”, “apply”, “university”, “fees”, “world”, “work” and “accommodation”. This concept map contains seven (7) main themes and nine (9) concepts. Figure 11 illustrates the dominant themes and associated concepts. The themes are denoted through colored circles around clusters of concepts using hot colors (red, orange) which denote the most relevant concepts while cool colors (blue, green) denote the least relevant (Leximancer, 2013). The font size of each concept’s label denotes its frequency in the text (Leximancer, 2013).

Figure 11: Overall theme map of the university websites with positive international student enrolments



In the concept map the concepts appears as white labels. The group interrelationship of the concepts has been denoted through the concept map with 77% visibility, 33% theme size and 117 degree of rotation. The seven (7) themes and their connectivity are outlined in Table 12. Therefore, a truncated list of the themes with their frequency of occurrence in the dataset is available below. The concepts are contextually clustered on Figure 11 conceptual map. The themes are heat-mapped to denote the importance based on the color wheel with hot and cool colors. Below Table 12 is the list of the nine (9) name or word-like concepts. The nine (9) concepts within these themes, their count and relevance is shown in Table 13 below. The name-like and word-like concepts have been ranked using the frequencies of occurrence in the respective webpages. Count represents the number of occurrences in each concept while relevance denotes the most frequent concepts or proportionality of the concepts towards each other. As an example, ‘people’ has a count of 273,988 and 100% relevance.

Table 12: Synopsis of the analysis

Themes	Frequency
Study	308,036
People	273,988
Events	225,325
University	76,663
Money	52,277
Industry	27,628
Accommodation	21,119

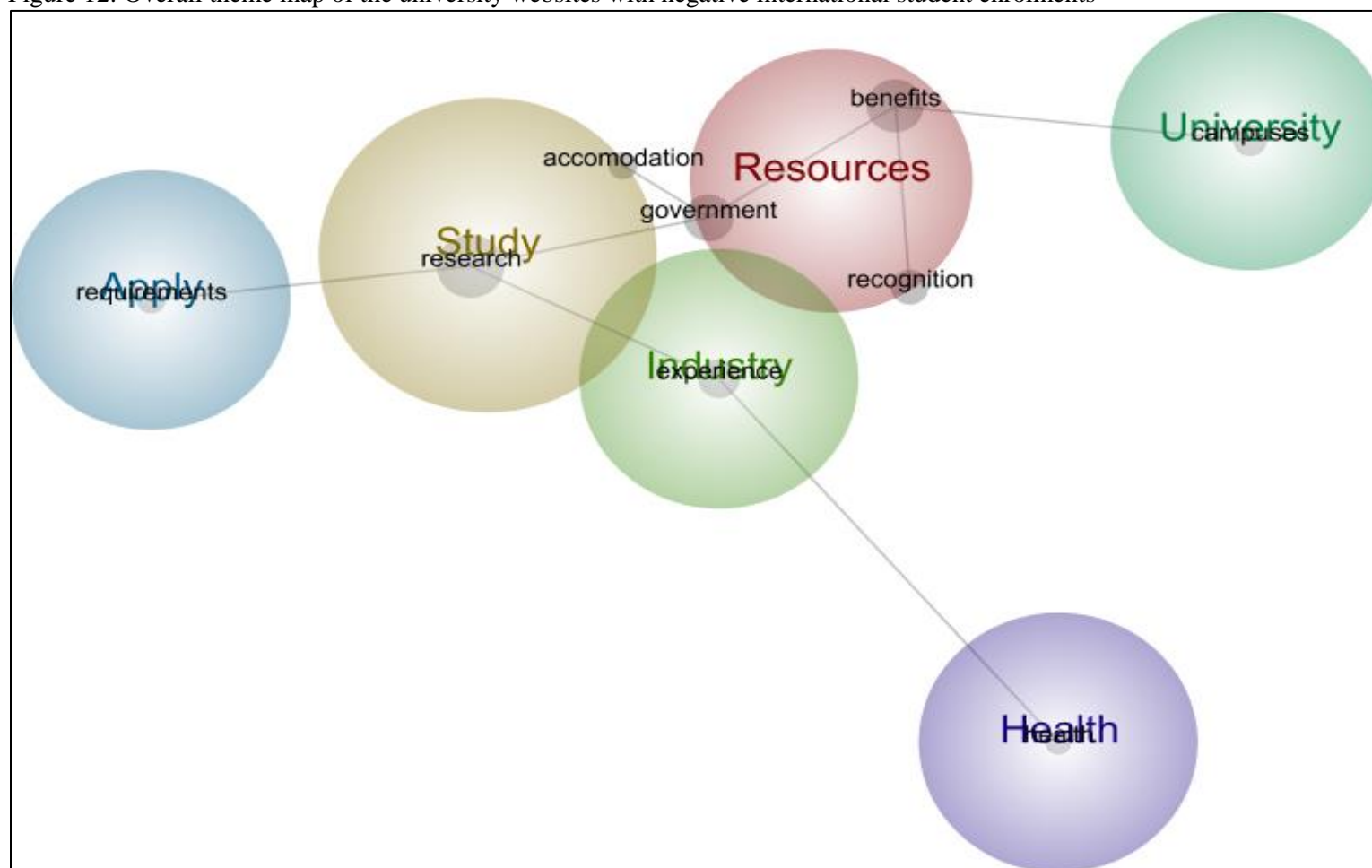
Table 13: List of the nine name or word like concepts

Themes	Count	Relevance
People	273,988	100%
Courses	266,985	97%
Events	225,325	82%
Apply	85,316	31%
University	76,663	28%
Fees	52,277	19%
World	29,401	11%
Work	27,628	10%
Accommodation	21,119	08%

4.2. Overall themes and concepts of the website content of universities with negative international student enrolments

The six (6) major themes and concepts based on the ICTRT framework application which were derived from the overall concept maps of university websites with negative international student enrolments are available in Figure 12. The dominant themes are “study”, “resources”, “industry”, “university”, “apply” and “health”. The nine (9) concepts derived are “research”, “benefits”, “government”, “experience”, “campuses”, “quality”, “requirements”, “health” and “accommodation”. This concept map contains six (6) main themes and nine (9) concepts. Figure 12 illustrates the dominant themes and associated concepts.

Figure 12: Overall theme map of the university websites with negative international student enrolments



The group interrelationship of the concepts has been denoted through the concept map with 85% visibility, 33% theme size and 109 degree of rotation. The six (6) themes and their connectivity are outlined in Table 14. Therefore, a truncated list of the themes with the frequency is available in Table 14. The nine (9) concepts within these themes, their count and relevance are shown in Table 15. The name-like and word-like concepts have been ranked using the frequencies of occurrence in the respective webpages. Count represents the number of occurrences in each concept while relevance denotes the most frequent concepts or proportionality of the concepts towards each other. As an example, ‘research’ has a count of 11,801 and 100% relevance.

Table 14: Synopsis of the analysis

Themes	Frequency
Study	11,910
Resources	9,076
Industry	2,623
University	2,223
Apply	1,404
Health	777

Table 15: List of the nine name or word like concepts

Themes	Count	Relevance
Research	11,801	100%
Benefits	5849	50%
Government	3070	26%
Experience	2623	22%
Campuses	2223	19%
Quality	2021	17%
Requirements	1404	12%
Health	777	07%
Accommodation	508	04%

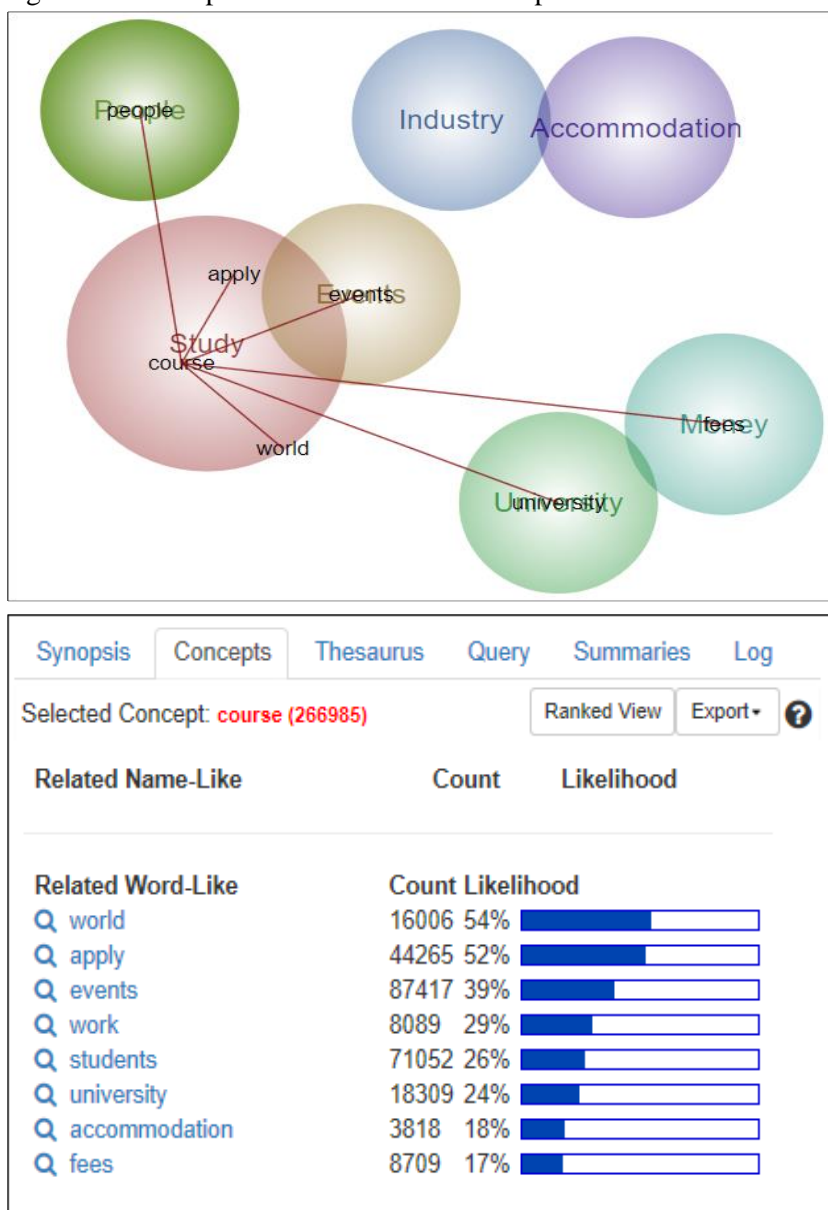
4.3. Analysing the themes of the website content of universities with positive international student enrolments

4.3.1. Analysing the theme: study

The theme “study” includes the merged words such as “academic”, “degree”, “business”, “course”, “education”, “graduate”, “programs”, “research” and “learning”. The theme “study” was developed out of three frequently appearing concepts which are “apply”, “courses” and “world”. These concepts showed a close relationship with the “study” theme, and most of the concepts had a higher frequency of occurrence with this theme. The websites of the universities with positive enrolments

show that major concern is given towards the study information such as information on courses, programs, learning in the international student information section. An illustrative narrative from data with regard to University B is as follows; “*Step 2: To plan your course use the resources on the “Get Started” website to learn about your course’s structure and requirements and how to get help if needed in planning your course. You’ll then be able to select your units for the entire year.*” Figure 13 further explores the concept “courses” which is more closely related to the theme “study”. When further exploring this concept as presented below, it is revealed that it is closely related to the concept of world (54%) and apply (52%).

Figure 13: Conceptual structure for the concept "course"

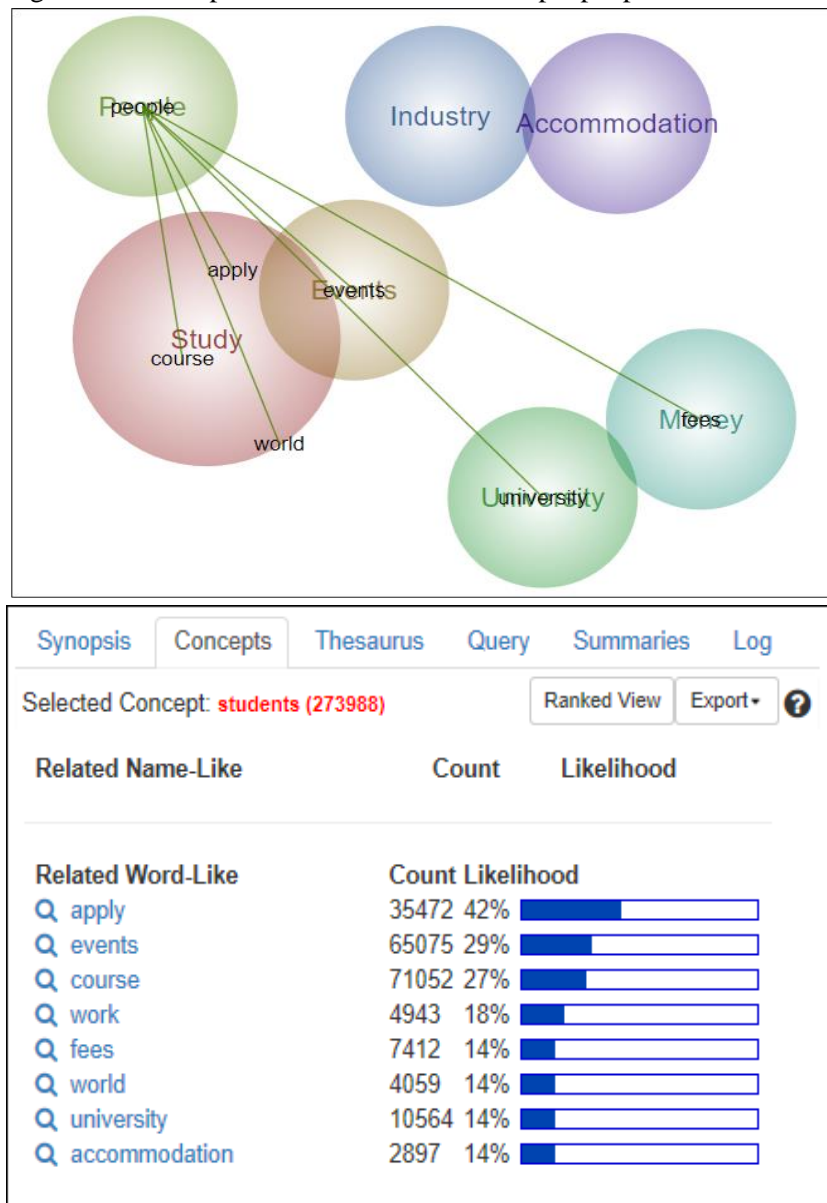


The analysis of the word “world” is illustrated in the narrative below from the data set. *“The university websites provide more information on their world rank; {University B} is clearly among the top 100 universities in the world in all four of the major international rankings.”* Therefore, university world ranking information and other information on global recognition are presented in these university websites in a more frequent manner. The analysis of the word “apply” is illustrated in the narrative below extracted through University B’s dataset. *“Apply now-use the resources on the “Get Started” website to learn about your course’s structure and requirements and how to get help if needed in planning your course. You’ll then be able to select your units for the entire year.”* This shows that the universities encourage the students to get some knowledge on the units that should be followed and to check for the exemptions if required. However, the concept “course” is not closely related to other concepts which are “events” (39%), “work” (29%), “students” (26%), “university” (24%), “accommodation” (18%), and “fees” (17%).

4.3.2. Analysing the theme: people

The theme “people” includes the merged words such as “staff”, “students”, “community” and “faculty”. The theme “people” has only one visible concept which is closely related to the main theme of “people” which is “students”. As the second major important theme it denotes human resource engagement within the university websites with more information focusing on the students. Some of the narratives from the data mentioned; *“Current students.....”* and *“Study abroad and student exchange.....”* which reveals that website information mainly focuses on current and future students as illustrated in Figure 14.

Figure 14: Conceptual structure for the concept "people"



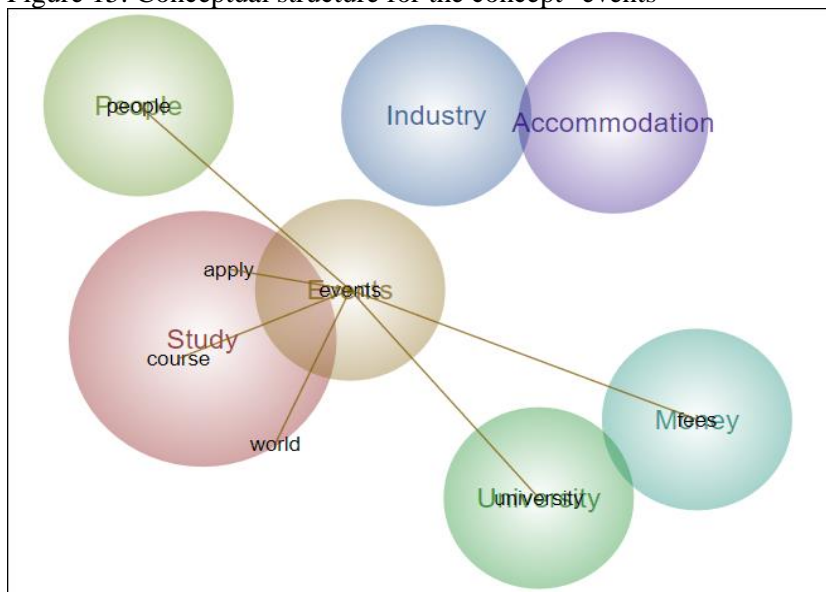
The concept “students” is more closely related to the theme “apply”. When further exploring this concept as presented above, it is revealed that it is closely related to the concept of “apply” (42%) and less than 50% relevance towards other concepts of “events”(29%), “course” (27%), “work” (18%), “fees” (14%), “world” (14%),” university” (14%), and “accommodation” (14%). An illustrative narrative from the data in University A states that; “*Visas for family members.... family members may be included in your application for a student visa and be assessed for visa entry at the same time. Amongst other things, they must undergo a medical examination and hold health*

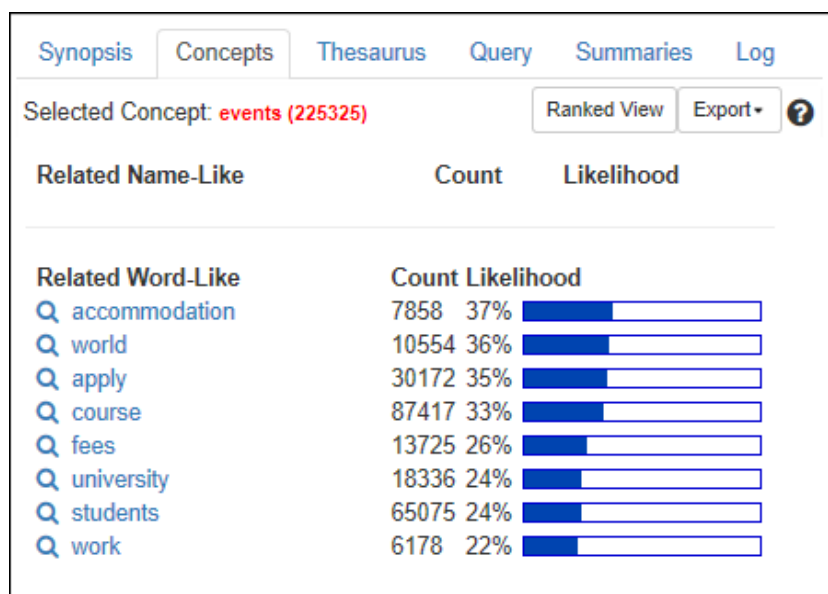
insurance.” The concept “students” and “apply” narrates on the visa requirements facilitating the fact that most of the web content is about visa information for international students.

4.3.3. Analysing the theme: events

The theme “events” is the third visible theme of the conceptual map available in Figure 15. This includes the merged words such as “services”, “opportunities”, and “benefits”. The theme “events” has only one visible concept which is closely related to the main theme which is “events”. Some of the narratives from the data on the theme “events” mentions; “*Career services.....*”, “*Alumni benefits and awards...*”, and “*During business hours contact the University counselling services.....*” This informs the international students about the current facilities and resources of the universities. The concept “events” is related to “accommodation” (37%) and “world” (36%) as depicted in Figure 15.

Figure 15: Conceptual structure for the concept "events"



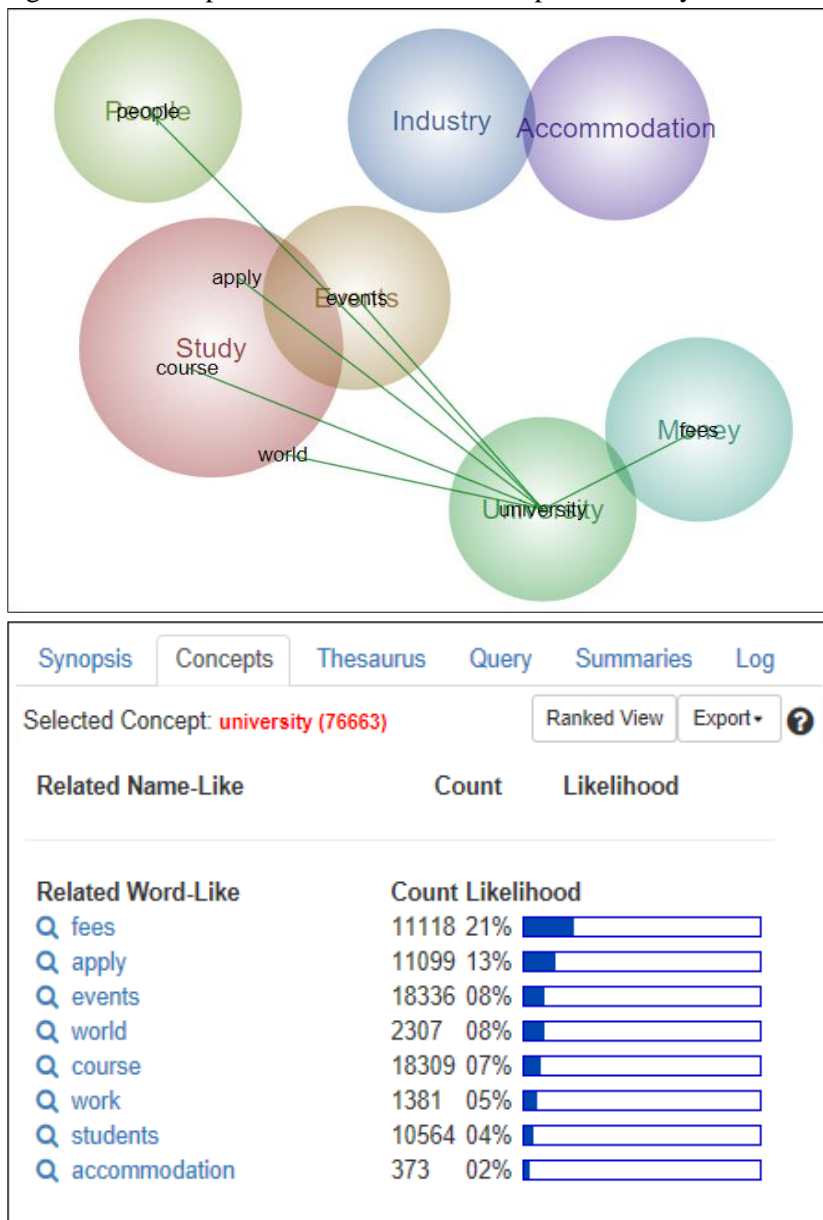


An illustrative narrative from the data on the word “accommodation” and “world” respectively is as follows from the University B; *“I recommend to not pack too much as you are going to find a lot of nice things that you want to bring back home. However, don’t forget that winter in [CITY] is quite cold and rainy, so bring warm clothes.....”* and *“[CITY] has a broad array of restaurants and food stores providing a variety of cuisines from all over the world. They range from small cafés to large bistros and elegant expensive restaurants.....”* Further, this reveals that the events or the information on living style of the respective city is highlighted through the word “accommodation” and the word “world” is used to reveal the comparison of basic needs such as food with the globally recognized high quality resources.

4.3.4. Analysing the theme: university

The theme “university” is the fourth theme. This includes the merged word of “campus”. The theme “university” has only one visible concept which is closely related to the main theme which is “campuses”. Some of the narratives from the data on the theme “university” of University B is as follows; *“Essential skills for life beyond university....”, “Departing the airport...”,* and *“Travel times to campuses.....”* Therefore, concept “university” is closely related to “fees” (21%) and “apply” (13%) as depicted in Figure 16.

Figure 16: Conceptual structure for the concept "university"

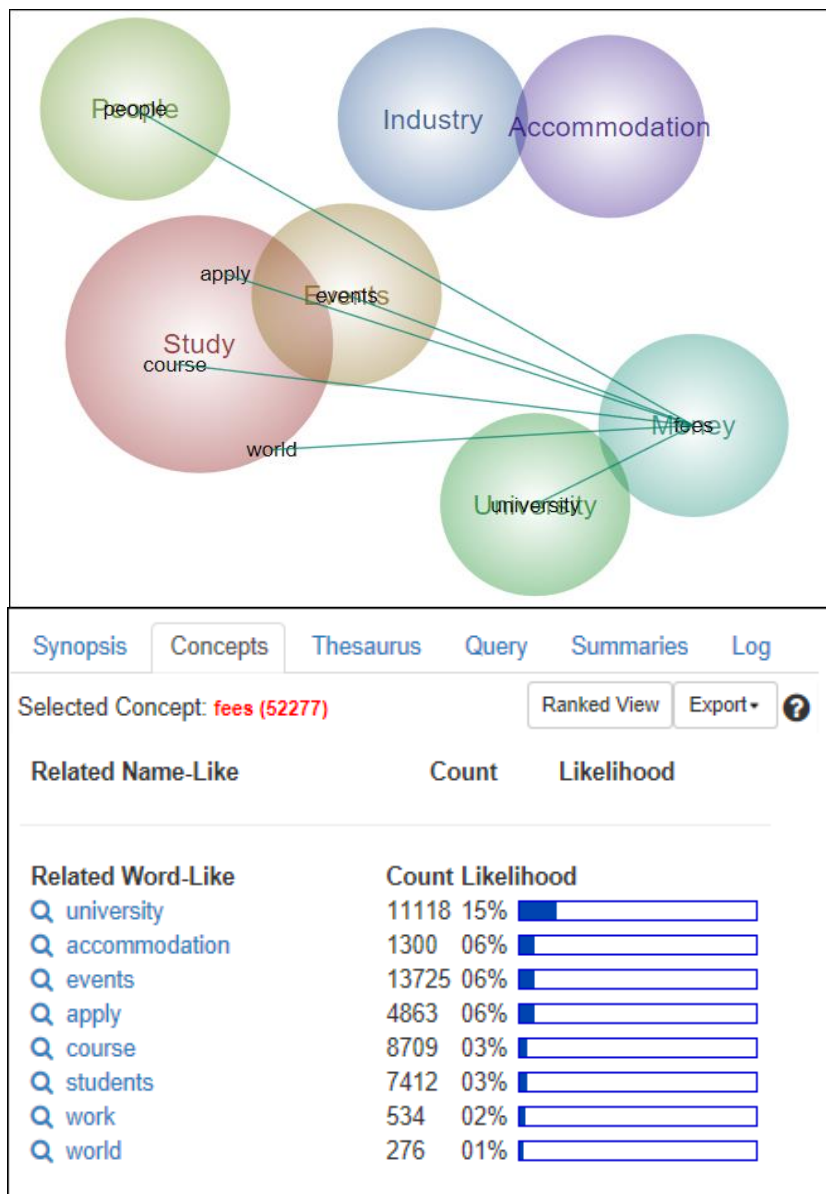


An illustrative narrative from the data on the word “fees” and “apply” respectively representing University C is as follows; “*Direction to [SUBURB] campus.....*” and “*Authorized Officers travel on the trains, trams and buses often check if commuters have valid tickets. Failure to travel with a valid ticket could lead to a fine.....*” This informs the international students about maps and directions for branch campuses, main campuses and the application information with regard to travel.

4.3.5. Analysing the theme: money

The theme “money” is the next theme as depicted in Figure 17. This includes the merged words such as “finance”, “cost”, “fees”, “tax” and “payments”. The theme “money” has only one visible concept which is closely related to the main theme which is “fees”. The main narrative illustration of University C is as follows; “*Finances, fees and cost of living in Australia*” and “*weekly rental costs in Australian dollars.....*”

Figure 17: Conceptual structure for the concept "money"

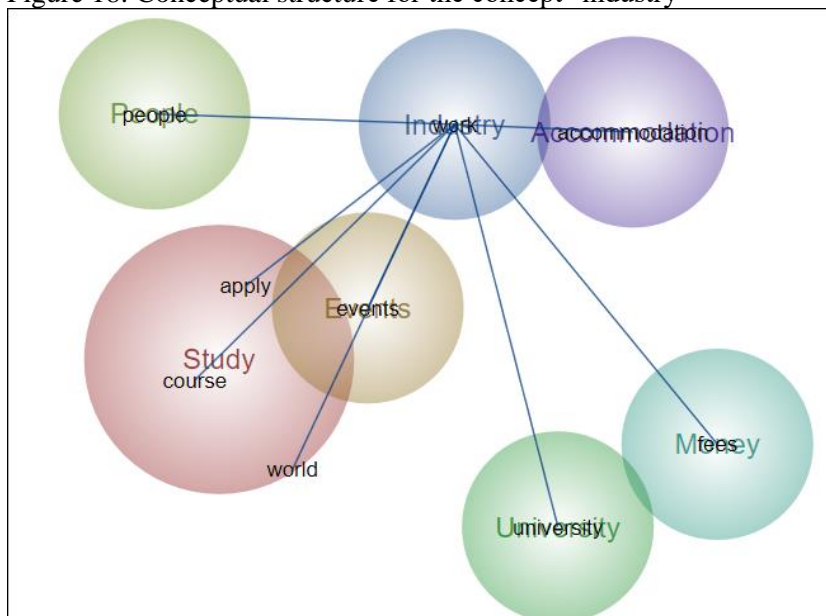


The further investigation of the closely related two concepts which are “university” and “accommodation” provide the same quotes of the University C which further state that these websites focus on both tuition fees and living expenses.

4.3.6. Analysing the theme: industry

The theme “industry” is the next theme as depicted in Figure 18. This includes the merged words of “experience” and “work”. The theme industry has only one visible concept which is closely related to the main theme which is “work”. Some of the main narrations extracted from the University A are as follows; “*Working in Australia.....*”, “*Permission to work.....*”, and “*Work rights.....*” The concept “work” is related to “accommodation” (12%). Some of the narrative illustrations of University A, B and C such as “*During the semester, you must not exceed the number of hours of work allowed*”, and “*Working in Australia.....*” which shows that the university websites informs international students about the job opportunities which will support them to pay or manage the living cost (accommodation).

Figure 18: Conceptual structure for the concept "industry"



Synopsis

Concepts

Thesaurus

Query

Summaries

Log

















Selected Concept: **work (27628)**

Ranked View

Export

?

Related Name-Like	Count	Likelihood
-------------------	-------	------------

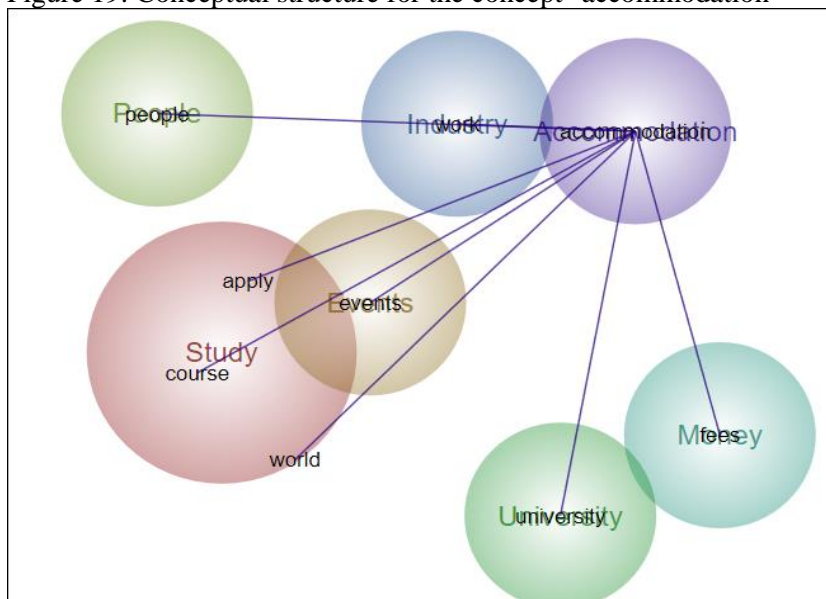
Related Word-Like	Count	Likelihood
 accommodation	2546	12% 
 world	2406	08% 
 course	8089	03% 
 events	6178	03% 
 students	4943	02% 
 university	1381	02% 
 apply	1001	01% 
 fees	534	01% 

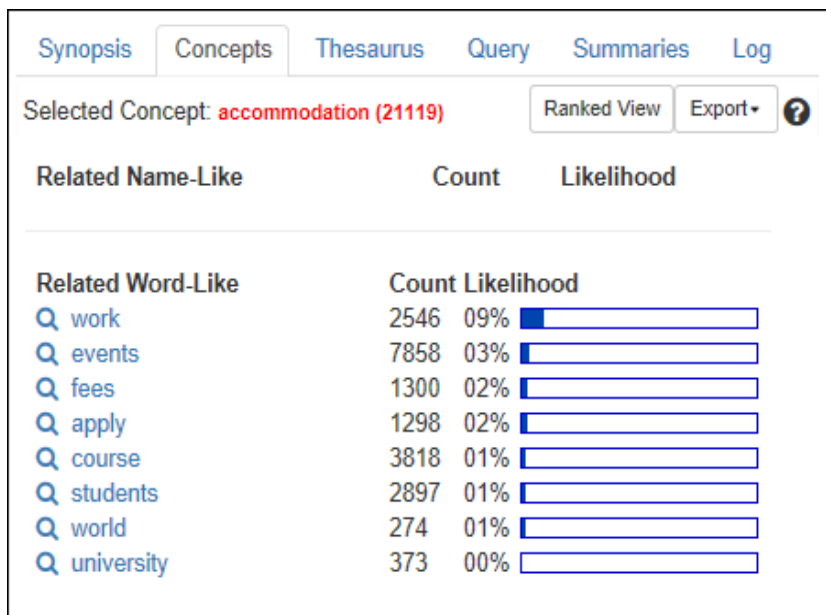
This is further justified through the concept map in Figure 18, which shows an inter-relationship between the two themes of “industry” and “accommodation” due to the overlap of the two circles.

4.3.7. Analysing the theme: accommodation

The theme “accommodation” appears to be important. This is merged with the word “home” as illustrated in Figure 19.

Figure 19: Conceptual structure for the concept "accommodation"





The theme “accommodation” does not have any concept related to the main theme. Some of the narratives from the data on the theme “accommodation” in University B are as follows; “*Finalising long-term accommodation.....*”, and “*On-campus and off campus accommodation....*” The concept “accommodation” has the similar narrative illustrations as mentioned under the theme analysis of “industry”. Therefore, similar to the theme “industry” the theme “accommodation” informs the international students about the accommodation information by linking to the part time job opportunities which will support them to cover the cost of living (accommodation).

4.4. Summary of the findings on website content of universities with positive international student enrolments

The analysis of the website content of universities with positive international student enrolments consists of several important findings. First, the websites of the universities with positive international student enrolments mainly focus on information on study programs which is implied by the major theme “study” which includes information on course units and subjects. Generally, this is the primary concern of future students as they browse the university websites to find information on programs and courses. The second main theme is “people” which consists of staff (administrative personnel, academics) and students. It is vital to get access to the required person through university websites as some students prefer to talk directly with the required person for

more information. The “events” are the third major theme which focuses more on resource availability.

The third major factor which is “university” informs international students about the travel information on branch campuses and main campuses. This section is helpful for international students to find branch campuses as they are not familiar with the locations of the country. The fourth theme which is “money” is another major factor for most international students as the selection of the university depends on the level of the funding. This section consist of details on scholarships, study loans, fees and the required deadlines.

Moreover, the next theme which is the “industry” depicts information on employment, experience and professional criteria. It is a job at the end of the day which the education leads to. Therefore, the education is focusing on the future job, as the required jobs need the professional or academic practice. The competition towards the job industry depends on many factors including the quality of the qualifications and the level of the training. Therefore, in certain university websites there is an alumni section which consists of the comments of past students who are working for globally recognised companies such as Microsoft, Google and IBM. These comments will help the students to select an appropriate course.

The theme “accommodation” is another requirement for students who are new to the country. The websites provides more information and facilitates students to select an appropriate location. Some universities even have an accommodation database and online booking facilities.

Finally, the two themes which are “money” and “accommodation” intercept with each other which means the information of the two themes are interconnected. The above analysis shows that these two themes inform the international students about the accommodation information by linking that with the part time job opportunities which will support them to cover the cost of living (accommodation). Therefore, it is evident that the university websites with positive international student enrolments provides direct and most useful information to the international students focusing on their exact needs such as money, accommodation, course information and employment.

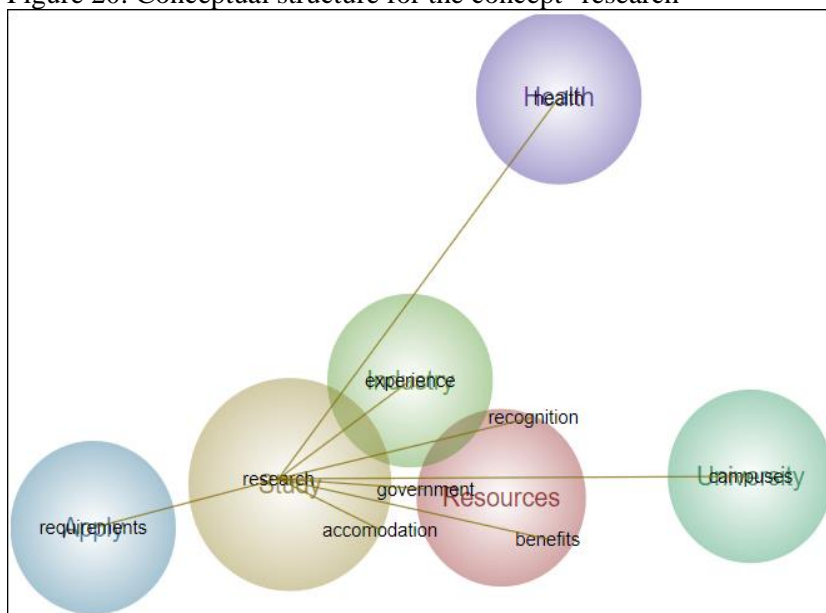
4.5. Analysing the themes of the website content of universities with negative international student enrolments

4.5.1. Analysing the theme: study

The theme “study” includes the merged words such as “academic”, “degree”, “business”, “course”, “education”, “arts”, “science”, “research” and “English” in the data entering stage. This theme is common for both university websites with positive and negative international student enrolments. The theme “study” was developed with two frequently appearing concepts of “research” and “accommodation.” The websites of the universities with negative international student enrolments show that major concern is given towards the exemptions, credit application and postgraduate studies information. An illustrative narrative from data with regard to University F is as follows; *“Complete one or two trimesters of study in Australia and earn credit towards your home degree.....”* and *“Explore -postgraduate coursework and higher degrees by research.....”*

Therefore, it is clear that university websites with negative international student enrolments encourage the students to browse more on the program information and to find about the exemptions with more focus on postgraduate degrees. Figure 20 further explores the very close relationship of the concept “research” to the theme “study”. When further exploring this concept as presented below, it is revealed that it is closely related to the concepts of “accommodation” (79%) and “government” (59%).

Figure 20: Conceptual structure for the concept "research"





The analysis of the concepts “accommodation” and “government” shows that there is a mismatch based on University E’s illustrated narratives, as “accommodation” analysis shows the employment information *“Working in Australia – check what you’re entitled to, to earn some money during your stay.....”* and the concept “government” provides information on quality standards as follows, *“Our teaching staff are internationally recognized for their excellence in research and play a hands-on role in guiding students through...”* Therefore, it is evident that there is no direct relationship or meaning for the concept “research” with other concepts in the map. However, the university website information provides more focus on the research projects and research degrees.

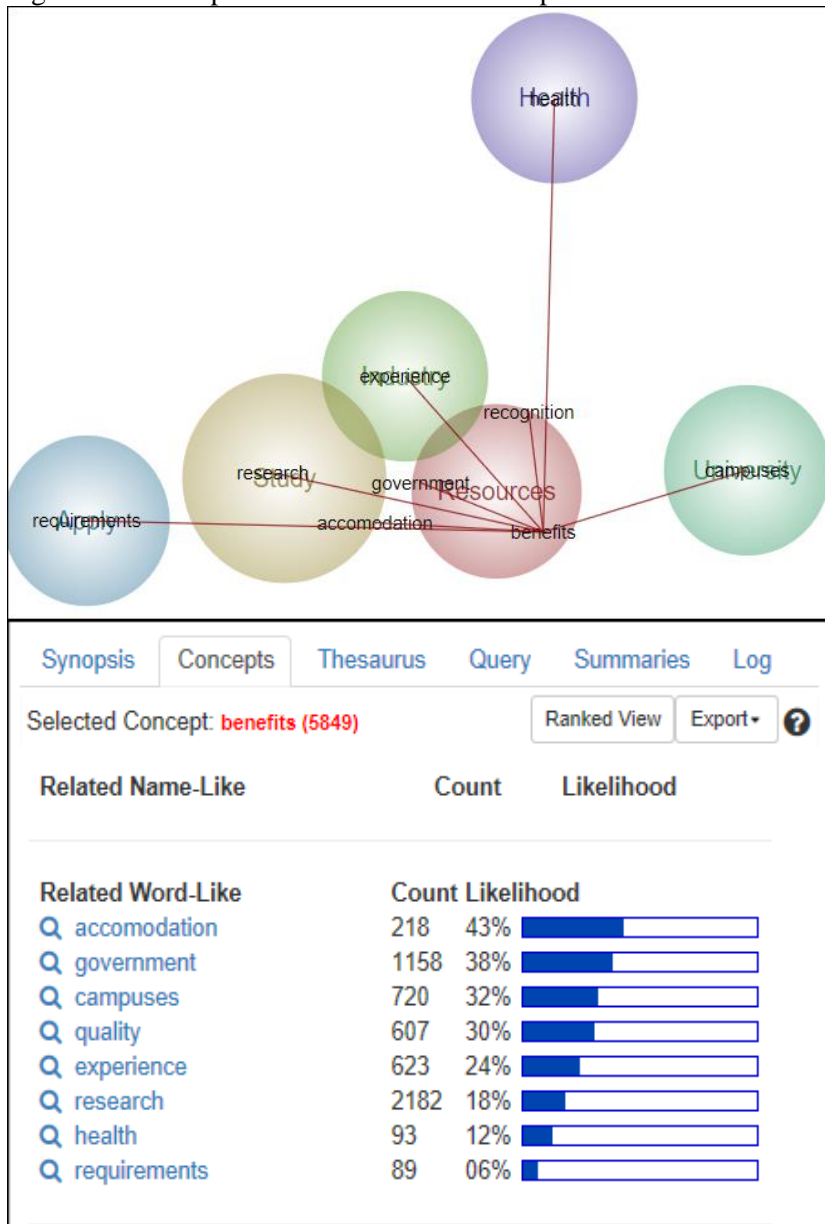
4.5.2. Analysing the theme: resources

The theme “resources” includes merged words such as “opportunities”, “support”, and “access”. The theme “resources” consists of the three concepts which are “benefits”, “government” and “recognition”. This is denoted in a red color which emphasises the importance of this theme over the other major themes. Most of the website content focuses on the facilities and access given for international students which is justified through University D’s dataset illustrations as follows; *“Our Advisors provide advice on how to navigate a wide range of issues and if needed, develop an individualised.....”* and *“Access Plan....which give you access to a range of additional supports*

such as alternative print, lecture transcription, exam adjustments, assistive technology and specialised equipment.....”

Figure 21 further explores the concept “benefits” which is more closely related to the theme “resources.” When further exploring this concept as presented below, it is closely related to the concepts of “accommodation” (43%) and “government” (38%).

Figure 21: Conceptual structure for the concept "benefits"

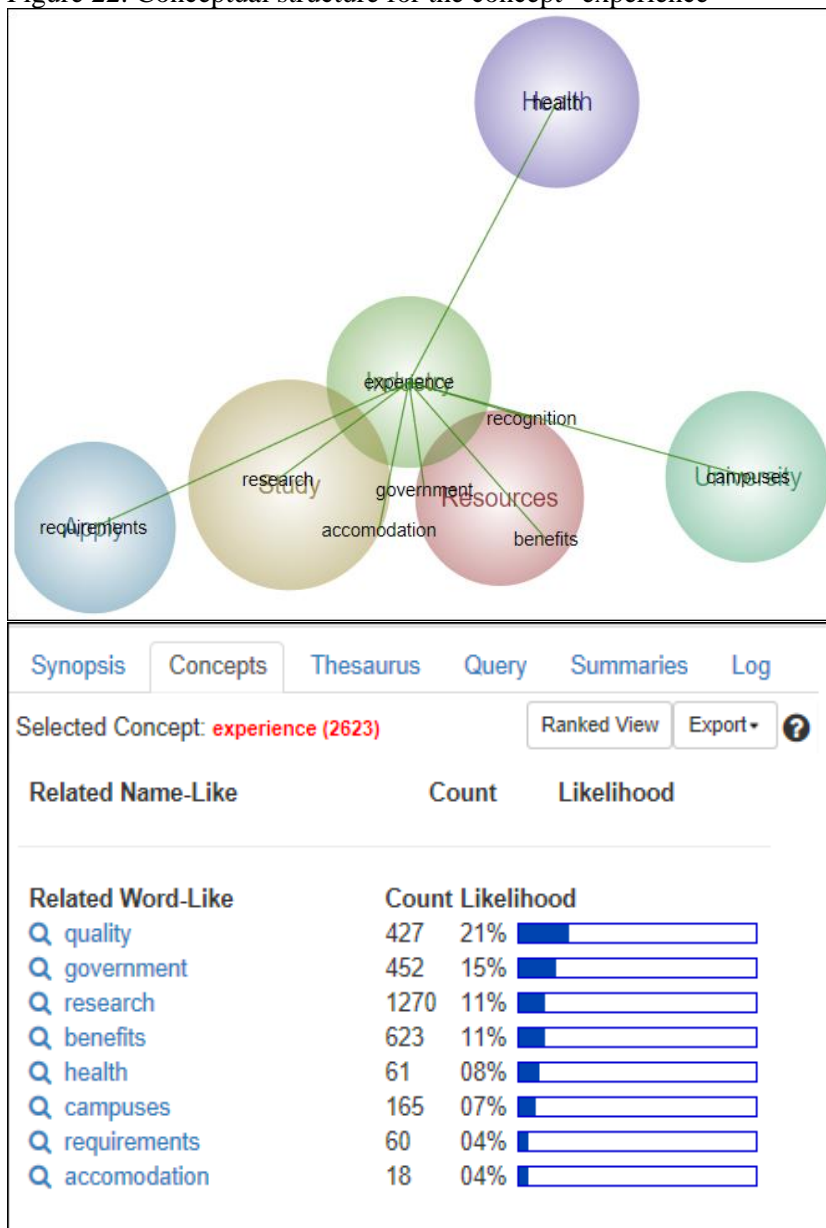


Further analysis of the concept “accommodation” illustrates the narrative below from the data set derived from University F which is *“Find out about financing study through your home country's loan program, sponsored student support and scholarships.....”* Therefore, the concept “accommodation” provides information on loans and financial support but there is a mismatch with the topic and the content. The narrative illustrations of University F’s database on the second most closely associated concept of “government” showed information on government support and partnerships as follows, *“By partnering with government, industry, schools and the wider community, our collaborations deliver cutting-edge, practical solutions that make a positive and lasting difference opening a world of opportunity for all.....”* This explain that the theme “resources” consists of information on supporting services and government support.

4.5.3. Analysing the theme: industry

This theme is visible in the website content of the universities with positive and negative international student enrolments. This includes the merged words of “professional”, “work”, and “career”. The theme “industry” was developed with the closely related concept of “experience” which states that university web content focuses on future career perspectives of the students. This is justified through University E’s dataset narration as follows, *“Mentoring is a big help. Keeping in touch with the bosses or colleagues who have made an impact on you, or have skills you admire or look to gain in yourself, can be helpful in building a career.....”*. Figure 22 explores the concept “experience” which is more closely related to the theme “industry.” When further exploring this concept as depicted below, it is revealed that it is relatively close to the concept of “quality” with a likelihood of 21%.

Figure 22: Conceptual structure for the concept "experience"



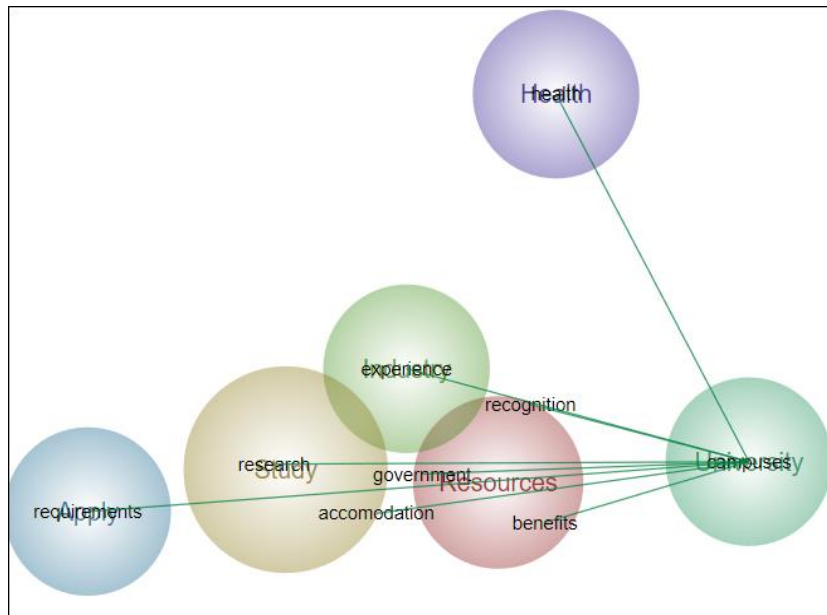
Further analysis of the concept “quality” illustrated in the narrative below from the data set is, “After working in IT within a multi-national company, I wanted to develop my skills beyond my background of electronics and instrumentation. I wanted to increase my knowledge in information systems....” This shows that the University E justifies the quality standards of the courses through the comments of the past successful students.

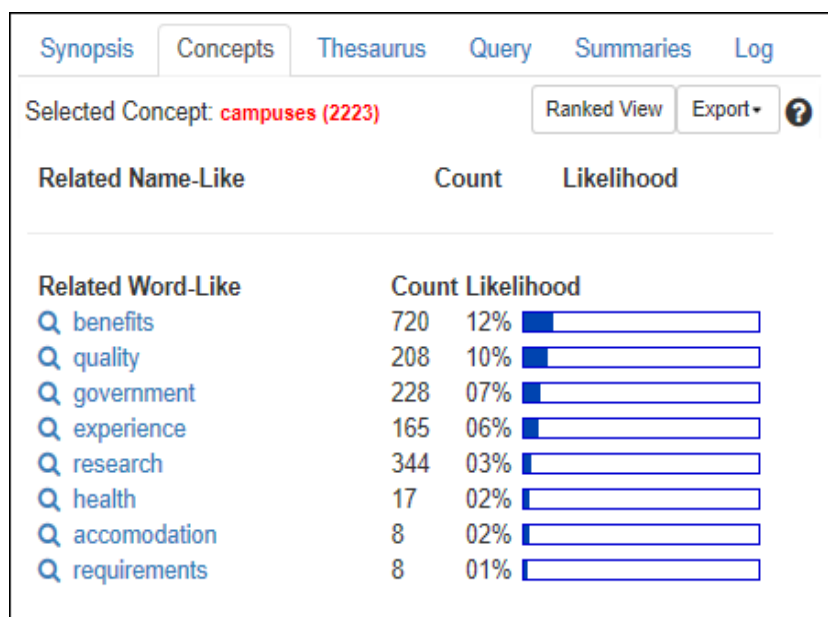
4.5.4. Analysing the theme: university

The theme “university” is common for both university websites with positive and negative enrolments. This includes the merged word “campuses.” An illustrative narrative from the data in University E states that it consists of information with regard to different faculties and about different personnel and it lacks the major details such as location maps and travel information useful for international students. This is justified through the narrative illustration below as follows; *“Proposals for New and Significant New Academic Programs may be initiated by Faculties, other organisational units including campuses or Marketing and Student Attraction, members of the Senior Executive Group.....”*

When further exploring the concept “campuses” as depicted in Figure 23, the concept “benefits” is relatively close to the concept of “campuses” with a likelihood of 12%.

Figure 23: Conceptual structure for the concept "campuses"



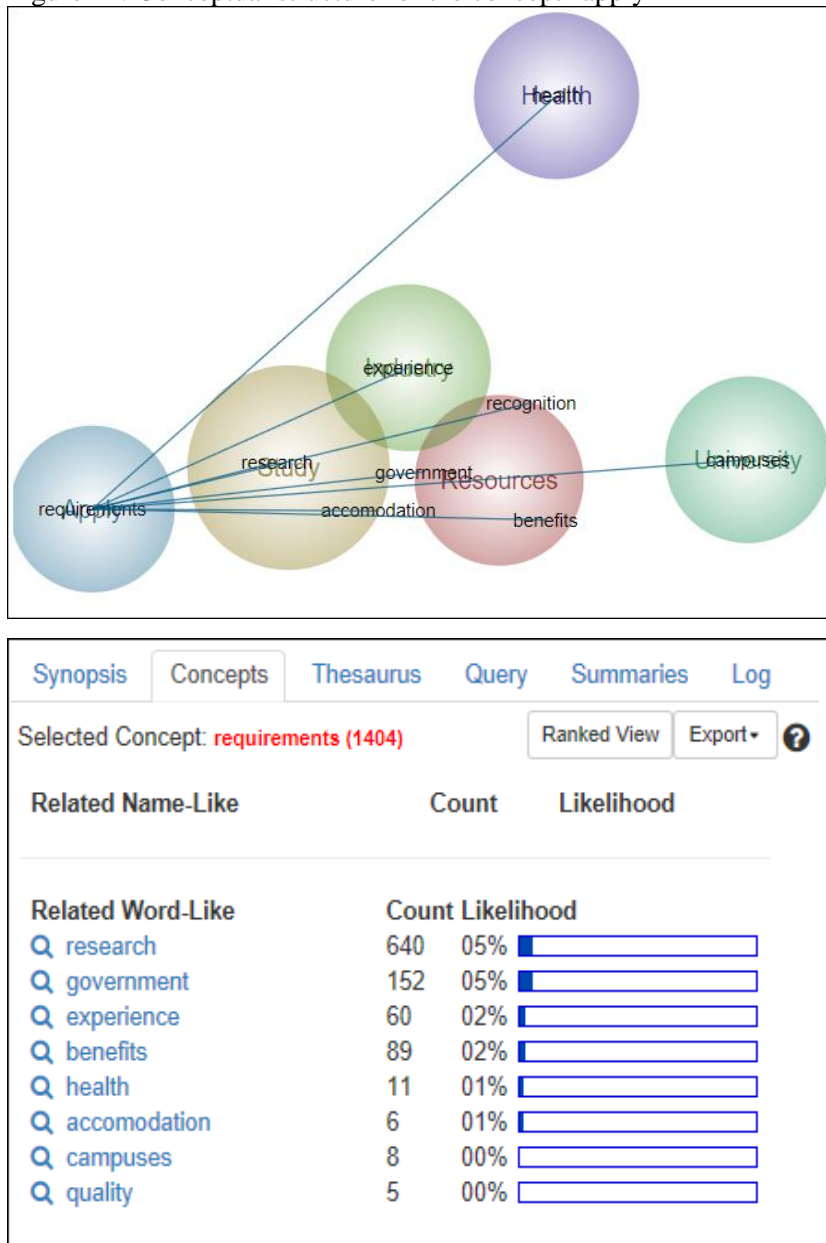


The further analysis of the concept “benefits” is illustrated in the narrative below from the data set from University E which is “*Investigate employment opportunities available across our five campuses.....*” which shows that the theme “university” provides information on facilities and not on travelling (maps) and branch campuses.

4.5.5. Analysing the theme: apply

The theme “apply” includes the merged words of “requirements” and “entry” in the data entering stage. The theme “apply” consists of information on policies and procedures according to the illustrative narrative of University E as follows; “*Failure to comply with this policy or policy instrument may be considered as misconduct and the provisions of the relevant policy or procedure applied. A hard copy of this electronic document is uncontrolled and may not be current as [NAME] University regularly reviews and updates its policies and policy instruments...*” The theme “apply” has “requirements” as the only concept. Figure 24 elaborates the relationship between the concepts “requirements” and “apply.”

Figure 24: Conceptual structure for the concept "apply"



The concept “requirements” is relatively close to the concepts “research” and “government” with a likelihood of 5%. The narrative illustrations of these two concepts denoted information on university admission policy for ‘Higher Degrees by Research’ and the support provided by the government for University E and F as depicted in the narrative illustrations respectively; “*Students seeking entry to programs at the University must satisfy the General Admission Principles outlined in Section 4.1 of this procedure and the Admissions Policy as well as the specific entry requirements for each program.....*” and “*By partnering with government, industry, schools and*

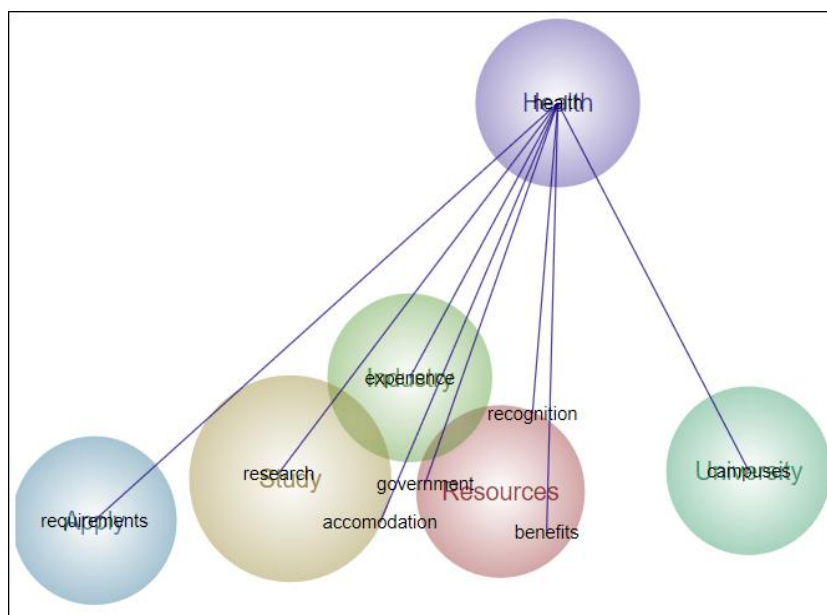
the wider community, our collaborations deliver cutting-edge, practical solutions that make a positive and lasting difference opening a world of opportunity for all....”

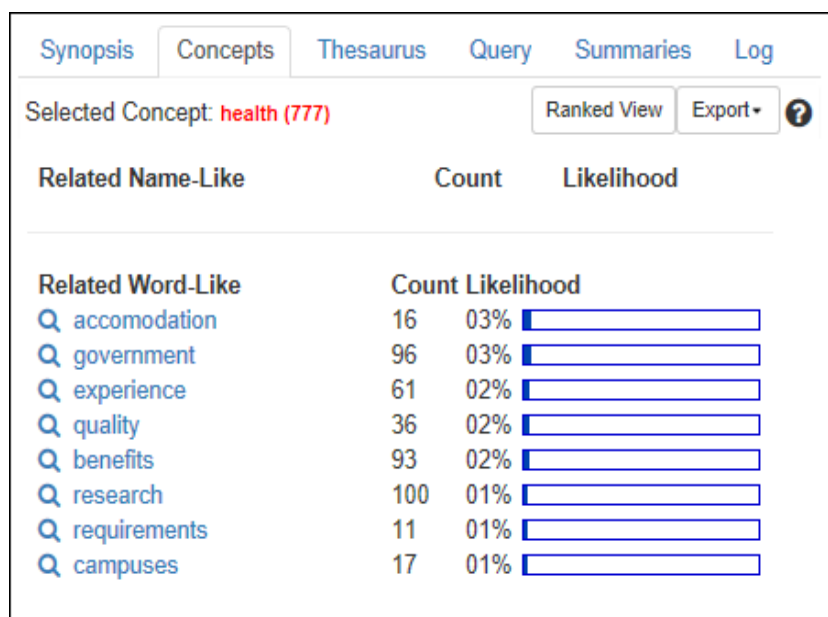
4.5.6. Analysing the theme: Health

Finally, the theme “health” consists of one concept. The narrative illustration from the dataset shows that this mainly provides information on health and safety, medical and insurance facilities according to the University D dataset as follows; *“Hospitals and health care facilities.....”, and “I was a high school teacher for four years and then, just by luck, I worked in an adolescent mental health unit as a teacher. I really enjoyed supporting the wellbeing of young people, and so I decided to undertake a Masters of Education with a major in Guidance and Counselling.....”*

Figure 25 explores the relationship between the concept “health” and the two concepts of “accommodation” and “government” which has a likelihood of 3%.

Figure 25: Conceptual structure for the concept "health"





The narrative illustrations of these two concepts derived from the database of University F and University E respectively are as follows; *“Australia’s stable political system, low crime rate, well-maintained roads and high standard of health care make it a safe and pleasant country to study and explore.....”* and *“I want my son to grow up within a community where he can talk about his mental health, the same way he can talk about having a cold.....”* Therefore, the above analysis shows that the theme “health” focuses on the information about health, safety, medical facilities and insurance with a special focus towards mental health and wellbeing.

4.6. Summary of the findings on website content of universities with negative international student enrolments.

The analysis of the website content of universities with negative international student enrolments consists of several important findings. The main focus of these university websites are on studies (courses) similar to the universities with positive enrolments. There are three major themes in common which are “study”, “industry” and “university.” First, the theme “study” revealed that the website information of the universities with negative international student enrolments provides more focus on postgraduate and higher degrees by research. There was a mismatch in the information provided with the topics in the two concepts of “accommodation” and “government.”

The second major theme which is “resources” focuses on the facilities and access given to international students with some focus on government support and partnerships. The third major theme is “industry” which is common to both university websites. This includes information of future career perspectives of the students and the comments from past successful students. The “university” is the next theme which consists of information on different faculties and personnel. It lacks major details such as location maps and travel information which are specifically useful for the international students. It provides information on resources rather than general information on each campus.

Moreover, the next theme which is “apply” consists of information on policies and procedures. It provides more focus on university admission policy for higher degrees by research and support provided by the government. Finally, the theme “health” focuses on the information about health and safety, medical and insurance facilities with a special focus on mental health and wellbeing of the students.

4.7. Chapter Summary

This chapter presented the major results through the concept maps of the university websites with negative and positive international student enrolments. The first section analysed the concept maps of the university websites with positive international student enrolments using seven (7) major themes and nine (9) concepts. Similarly, the second section consists of the analysis of the concept maps in the university websites with negative international student enrolments. This section included six (6) major themes and nine (9) concepts. Finally, each section concludes with a summary of the findings. The main findings indicated that university websites with positive international student enrolments provide direct, useful and appropriate information to the international students focusing on their exact needs, while university websites with negative international student enrolments should organise the web content because of several mismatches with the topic and the content.

CHAPTER 5: Results based on the ICTRT framework application

In chapter 4 the results presented the level 1 analysis which is the overall results (themes and concept maps) obtained after analysing the web content of the selected university websites. This chapter presents the results of level 2 analysis which is the application of the ICTRT framework's five dimensions for the university websites with positive and negative international student enrolments. This section consists of a thematic analysis using major themes and concept maps. This section consists of an overall thematic analysis based on the ICTRT framework's five dimensions which are information, communication, transaction, relationship and technical merits.

5.1. Thematic analysis of “information dimension” of university websites with positive international student enrolments

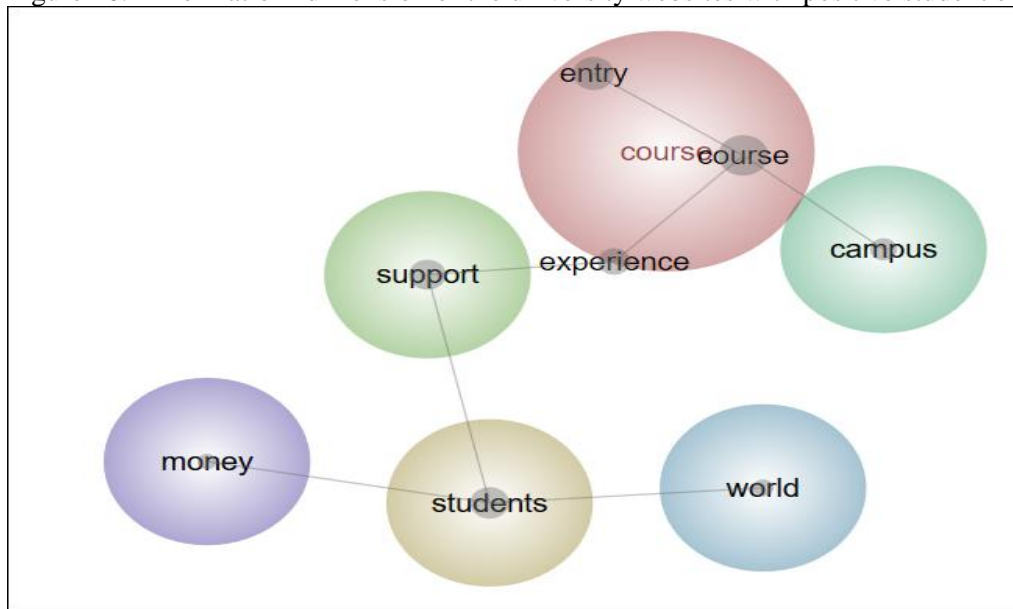
The six (6) major themes derived under “information dimension” for university websites with positive international student enrolments are “course”, “students”, “support”, “campus”, “world”, and “money.” The six themes and their connectivity are outlined in Table 16. Therefore, a truncated list of the themes with their frequency of occurrence in the data set is available below.

Table 16: Synopsis of the analysis

Themes	Frequency
Course	20,368
Students	10,032
Support	7,334
Campus	3,722
World	1,276
Money	647

The themes are denoted through colored circles around clusters of concepts using hot colors (red, orange) which denote the most important concepts, while cool colors (blue, green) denote the least relevant (Leximancer, 2013). The font size of each concept label denotes its frequency of occurrence in the text (Leximancer, 2013). This concept map presented in Figure 26 illustrates the dominant themes on the “information dimension” of the university websites with positive international student enrolments. The interrelationship of the themes and concepts are presented in the concept map with 100% visibility, 41% theme size and 238 degree of rotation.

Figure 26: "information" dimension of the university websites with positive student enrolments



When analysing the most dominant which is “course”, the most closely related concepts which are “course”, “experience” and “apply”, state that the university websites provide more information on programs such as cost, duration and course content. This is justified using the derived statements from the University A dataset as follows; *“Plan your Course.... use the resources on the ‘Get Started’ website to learn about your course structure and requirements and how to get help if needed in planning your course.... You’ll then be able to select your units for the entire year.....”* Moreover, university websites encourage the students by stating the pleasant student experiences. This is justified through University B dataset narratives as follows; *“When you choose to study overseas you also choose to spend time in a new city, a new country and away from your family and friends. Whether this will be your first overseas trip or you have had some experience already, you will probably find that your transition to tertiary study in **Australia** will be smoothest if you have prepared thoroughly.....”*

The concept “apply” provides information on the application about health cover, childcare benefits, enrolments, visa and university transfers. Some of the narrative illustrations which justifies some of the above given facts, based on the University A and B narrative illustrations, are as follows; *“remain enrolled in a registered course at the same level or higher level than the registered course for which you were granted a visa.....”, “obtain a ‘Release letter’ from [UNIVERSITY] if you wish to transfer to another education institution before you have completed*

six months of your principal course of study.....”, “You may be eligible to claim an Australian Government Child Care Benefit and/or a Child Care Benefit to assist with the cost of child care....” and “Your health cover starts when you arrive in Australia, or if already in the country, when you have commenced your [UNIVERSITY] course. Unless otherwise instructed, we will arrange cover for the duration of your visa with Allianz Global Assistance.....”

The second major theme, which is “students”, consists of information on future students. The narrative illustrations of University B are as follows, *“We are proud to attract the best and brightest students around the world and future students.....”* The third dominant theme which is “support” consists of information about resources as follows; *“Academic support.....”, “Career services.....”, and “During business hours contact the University counselling services.....”* This also highlights the information about supporting services as mentioned in the University B and C narrative illustrations as follows; *“Safer Community is a non-emergency service, providing support to these feeling threatened.....”, and “unsafe or who are worried about the welfare of someone else.....”*

The next theme which is “campus”, provides information on travel, maps and directions to branch campuses. The quotes derived through the University A and B datasets are as follows; *“Travel times to campuses...”* and *“Shopping for food and other items near campus...”* The final two least influential themes are “world” and “money” which show the world ranking information and financial (scholarships, bank loans) information respectively. The justification quotes derived from University B and C are as follows; *“As one of Australia's leading universities-ranked in the world's top 100.....”* and *“Fees, scholarships and financial support...”*

5.2. Thematic analysis of “information dimension” of university websites with negative international student enrolments.

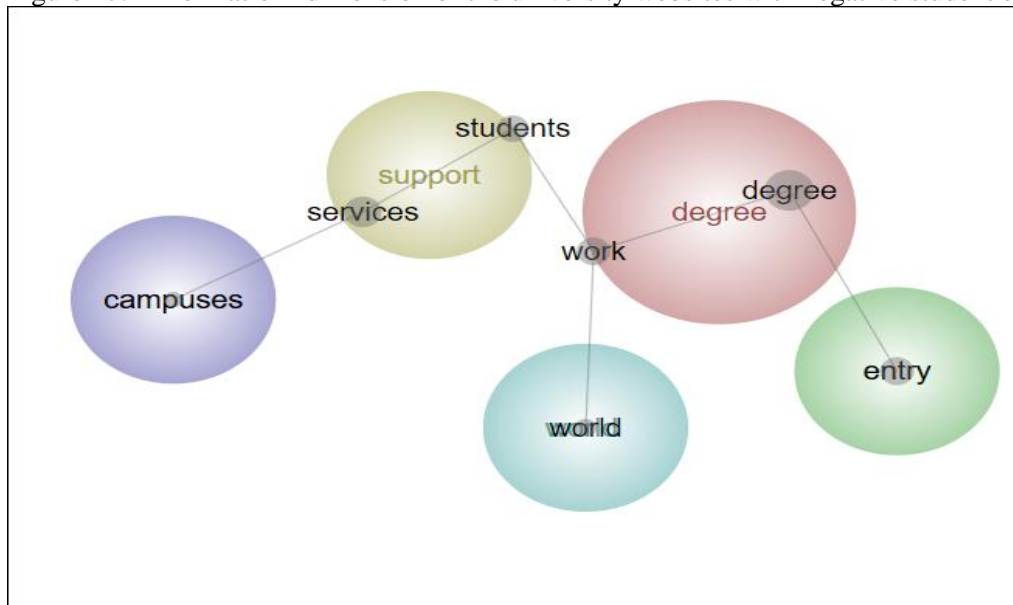
The five (5) major themes derived under “information dimension” for university websites with negative international student enrolments are “degree”, “support”, “apply”, “work” and “campuses”. The interrelationship of these themes and concepts are presented in the concept map with 100% visibility, 41% theme size and 289 degree of rotation. The five themes and their connectivity are outlined in Table 17.

Table 17: Synopsis of the analysis

Themes	Frequency
Degree	7,895
Support	4,839
Entry	3,705
World	1,015
Campuses	917

The concept map presented in Figure 27 illustrates the dominant themes about the “information dimension” of the university websites of negative international student enrolments.

Figure 27: "information" dimension of the university websites with negative student enrolments



Based on Figure 27, the themes “support”, “campus” and “world” are common for university websites with negative and positive international student enrolments. These three common themes have different priority levels. For example, the theme “support” is the second major theme for

university websites with negative international student enrolments, while the theme “support” is the third major theme for university websites with positive international student enrolments. When further analysing the first theme which is “degree”, it is evident that websites provide more focus on postgraduate degrees according to the narrative illustrations of University E which is *“Onwards and upwards a postgraduate degree is the perfect tool to up-skill, re-skill and move your career forward. Take your wealth of experience and set some serious career goals...”*

The second major theme, which is “support” denotes the availability of updated technology. The applicable narrative illustration from University F is as follows; *“Unlock the possibilities and access our state-of-the-art television, sound and editing studios, expand your communication and creative portfolio and build links with industry.....”* The third major theme of “entry” consists of information on admission, pre entry and pathway programs. The illustrative narratives of the University E dataset are; *“These are programs normally offered under the heading of Pathways to University and include Tertiary Preparation, Foundation Diplomas and English Language (preparation) programs.....”* and *“Applicants are required to submit their application using the nominated system by the program closing dates as determined by the University.....”*

Finally, the last two themes which are common and least significant for these universities are, “world” and “campus.” The theme “world” represents information about the quality standards and university world ranking. The University E narrative illustrations of the dataset justify this as follows; *“[UNIVERSITY] is in the Top [NUMBER] universities in the world under [NUMBER] years old”...* whereas the University F illustrative narratives from the dataset on the theme “campus” provide information on branch campuses as follows; *“Living type across all [NUMBER] campuses.....”*

5.3. Overall summary of the information dimension

Therefore, the summary of “information dimension” in university websites with positive international student enrolments shows that mainly the university websites provide information on programs, fees, duration and encourage the students to apply by stating the pleasant student experiences. These university websites focus more on future students and provide more information about resources and supporting services. When considering the university websites with negative international student enrolments, the greater focus is for postgraduate degrees and

information on updated technology. The information on financial assistance was not visible as a theme for university websites with negative international student enrolments, whereas the information on entry or entry requirements was not visible as a theme for university websites with positive international student enrolments.

5.4. Thematic analysis of “communication dimension” of university websites with positive international student enrolments

The three (3) major themes derived under “communication dimension” for university websites with positive international student enrolments, are “people”, “study” and “campus”. These three themes and their connectivity are outlined in Table 18.

Table 18: Synopsis of the analysis

Themes	Frequency
People	2,537
Study	2,329
Campus	570

The concept map presented in Figure 28 illustrates the dominant themes of the “communication dimension” of the university websites with positive international student enrolments. The concept map is presented with 100% visibility, 71% theme size and 85 degree of rotation.

Figure 28: "communication" dimension of the university websites with positive student enrolments

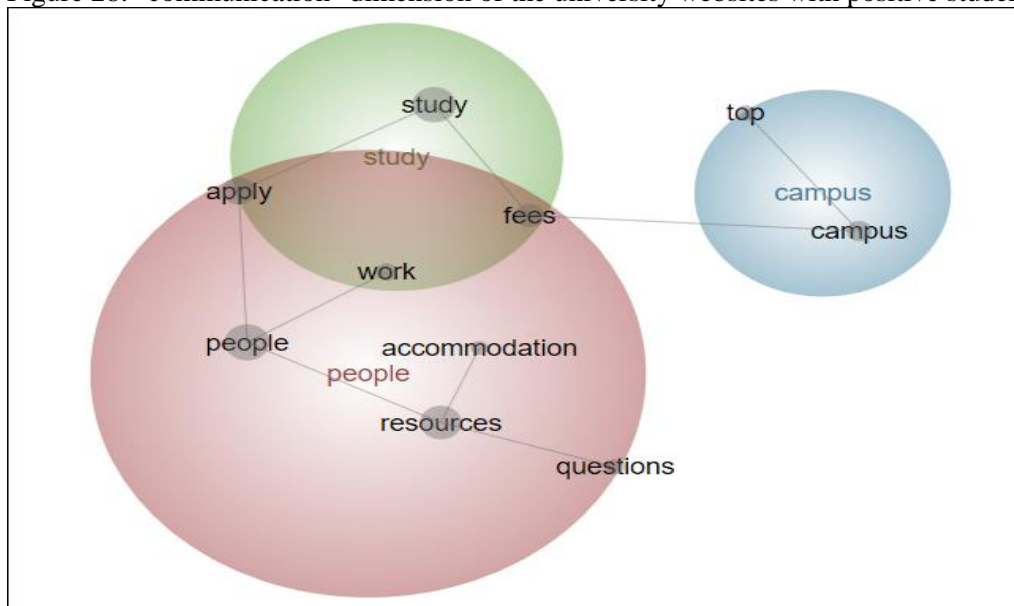


Figure 28 presents “people” as the major theme. This shows that university websites with positive international student enrolments are more people oriented and do not rely on the online communication aspect. There is an overlap between the circles of the themes “study” and “people” which states that students can obtain the support in a customised manner with the help of staff members, with regard to study details (online application), fees (scholarships, loans), and work (communication with industry specialists, career support). The website directs students to the contact details of the relevant staff members to attend to enquires from the international students. This is further justified based on the illustrative narrations of the University A and B datasets as follows; *“Contact our staff members.....”, “frequently asked questions.....”, “View our brochures...”*

The second theme which is “study” provides information on pathway programs and fees as illustrated in the University B and C datasets respectively as follows; *“We have a range of pathway programs, special-entry schemes and more than 200 different scholarships to help you get the best possible start.....”* and *“The **University** provides a guarantee to international students who enroll that the fee will not increase by more than 7 per cent a year in any discipline for undergraduate subjects, or more than 10 per cent per annum in any discipline for graduate subjects.....”*

Finally, the theme “campuses” which is the least influential theme, consists of information on the university ranking and branch campuses as depicted in the University B dataset as follows; *“Our world university rankings.....”* and *“Getting to [NAME] campus from [CITY].....”*

5.5. Thematic analysis of “communication dimension” of university websites with negative international student enrolments

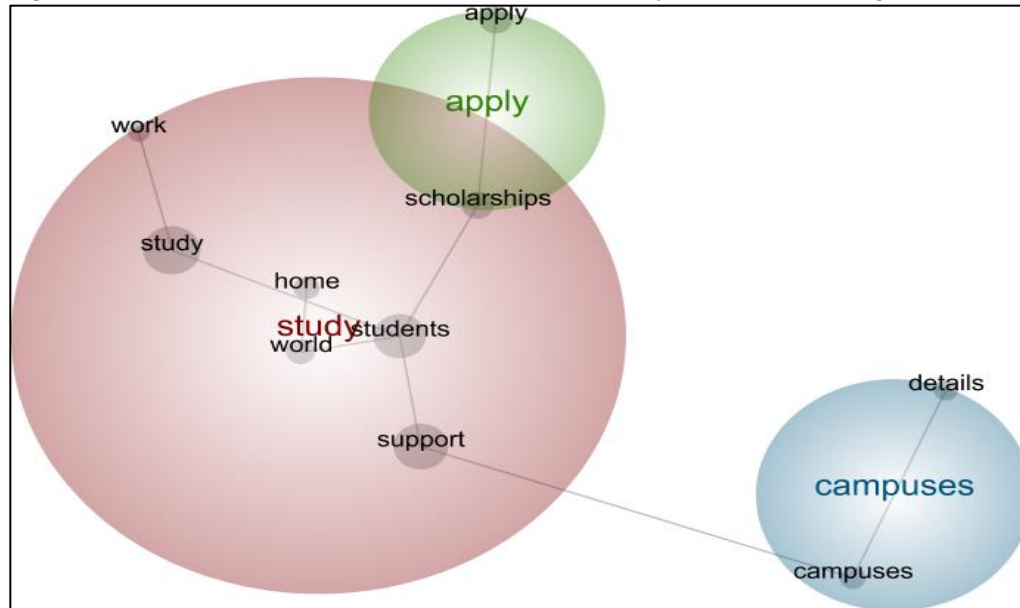
The three (3) major themes derived under “communication dimension” for university websites with negative international student enrolments are “people”, “study” and “campus”. These three themes and their connectivity are outlined in Table 19.

Table 19: Synopsis of the analysis

Themes	Frequency
Study	1,576
Apply	440
Campuses	355

The concept map presented in Figure 29 illustrates the dominant themes on the “communication dimension” of the university websites with negative international student enrolments. The concept map is presented with 100% visibility, 71% theme size and 129 degree of rotation.

Figure 29: "communication" dimension of the university websites with negative student enrolments



There is an overlap between the circles of the themes “study” and “apply” which states both themes are interconnected and the website facilitates the international students to apply to the programs. The theme “campus” and “study” are common for both university websites with negative and positive international student enrolments. Figure 29 presents “study” as the major theme. This shows that university websites with negative international student enrolments communicate on postgraduate degrees and monetary support as illustrated in the dataset narratives of University F as follows; *“Collaborative research opportunities at [NAME] open doors to greater innovation and discovery for higher degree researchers, who are ready to think globally and discover new world solutions.....”* and *“Find out about financing study through your home country's loan program, sponsored student support and scholarships.....”*

The second major theme, which is “apply”, focuses only on the scholarship application process. The University E dataset narrative, which supports this argument is; *“How do I apply for a scholarship/bursary...?”*

The least influential theme of “campuses” consists of information about maps, travel and directions to branch campuses as illustrated in the narrations of the dataset of University F as follows; “*Find your way around our campuses with detailed building and parking location maps...*”

5.6. Overall summary of the communication dimension

Therefore, the summary of “communication dimension” in both university websites with positive and negative international student enrolments shows that university websites with positive international student enrolments are people oriented with regard to communication. There is an overlap between the circles (in the concept maps) of the themes “study” and “people” which states that students can obtain the support in a customised manner with the help of staff members. These universities give more focus on all the study programs whereas the university websites with negative international student enrolments provide more focus on postgraduate degrees. The websites of the universities with negative international student enrolments lack information on the world university ranking but encourages the students to apply for scholarships through the university websites.

5.7. Thematic analysis of “transaction dimension” of university websites with positive international student enrolments

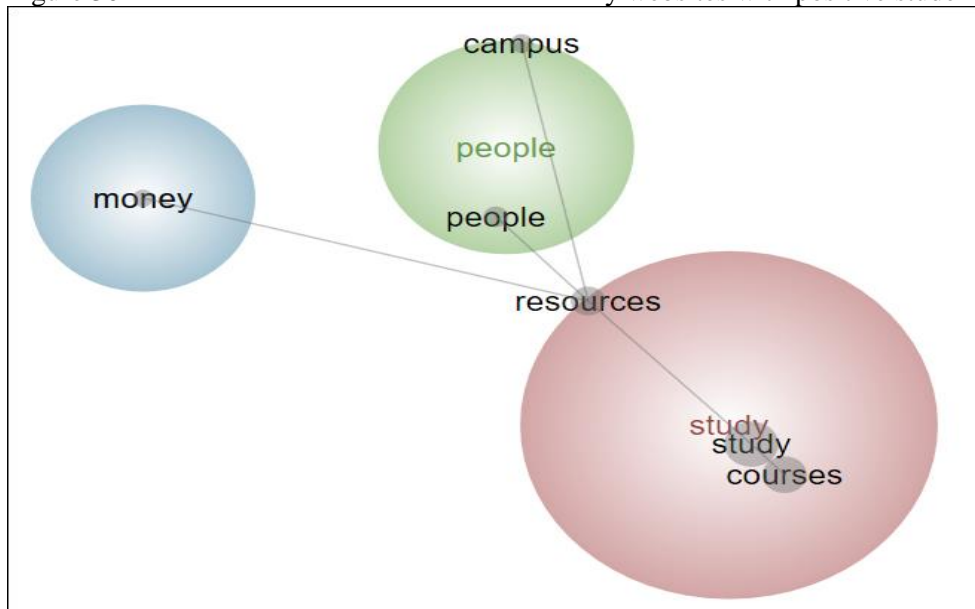
The three (3) major themes derived under “transaction dimension” for university websites with positive international student enrolments are “study”, “people”, and “money”. These three themes and their connectivity are outlined in Table 20.

Table 20: Synopsis of the analysis

Themes	Frequency
Study	767
People	212
Money	58

The concept map presented in Figure 30 illustrates the dominant themes on the “transaction dimension” of the university websites with positive international student enrolments. The concept map is presented with 100% visibility, 58% theme size and 320 degree of rotation.

Figure 30: “transaction” dimension of the university websites with positive student enrolments



Based on Figure 30 the major theme “study” illustrates transaction space in the university website regarding studies (exam booking), accommodation bookings, free airport pickup and online booking facilities of pre arrival information sessions. Some of the illustrative narrations which justify these facts from University B dataset is as follows; *“You can apply all year round for on-campus accommodation at [NAME] University, apply for airport pickup, If you are arriving overnight ask your hotel if they provide a 24 hour reception before you confirm your booking.....”*, and *“If you are based at the [NAME] campus and you are unable to attend your appointment in person, please let us know when booking your online appointment and provide your contact details.....”*

The second theme which is “people” illustrates the transaction possibilities provided within the university websites with the assistance of staff members as indicated in University A and B dataset as follows; *“Please Choose A faculty or university staff member, Email invitation.....”* and *“Please let us know when booking your online appointment and provide your contact details..... Our staff can contact you via Skype, landline or mobile.....”* The third theme which is “money” mentions the monetary transactions facilitated by the university websites such as *“Payment information is also available from the pay your fees web page”* as depicted in the dataset of University B.

5.8. Thematic analysis of “transaction dimension” of university websites with negative international student enrolments

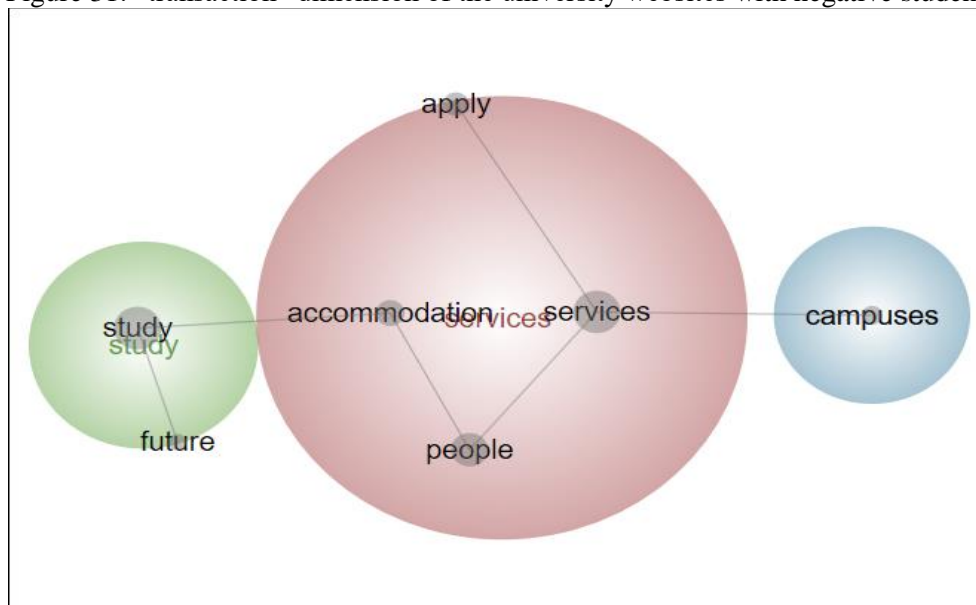
The three (3) major themes derived under “transaction dimension” for university websites with negative international student enrolments are “study”, “people”, and “money”. These three themes and their connectivity are outlined in Table 21.

Table 21: Synopsis of the analysis

Themes	Frequency
Services	631
Study	476
Campuses	130

The concept map presented in Figure 31 illustrates the dominant themes on the “transaction dimension” of the university websites with negative international student enrolments. The concept map is presented with 100% visibility, 65% theme size and 124 degree of rotation.

Figure 31: “transaction” dimension of the university websites with negative student enrolments



The major theme which is “services” illustrates transaction space in the university website is only for accommodation bookings and free airport pickup. The narrative illustrations derived through University D dataset respectively are as follows; “*Accommodation - Book now.....*” and “*Allow us to welcome you to [CITY] with University services including airport pick-up.....*”

The theme “study” is common for both university websites with negative and positive international student enrolments. The theme “study” mentions the transaction space within the university website. However, the narrative illustration from the dataset of University F mentions that the theme “study” consists of information only about pre-arrival information booking sessions as follows; *“Book now- **On Open Day**, you’ll also find information about degrees offered at our [NAME] and [NAME] campuses, including education, human services and social work, nursing, and psychology.....”*

Finally, the theme “campuses” demonstrates the general transaction facilities with branch campuses such as advice on resources and facilities available in the branch campuses based on University F dataset narratives; *“Our campuses and facilities, On campus There is a wide variety of food outlets across [NAME] and [NAME] campuses providing a convenient range of food options including **Vietnamese, Indian**, pizza, sandwiches and much more. **Food** outlets, including opening times and sample menus, can be found on the **Shops** website...”*

5.9. Overall summary of the transaction dimension

The summary of “transaction dimension”, shows that the websites of universities with positive international student enrolments facilitate to book exams and to conduct monetary transactions whereas it is not significant for university websites with negative international student enrolments. Similarly, these university websites encourage the international students to engage with staff members for the transaction which is not available at university websites with negative international student enrolments. However, the general transaction facilities such as advice on facilities available in the branch campuses are not available in the university websites with positive international student enrolments.

5.10. Thematic analysis of “relationship dimension” of university websites with positive international student enrolments

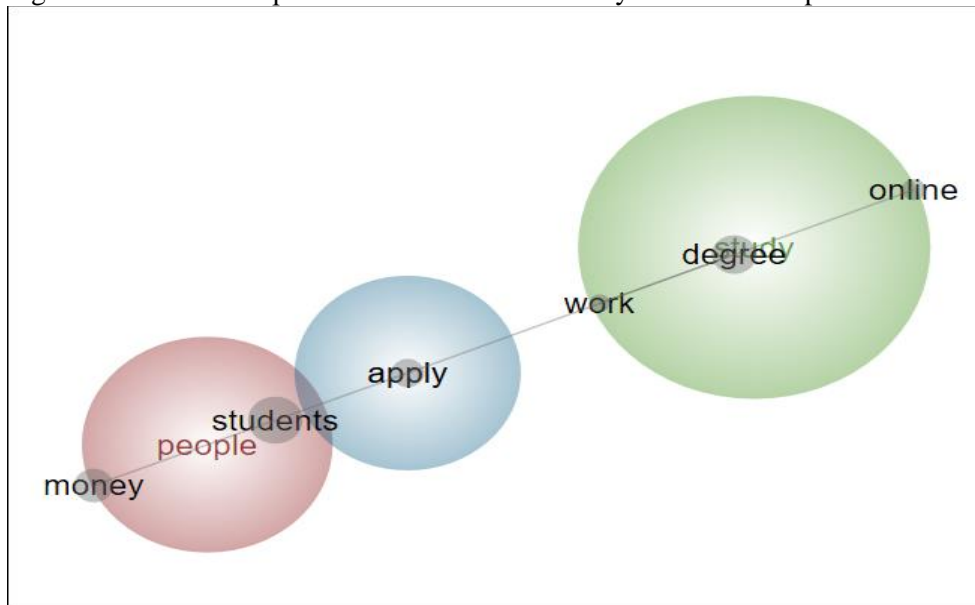
The three (3) major themes derived under “relationship dimension” for university websites with positive international student enrolments are “people”, “study”, and “apply.” These three themes and their connectivity are outlined in Table 22.

Table 22: Synopsis of the analysis

Themes	Frequency
People	948
Study	741
Apply	246

The concept map presented in Figure 32 illustrates the dominant themes on the “relationship dimension” of the university websites with positive international student enrolments. The concept map is presented with 100% visibility, 40% theme size and 82 degree of rotation.

Figure 32: “relationship” dimension of the university websites with positive student enrolments



Based on Figure 32 the major theme “people” which denotes the tools available in the university website such as self -course fee calculator as depicted in University C narrative illustrations; “*This calculator gives you an indicative total cost to study in [CITY] based on course, living and accommodation expenses.....*”, and on personalized search options and filtering options as

indicated in University A narrative illustrations as follows; *“Find a course and Find a scholarship.....”*

The second theme which is “study” denotes relationship dimensions such as self-enrolment facilities, self-credit and admission assessment facilities. The narrative illustrations which justify these through University A, B and C respectively are; *“[NAME] Student. During the enrolment process you will select units of study (subjects), confirm your financial liability, upload a photo for your student card and complete other required administrative tasks.....”*, *“International students who wish to study at the University [NAME] must have sufficient funds to pay for their cost of study and living.....”* and *“Credit search -You can use the credit search online to see some outcomes of previous credit applications at [NAME].....”* The final theme which is “apply” refers to the relationships maintained using the websites on admission process as indicated in the University B dataset narratives as follows; *“Apply for an off-campus course.....”*

5.11. Thematic analysis of “relationship dimension” of university websites with negative international student enrolments

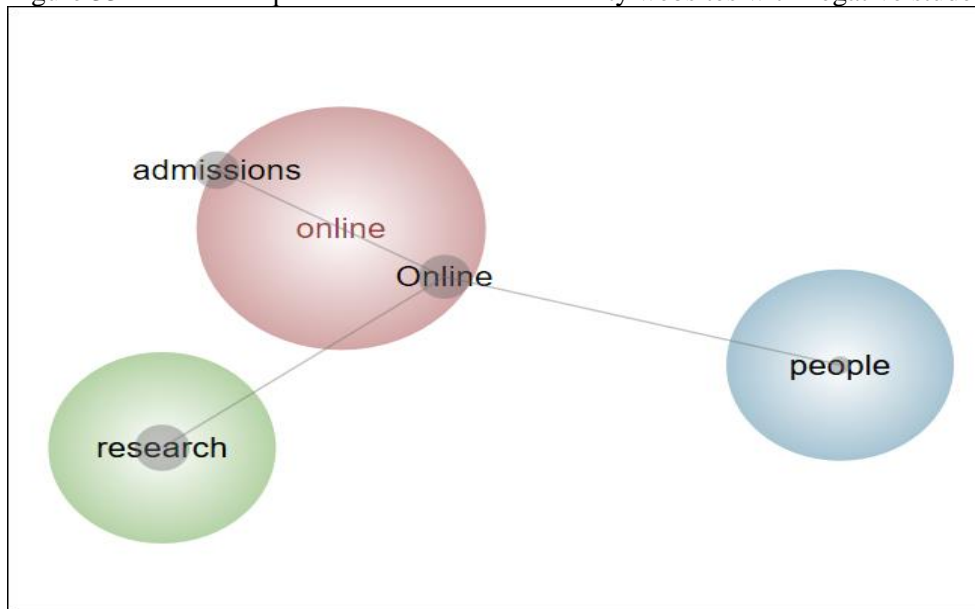
The three (3) major themes derived under “relationship dimension” for university websites with negative international student enrolments are “study”, “people”, and “money”. These three themes and their connectivity are outlined in Table 23.

Table 23: Synopsis of the analysis

Themes	Frequency
Research	270
Online	239
People	58

The concept map presented in Figure 33 illustrates the dominant themes on the “relationship dimension” of the university websites with negative international student enrolments. The concept map is presented with 100% visibility, 48% theme size and 87 degree of rotation.

Figure 33: “relationship” dimension of the university websites with negative student enrolments



Based on Figure 33 the major theme “research” denotes the relationship dimension of personalised or filtering options to search for the courses. In these universities more priority was given to research programs according to the narrative illustration from the data set of University E as follows; *“Research services- we offer hundreds of study options across a wide range of areas.....”* The second main theme which is “online” mentioned two major aspects which are the distance learning options *“Study online -Online, distance, off-campus and external study modes are all used to describe a flexible classroom that comes to you....”* and online application process *“online admission-If you are a commencing or continuing [NAME] student, please apply online.....”*

The least significant theme is “people” which is common and denotes the engagement of staff members in the relationship dimension. This is facilitated in the narrative illustration of University E as follows; *“[NAME] is collecting the personal information on this form for support for students and prospective students and for marketing purposes. Your personal information will not be disclosed to any third party without your consent unless required or authorised to do so by law.”*

5.12. Overall summary of the relationship dimension

The summary of the “relationship dimension” in both university websites with positive and negative international student enrolments shows that customized or filtering options are common. Self-enrolment facilities, self-credit and admissions assessment facilities are significant for university websites with positive international student enrolments while only the online application facility is significant for university websites with negative international student enrolments. Both types of university websites encourage students to apply through the websites. Even though the theme “people” is common, the university websites with positive international student enrolments give more priority to the engagement of staff members than university websites with negative international student enrolments, as the theme “people” is presented in red color (hot color) in the concept map of the universities with positive international student enrolments.

5.13. Thematic analysis of “technical merits dimension” of university websites with positive international student enrolments

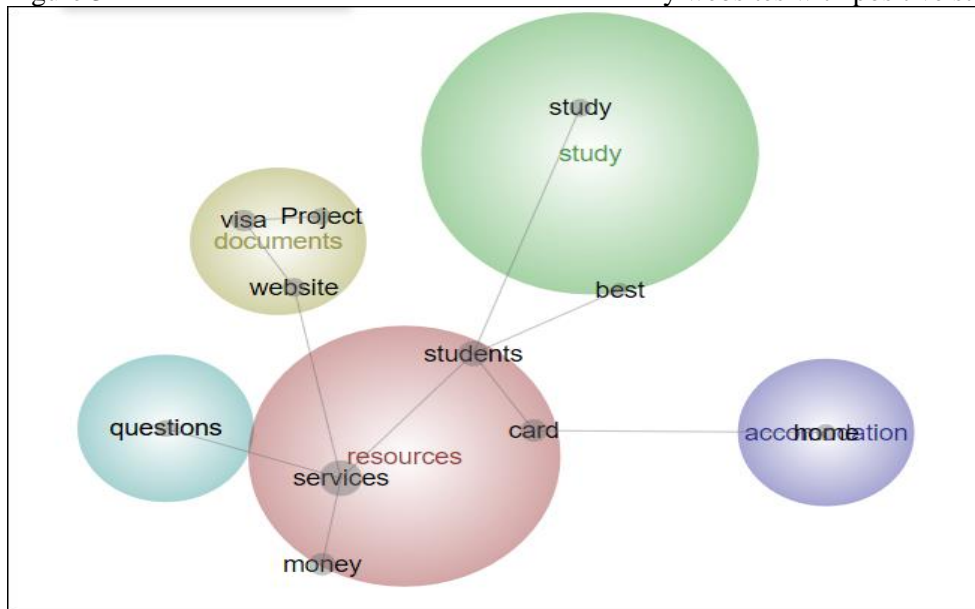
The five (5) major themes derived under “technical merits dimension” for university websites with positive international student enrolments are “resources”, “documents”, “study”, “accommodation” and “questions”. These five themes and their connectivity are outlined in Table 24.

Table 24: Synopsis of the analysis

Themes	Frequency
Resources	4,341
Documents	1,067
Study	819
Accommodation	615
Questions	423

The concept map presented in Figure 34 illustrates the dominant themes on the “technical merits” dimension of the university websites with positive international student enrolments. The concept map is presented with 100% visibility, 52% theme size and 51 degree of rotation.

Figure 34: “technical merits” dimension of the university websites with positive student enrolments



Based on Figure 34 the major theme which is “resources” illustrates the website facilities such as online budgeting tools and currency converter tools derived through University C dataset as follows; *“This calculator is designed to help you work out where your money is going, and whether your income covers your expenses”* and *“currency converter.”* The second major theme which is “documents” shows the availability of information on insurance, visa and food with external links to other websites and social media as indicated in the following narrative illustrations of University A; *“Please visit- www.homeaffairs.gov.au, Please follow us on Facebook Page [NAME]”*

The third theme which is “study” consists of links and videos to provide information on experience of past students as illustrated in University B dataset of; *“Click on these videos on Case studies and student stories.....”* The theme “accommodation” provides information of the lifestyle in the city with external links such as; *“[www.visit\(city\).com](http://www.visit(city).com)”* and travel *“Once approved, the School [NAME] card will be sent to the home address you provided in the application.”* Finally, the theme “questions” provides links for FAQ section according to the University A and B dataset narratives such as *“This page contains frequently asked questions.....”*, *“Please refer; FAQ’S and View details.....”*

5.14. Thematic analysis of “technical merits dimension” of university websites with negative international student enrolments

The five (5) major themes derived under “technical merits dimension” for university websites with negative international student enrolments are “accounts”, “resources”, “online”, “study” and “work.” These five themes and their connectivity are outlined in Table 25.

Table 25: Synopsis of the analysis

Themes	Frequency
Accounts	536
Resources	364
Online	149
Study	133
Work	68

The concept map presented in Figure 35 illustrates the dominant themes of the “technical merits dimension” of the university websites with negative international student enrolments. The concept map is presented with 100% visibility, 46% theme size and 73 degree of rotation.

Figure 35: “technical merits” dimension of the university websites with negative student enrolments

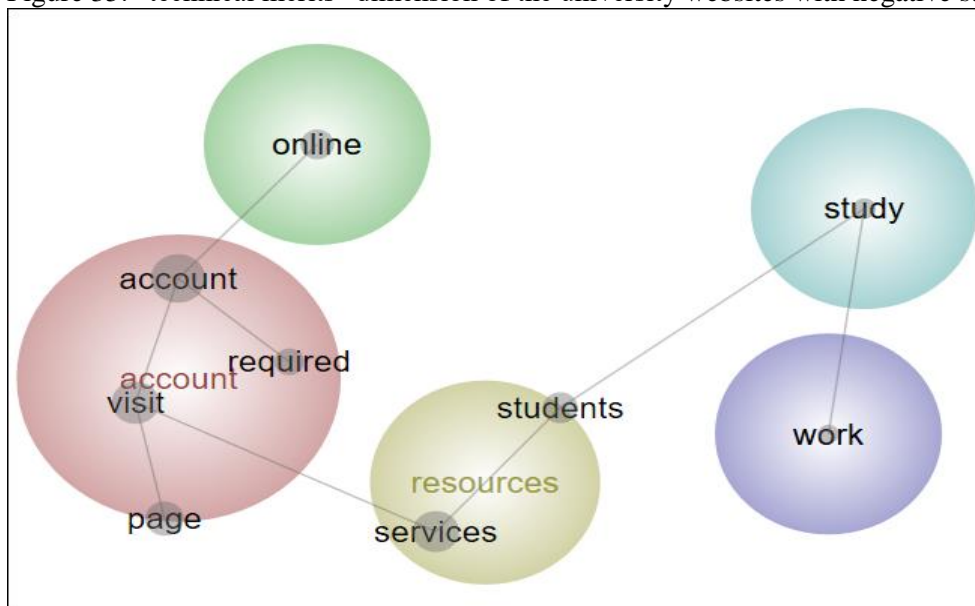


Figure 35 presents “account” as the major theme. Further investigation shows that theme “account” provides travel related information based on the University D illustrated narrations such as; “*You are entitled to a concession fare if you hold any of these approved Concession cards, If you require a more detailed history, call the [CITY] Metro Info Line on 1300 311 108 or visit [NAME] Info*

Centre. [CITY] Metro does not store [NAME]CARD history indefinitely, For more information visit the Using [CITY] Metro page, To find your nearest [NAME]CARD Agent visit the Where to buy page..... ”

The second major theme is common which is “resources” which consists of information links for information pages for supporting services and facilities as illustrated in the dataset of University F which is; *“Please refer page 81- Learn about the wide range of support services available for international students.....”* The same information regarding travelling is repeated in this section emphasising the repetition of the links in the web pages of the universities with negative international student enrolments. Other than the travel information these webpages consist of information on visa details using related links such as; *“The Department of Home Affairs..... ”*

The next theme which is “online” presents the webpage structure of certain applications (apps). The narrative illustrations are as follows; *“[CITY] Metro’s official app now available for Android & with Nearby Stops mode...”* The least significant theme which is “study” is significant in both university websites with positive and negative international student enrolments. The themes which are “study” and “work” provide information on quality levels and recognition of the courses with external links and employment websites to find employment according to the dataset illustrations of University E and F as follows; *“Please refer: Why study in Queensland Academic excellence, Please refer: Education providers..... ”* and *“Please refer: www.seek.com.au..... ”*

5.15. Overall summary of the technical merits dimension

Therefore, the summary of the “technical merits dimension” shows that the university websites with negative international student enrolments do not focus on accommodation, FAQ sections and external links to other websites, documents and video’s. Moreover, these websites lack external links to other websites with online budgeting tools, currency converter and social media. The websites of universities with positive international student enrolments lack links applications (apps) and links to employment websites such as seek.com.

5.16. Chapter Summary

This chapter presented the application of the ICTRT framework's five dimensions for university websites with negative and positive international student enrolments. This section consists of a comparison of the ten (10) conceptual maps. The overall summary of the "information dimension" in university websites with positive international student enrolments depicts that the university websites mainly provide information on programs and supporting services with more focus on future students, whereas the university websites with negative international student enrolments focus on postgraduate degrees and provide information on updated technology.

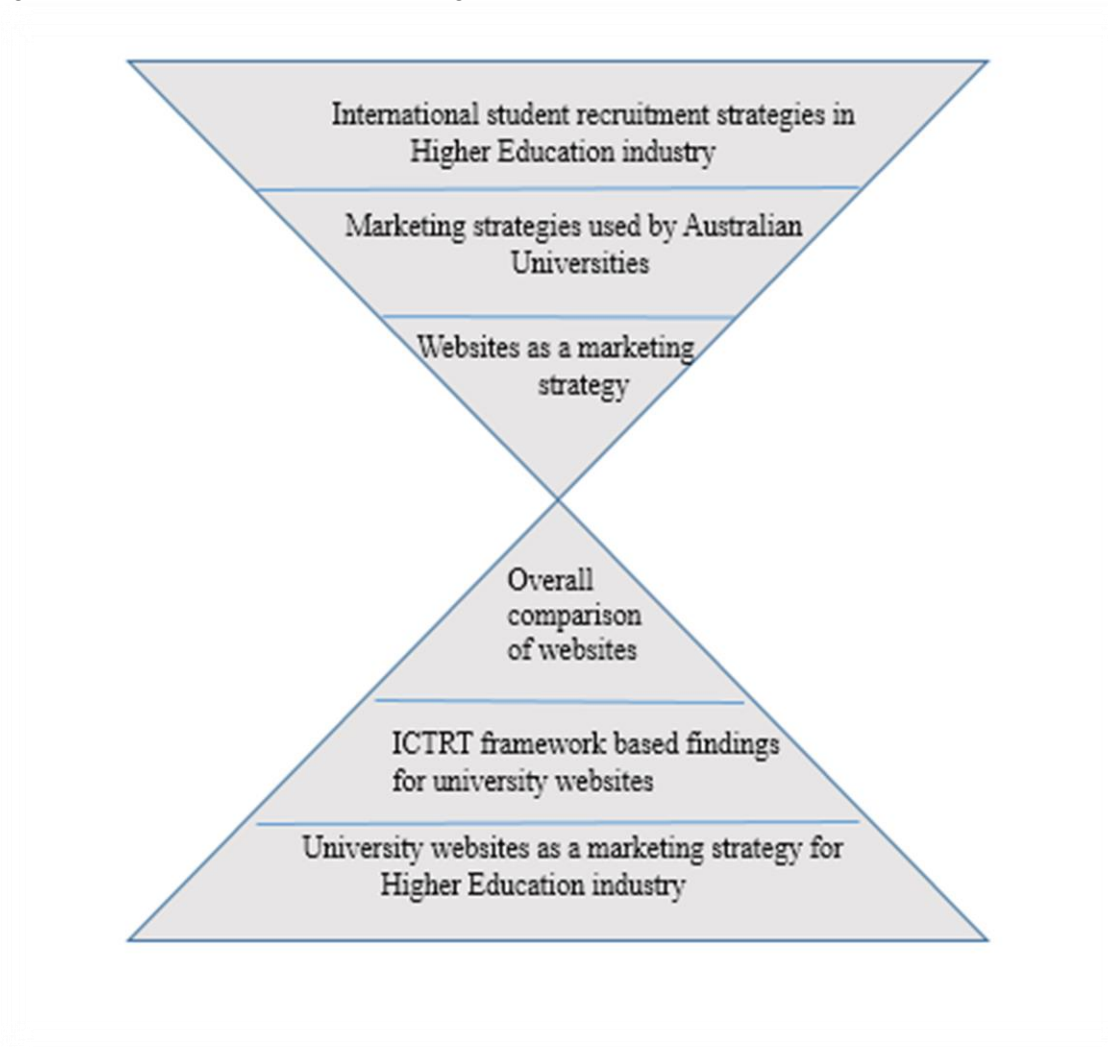
The significant findings of "communication dimension" in both university websites with positive and negative international student enrolments show that university websites with positive international student enrolments are people oriented and give more focus on all the programs whereas the university websites with negative international student enrolments provide more focus on postgraduate degrees. The summary of the "transaction dimension" illustrates that websites of universities with positive international student enrolments facilitates booking exams and conducting monetary transactions whereas it is not significant in websites of universities with negative international student enrolments. Similarly, these university websites are people oriented (engagement of the staff members are high) but lack general transactions on facilities available in the branch campuses. The "relationship dimension" in both university websites with positive and negative international student enrolments have filtering option facility. However, self-enrolment facilities and self-credit facilities are significant only for university websites with positive international student enrolments. The engagement of people was significant among this dimension as well with regard to university websites with positive international student enrolments similar to "communication dimension" as discussed above. Finally, "technical merits dimension" reveals that university websites with negative international student enrolments do not focus on accommodation, FAQ sections, external links towards other websites and social media, which is highly significant among websites of universities with positive international student enrolments with lack of focus towards links for employment websites and links for certain applications (apps). Therefore, each section concludes with a summary on each dimension of the ICTRT framework.

CHAPTER 6: Discussion

In chapter 4 and chapter 5 the results of level 1 and level 2 analysis were respectively presented. This chapter discusses the key themes and findings in relation to the main research question “*what is the nature of the relationship between institutional websites and international student enrolments?*” This chapter presents important findings as research implications, which are useful for Australian universities to improve their university websites. This section compares the findings based on the literature of the tourism and hospitality industry with international education industry based on the ICTRT framework applications, and the chapter concludes by discussing limitations and future research areas.

The discussion starts specific by explaining what the results show in this project and describe what this results means for the field of research as a whole in line with the literature review as depicted in Figure 36. This method is used in different settings to discuss the findings including business research (Bartelse & Huisman, 2000; Rockstrom & Zdebel, 1998; Schulte, 2003). In the above-mentioned hourglass structure, the first part consist of an overall comparison of websites of the two groups of universities with positive and negative international student enrolments. This section is addressed by chapter 4, which is the level 1 analysis that compared website content in the international student sections in the selected universities. The next section of the hourglass structure describes the ICTRT framework based findings for university websites with positive and negative international student enrolments. This section is addressed by chapter 5, which is the level 2 analysis that illustrated the findings using the five dimensions of the ICTRT framework, which are information, communication, transaction, relationship and technical merits. Final section of the hourglass structure explains the contribution of university websites as a marketing strategy for the higher education industry based on the two major findings which are future focus vs past focus and people focus vs system focus characteristics respectively of the university websites of positive and negative international student enrolments.

Figure 36: Discussion based on an hourglass structure



6.1. Discussion of the research question based on level 1 analysis

The main research question “*what is the nature of the relationship between institutional websites and international student enrolments?*” is justified in this section based on the derived findings of level 1 analysis (level 1 analysis refers to the overall comparison of university websites as depicted in the above hourglass structure). The overall findings are presented in chapter 4 showing that the website content of universities with positive and negative international student enrolments consists of several important findings which focus on international students with a significant relationship between institutional websites and international student enrolments.

In this section the findings that are common to both groups of university websites with positive and negative international student enrolments as indicated by major themes are; “study” (information on study programs), “resources” (information on resources), “industry” (information on future career), and “university” (general information of university and branch campuses). The findings that are in positive and not in negative university websites are; the themes “people” (people focused with more website features to interact with staff), “money” (financial assistance) and “accommodation” (information on living assistance). The findings that are in negative and not in positive university websites are the themes “apply” (information on different application procedures such as for scholarships, for visa and extensions) and “health” (information on health and safety with more focus on mental health). Below Table 26 illustrates the similarities and differences based on derived illustrative narrations of these university websites in the level 1 analysis.

Table 26: Synopsis on the similarities and differences among university websites based on level 1 analysis

Website features of institutions with positive enrolments	Website features of institutions with negative enrolments
Provide information on all the study programs	Focus on postgraduate and higher degrees by research
Provide information on world rank and affiliations	Provide information on government support and partnerships
Provide travel related information using maps of main and branch campuses	Provide general information on branch campuses and facilities
Provide information on financial assistance and accommodation and links these information webpages with part time job opportunities (employment) which support living costs	Provide information on accommodation
Provide information on medical facilities	Provide information on mental health, counselling services and wellbeing of students

6.1.1. People focus vs system focus

The most significant finding about the university websites with positive international student enrolments is their people focus and the university websites with negative international student enrolments is their system or technology focus. In the university websites with positive international student enrolments, the engagement of staff members was high. Most of the illustrative narrations listed the contact details of the different departments and of staff members. It has been found that people orientation is a major requirement for university websites to enhance

the image of the university (Mentes & Turan, 2012). Furthermore, research conducted by Tang (2011) comparing USA and Chinese university websites revealed that details of the staff members and personal interaction were among the most frequently used features of USA university websites compared to Chinese university websites which did not provided these details and personal interaction (Tang, 2011).

There is a limited number of studies in education literature with people focused website features as a major finding. Therefore, the service sector studies based on people focused website features indicated this as an essential attribute in websites as a marketing strategy (Kasper, 2002; Mairaj, 2016). A study conducted by Mairaj (2016) on the library websites in Pakistan mentioned that engagement of staff members in the websites was an equally important factor to create awareness among users of the library websites. The findings indicated that some of the people oriented activities such as orientation programmes, newsletters, brochures, email alerts was a vital source of information for students (Mairaj, 2016). Mentes and Turan (2012) mentioned that university websites in Turkey are used by the staff as a cost efficient and timely method to communicate with students, faculty and other stakeholders. Website administrators are continuously searching for new ways to enhance their websites to attract more customers (Arroyo, Selker, & Wei, 2006). Arroyo et al. (2006) mentioned that visualization tools that display the number of website visitors or tracking methods to find out the number of website visitors was found to be an essential element for service sector firms. Sheth (2002) stated that the future of the service firms depends on one-to-one marketing strategies.

In contrast, technology or system focus website features create a disadvantage for the service sector firms as more interactive website features and technology gradually limit the human interaction (Lipnack & Stamps, 2008). A study conducted by Goodman (2003) found that electronic communication is different from face to face conversations due to the differences between cyberspace and the physical world. Further, he mentioned that service sector websites which engage with online services only offer two options to the customers, to either accept or decline the offer, due to lack of interaction and customisation which affects the number of customers (Goodman, 2003). Therefore, it is clear that there is a relationship between organisational websites and number of customers according to the previous studies. Thus, findings indicated that university websites with positive international student enrolments are people-oriented and encourage the

students to engage more with the staff members without relying on the technology or website information, whereas university websites with negative international student enrolments are system-technology-focused, providing more external links in the website to encourage the students to find out the information using the system or technology.

6.2. Discussion of the research question based on level 2 analysis

The level 2 analysis is based on the ICTRT framework's five dimensions, namely information, communication, transaction, relationship and technical merits, all of which are used to assess the website attributes of the selected universities. The main research question of "*what is the nature of the relationship between institutional websites and international student enrolments?*" is justified in this section based on the derived findings of level 2 analysis (level 2 analysis refers to the ICTRT framework based findings of university websites as depicted in above hourglass structure).

First, when considering the "information dimension" findings, the common themes for both groups of university websites with positive and negative international student enrolments are "support" (information on facilities, resources) and "campus" (general information on locations and branch campuses). The findings that apply to in positive but not negative university websites are the themes "course" (provides information on study programs, fees, duration), "students" (focus future students and students of all the study levels), "world" (provides information on university world ranking) and "money" (provides information on financial assistance). The findings relating to negative but not positive university websites are the themes "degree" (provides information for postgraduate degrees with more focus on current and past students), "apply" (provides information on different application procedures such as for scholarships, for visa and extensions) and "work" (provides information on the future career).

The second dimension, which is "communication dimension" findings, indicated only three common themes for both groups of university websites with positive and negative international student enrolments. These themes are "people", "study" and "campus". These three common themes had different illustrative content, which indicated that negative university websites lack communication with staff members and communicate more on postgraduate study levels, whereas

positive university websites provide interaction with staff members (customised, filtering options, contact details of staff members) and communicate information regarding all the study levels.

The third dimension, which is “transaction dimension” findings, indicated only three common themes for both groups of university websites with positive and negative international student enrolments, similar to the “communication dimension”. These themes are “study”, “people”, and “money”. These three common themes had different illustrative content, which indicated that negative university websites lack online transaction facilities (online exam booking and monetary transactions) and interaction with staff members.

When considering the “relationship dimension” findings, the common themes for both groups of university websites with positive and negative international student enrolments are “people” (provides support of the staff members) and “study” (online support for study programs). However, illustrated narratives indicated that positive university websites create more online relationship facilities such as self-enrolment facilities, self-credit and admissions assessment facilities, whereas for negative university websites, it is only the online application facility. The findings applicable to positive but not negative university websites are the theme “apply”, which provides information on online application. On the other hand, the findings for negative but not positive university websites are the theme “money”, which provides assistance on online monetary transactions.

Finally, the “technical merits dimension” findings indicated the common themes for both groups of university websites with positive and negative international student enrolments as “resources” (online budgeting tools and currency converter tools) and “study” (external links for websites which provide learning support). The findings for positive but not negative university websites are the themes “documents” (more pdf files, online brochures and handbooks), “accommodation” (external links to the websites which support living), and “questions” (more frequently asked questions in the websites). The findings for negative but not positive university websites are the themes “accounts” (external links for travel related accounts), “online” (social media apps), and “work” (external links for employment websites such as seek.com). The overall summary of the findings are that positive university websites lack more links for external websites and are not technology-or system-oriented as negative university websites are. Therefore, the synopsis of the

overall findings of the university websites based on the level 2 analysis is provided in the below Table 27.

Table 27: Synopsis of the overall findings (similarities and differences) among university websites based on level 2 analysis

Framework variables	Findings of website features for institutions with positive enrolments	Findings of website features for institutions with negative enrolments
Information dimension	-Provides information on all the study programs -Focus on future students	- Focus is more on postgraduate and research degrees -Focus on current and past students
Communication dimension	-Engagement of staff members in communication aspect -Customized options and filtering options - Communicates on all the study programs	- Lack of engagement with staff members in communication aspect - Customization is not significant -Communicates more on postgraduate degrees
Transaction dimension	- Engagement of staff members for website transactions - Provides general transaction advice on resource	- Engagement of staff members for website transactions is not significant -Only Provides general transaction advice on resources
Relationship dimension	-Customized and filtering options for relationship attributes - More online facilities such as self-enrolment facilities, self-credit and admissions assessment facilities - More priority is given to get the support from staff members in relationship aspect	-Customized and filtering options for relationship attributes - Online application facility only - Less priority is given to get the support from staff members in relationship aspect
Technical merits dimension	-Lacks of links for certain applications (apps) -Lack of focus for employment websites and other external websites videos, online tools and social media	-Provides links for certain apps -Provides links for employment websites and other external websites, videos, online tools and social media

6.2.1. Forward looking vs backward looking

The level 2 analysis reports two major findings. First, similar to level 1 analysis, the level 2 findings also showed that university websites with positive international student enrolments are people focused and university websites with negative international student enrolments are system or technology focused. A study conducted by Rahnemai et al. (2015) evaluated the efficiency of Iranian official tourism websites from functional perspective and with regard to the role in urban development. The main aims of the study fulfilled by content analysis of two official urban tourism websites. The results demonstrated that the websites were not successful in supporting to Iranian Tourism Industry as it focuses the basic requirements through information and communication

dimensions (Rahnemai et al., 2015). It lacks advance options in transaction and relationship dimensions and a converse correlation among complexity and performance of the websites (Rahnemai et al., 2015). Therefore, this study indicated that even though tourism industry is service oriented the websites lacked both system focus and people focus. Li and Wang (2011) in their study demonstrated that US State Tourism Offices (STOs) were not effective in managing information technology as it lacks focus on transaction and relationship dimensions. Majority of the hospitality or tourism, research studies discussed about the user interface, marketing effectiveness and website quality without discussing the implications of website evaluation and connections between suppliers and consumers (Sun et al., 2017). The research conducted on website attributions of insurance websites such as Bupa indicated that people focused website attributes as a major finding for insurance company websites (Yan Wang, 2015).

Second major finding is that university websites with positive international student enrolments are forward looking as the university websites focus more on future students and university websites with negative international student enrolments are more backward looking as university websites focus more on past and current students. The number of studies with future focus website feature as a major finding in education literature is limited. Moreover, internet or website strategies, as part of marketing strategies, are not well-explored in the literature relating to the university context (Chapleo, Carrillo Durán, & Castillo Díaz, 2011).

A study based on insurance websites indicated that it also focused on post purchase customer services which shows website attributes focus on past customers than future customers in insurance websites (Yan Wang, 2015). Websites are considered as a key part of brand communication (Schultz, Hatch, & Larsen, 2000) with regard to tone and content (Simmons, 2007). The most important internal and external factors in the business environment which affects future of business organisations are referred to as strategic factors (M Kajanus, Kurttila, & Kangas, 2003). A study by Miika Kajanus, Kangas, and Kurttila (2004) stated that tourism industry should focus on future customers than past or current customers to enhance the profit levels (Miika Kajanus et al., 2004). A comparison of four high-quality investor relations websites and two low-quality sites investor relations websites examined several marketing and managerial strategies of high-quality investor relations websites. One such aspect was the forward looking attributes of high-quality investor relations websites (Bollen, Hassink, de Lange, & Buijl, 2008).

A study based on top 10 world university websites' marketing strategies and corporate social responsibility aspects are more future oriented and always focus on future stakeholders (Nejati, Shafaei, Salamzadeh, & Daraei, 2011). A similar study based on 20 UK university websites' brand promises through their websites indicated that brand differentiation in the university context is ineffective attempt using websites, however it is recommended that these institutions should focus on the future while adopting to the current dynamic business environment (Chapleo et al., 2011). Therefore, the focus on past or backward looking aspect in website communication is identified as one such reason for ineffective brand communication among the UK universities (Chapleo et al., 2011).

Another study conducted on evaluating the websites of destination marketing organisation's (DMO) in five East Asian countries demonstrated that these websites have strong information and communication dimensions and weak transaction dimension with less focus on future customers similar to the international education industry (Pai et al., 2014). Therefore, above research findings provide similar results to international education industry stating that future focus as a major website attribute. Chapleo et al. (2011) argued that marketing or brand communication for universities have several challenges when considering the university websites as a branding or marketing strategy. Few studies identified the forward looking (content focusing future students) and backward looking (content focusing past and current students) content in the websites (Chapleo et al., 2011). Even though, few studies identified the relationship between the future and past focus with student enrolments considering the institutional websites, a study based on Spanish universities found that institutions with strong brand image with more student enrolments position their brands focusing on the changing future (Beerli Palacio, Díaz Meneses, & Pérez Pérez, 2002). Therefore, the findings which indicated that university websites with positive international student enrolments focus on future students whereas university websites with negative international student enrolments focus on past and current students affects the student enrolments as justified above.

6.3. Theoretical implications

This study used the ICTRT framework to evaluate the websites of the Australian universities. Li and Wang (2011) proposed this framework to evaluate websites. The websites have been assessed

using the ICTRT framework in hotels, travel agencies and destination marketing organisations (Li & Wang, 2011; Pai et al., 2014; Sun et al., 2017). This model has not previously been used to evaluate tertiary education websites. The two reasons to select this framework over other frameworks are it reduces the complexity of the website evaluation process due to the structure of the framework. Furthermore, this model is used to assess the website effectiveness of the destination marketing organisations, which is a similar process when it comes to selecting a study destination in a different country for international students. There is limited research which applies to the ICTRT framework or the service industry as a whole. The outcome of this study is compared with the other industries which applied this framework to websites as indicated in section 6.1.1. and 6.2.1. above.

As mentioned in the chapter three methodology section, this framework consists of five dimensions information, communication, transaction, relationship and technical merits to evaluate the website effectiveness. As a vital contribution to the existing research, the study outcomes which apply to the ICTRT framework in assessing the university websites findings indicated two major contributions to the ICTRT framework. These are people focus website attributes and system or technology focus website attributes. The key findings indicated that university websites with positive international student enrolments are more people focused and university websites with negative international student enrolments are more system or technology focused. The usage of more technology isolates people and creates a distance between human interactions. As a result, involvement of staff members of the respective organisations is necessary rather than letting the customers rely on the technology or websites. Second, a major contribution to the ICTRT framework from this study is the future vision instead of a backward vision of the university websites. University websites with positive international student enrolments focused more on future students and university websites with negative international student enrolments focused on current and past successful students and their stories. The frequent users of the university websites are future students, not current or past students.

Another implication is that frameworks that are more theoretical are necessary to evaluate university websites. Based on the literature review, it is evident that less marketing research is conducted on international student recruitment strategies, focusing on tertiary education institutes. Naidoo (2006) stated that it is obvious that most of the time the subject of international education

is discovered from different viewpoints such as psychology, finance, economics, education and marketing. The existing research findings which applied this framework to the travel and tourism industry indicated weak transaction and relationship dimensions as common findings (Pai et al., 2014; Yan Wang, 2015). Therefore, this study has two major findings other than the findings based on the ICTRT framework. The first finding is five dimensions, which can be used as another website feature to any service sector organisation website to increase the number of customers by creating a website focusing on future customers. The second major finding is university websites require more people interaction. These two findings state that there is a relationship between international student enrolments and these two website attributes (future focus and people focus) but the impact or weight of these two attributes towards student enrolments has not been measured, which provides an opportunity for further investigation for future researchers.

Hemsley-Brown and Oplatka (2006) stated that there is less research evidence in the area of marketing strategies with regard to international student recruitment (Naidoo, 2006). The majority of these studies focused on countries such as the UK, USA and Canada with fewer studies focusing on the country Australia even though it is one of the major competitive destinations for international students (Mazzarol & Soutar, 2002). These are the empirical gaps, which are filled by this study to a certain extent by considering the websites as a marketing strategy for the Higher Education industry. This major research implication or the theoretical gap is filled by applying the ICTRT framework to websites of higher education institutes.

6.4. Practical implications for Australian university websites

The outcomes of the present research demonstrated a relationship between institutional websites and international student enrolments. These findings indicated that the website attributes, which are future focus and human interaction, are necessary for university websites with negative international student enrolments. Therefore, Australian university websites with negative international student enrolments have to adjust their websites as universities with positive international student enrolments have done as follows. When considering the information dimension, these university websites should provide information on all the study programs without giving more focus on postgraduate level degrees and this information should focus on future

students rather than the current or past students. Yan Wang (2015) mentioned that insurance websites focus on post purchase customer services, therefore, main website attributes focused on current or past customers in insurance websites rather than future customers (Yan Wang, 2015). Other studies also showed that the website information should consist of more travel related information using maps of main and branch campuses, information on financial requirements, and more emphasis on health and medical facilities without focusing much on the mental health aspects.

For communication, transaction and relationship dimensions, customisation (filtering options in the websites), contact details of the staff members are a requirement. In addition, more transaction facilities such as online booking facilities (free airport pickup, accommodation booking, pre arrival information sessions booking), more relationship attributes such as self-enrolment facilities, self-credit and admissions assessment facilities with more engagement of staff members in the respective departments are necessary. When considering the technical merit dimension, the more external links provided by the institutions with negative enrolments for websites such as Department of Immigration and Boarder Protection, Bupa, Allianz, SEEK.COM, trip advisor, social media apps, should be excluded to avoid the high dependency on technology or websites. The interaction with technology will limit the staff involvement and students will seek information through the internet without interacting with the university staff members. Further, a general comparison table based on the six university website attributes is attached in Appendices as Table C.

Finally, a similar study which explored the effectiveness of the UK universities' websites indicated that 'traditional values' such as teaching and research were well communicated in terms of online brand but 'emotional values' like social responsibility were less consistently communicated due to lack of contact information provided in the websites such as telephone numbers, email, fax and online chats with the staff members (Chapleo et al., 2011). Therefore, similar to university websites with positive international student enrolments, university websites with negative international student enrolments should also provide more contact details of the staff members in various departments and should be more people oriented. Thus, these practical implications are useful for administrative bodies in Australian universities, which will increase student enrolments.

6.5. Limitations

There are certain limitations in this study such as time constraint as this is a Graduate Diploma programme of one year. This study is limited to the website content and disregards the viewpoints of international students and administrative personnel. It is argued to have limitations due to the lack of well-defined structure and protocols as this is a cross sectional case study and not a longitudinal study (Yin, 1999). In this study, the researcher mitigated this limitation by using the conceptual framework of the ICTRT to collect and analyze the data which provides a proper structure. The other drawback of the case study methodology is that the findings are limited to a small sample size (Yin, 1999). Consequently, this impact is mitigated by selecting a sample of six Australian university websites.

6.6. Future research perspectives

The present research focused on six university websites. The same study can be conducted in other competitive study destinations such as the UK, USA and Canada. The major two findings derived from level 1 and level 2 analysis, which are people oriented vs system focused and forward looking vs backward looking, should be further investigated and should be analysed in depth to find out the impact of the relationship among international student enrolments and institutional websites. This study can be expanded by using the perspectives and viewpoints of students, staff, and administrative personnel in order to get a complete picture of the scenario.

According to the literature review, few gaps have been identified for future researchers, which were less marketing research on international student recruitment strategies, focusing tertiary education institutes. The majority of these studies focused on the UK, USA and Canada with fewer studies focusing the country Australia even though it is one of the major competitive destinations for international students. The majority of the existing studies used quantitative data collection methods such as surveys, questionnaires and few studies used qualitative or exploratory approaches with semi-structured interviews and open-ended surveys as the main data collection instruments. Moreover, fewer studies specifically focused on perspectives of international students from nationalities such as China and India, which largely contribute to the higher education sector in Australia. According to the statistics of Australian Government Department of Education and Training, China and India accounted for 38.2% and 15.5% respectively of total student enrolments

in the higher education sector in 2016. Furthermore, this is a cross-sectional case study and a longitudinal study may enhance the understanding of trends over time in the higher education sector in Australia, which is another area for the future research.

6.7. Conclusion

This study explored the relationship between institutional websites towards the international student enrolments. The study applied the ICTRT framework, which is used to assess the effectiveness of websites. This is the first study, which applied this framework to the education context. The two significant findings were that university websites with positive international student enrolments are people focused (more interaction with staff) and university websites with negative international student enrolments are system or technology focused (by providing more external links to other websites and encouraging the students to rely on the website and internet information, and discouraging the interaction with people or university staff). The next finding indicated that university websites with positive international student enrolments focus future students and are forward looking, whereas university websites with negative international student enrolments focus on current and past students and are backward looking. The chapter also discusses theoretical implications, practical implications, limitations and concludes with future research perspectives.

References

- Abbott, M., & Ali, E. (2009). The impact of exchange rate variations and university reputation on the choice of destinations of international students in Australia and New Zealand. *Journal of Economic and Social Policy*, 13(1), 7.
- Abramson, J., & Hollingshead, C. (1999). Marketing on the internet, Provide consumer satisfaction. *Journal of Internet Marketing*, 1(1), 9802-9801.
- Adam, S., Mulye, R., Deans, K. R., & Palihawadana, D. (2002). E-marketing in perspective: a three country comparison of business use of the Internet. *Marketing Intelligence & Planning*, 20(4), 243-251.
- Agarwal, V. B., & Winkler, D. R. (1985). Foreign demand for United States higher education: a study of developing countries in the eastern hemisphere. *Economic Development and Cultural Change*, 33(3), 623-644.
- Al, P. N., & Carmen, A. (2011). A qualitative research regarding the marketing communication tools used in the online environment. *European integration-New Challenges* 1898.
- Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of “mixed” research approach. *Work study*, 51(1), 17-31.
- Arroyo, E., Selker, T., & Wei, W. (2006). *Usability tool for analysis of web designs using mouse tracks*. Paper presented at the CHI'06 extended abstracts on Human factors in computing systems.
- Atieno, O. P. (2009). An analysis of the strengths and limitation of qualitative and quantitative research paradigms. *Problems of Education in the 21st Century*, 13(1), 13-38.
- Babin, B. J., Carr, J. C., Griffin, M., & Zikmund, W. G. (2012). *Business research methods*: Australia.
- Bartelse, J., & Huisman, J. (2000). A Portrait of the Researcher as a Young (Wo) man *The Institutional Basis of Higher Education Research* (pp. 259-269): Springer.
- Beerli Palacio, A., Díaz Meneses, G., & Pérez Pérez, P. J. (2002). The configuration of the university image and its relationship with the satisfaction of students. *Journal of Educational administration*, 40(5), 486-505.
- Bista, K. (2016). *Campus support services, programs, and policies for international students*: IGI Global.
- Blackwell, A., Bowes, L., Harvey, L., Hesketh, A. J., & Knight, P. T. (2001). Transforming work experience in higher education. *British Educational research journal*, 27(3), 269-285.
- Bodycott, P. (2009). Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important. *Journal of research in International education*, 8(3), 349-373.
- Böhm, A., Follari, M., Hewett, A., Jones, S., Kemp, N., Meares, D., . . . Cauter, K. V. (2003). Forecasting international student mobility a UK perspective.
- Bohm, A., Follari, M., Hewett, A., Jones, S., Kemp, N., Meares, D., . . . Van Cauter, K. (2004). Forecasting international student mobility: A UK perspective. *London: British Council*.
- Bollen, L. H., Hassink, H. F., de Lange, R. K., & Buijl, S. D. (2008). Best practices in managing investor relations websites: Directions for future research. *Journal of Information Systems*, 22(2), 171-194.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

- Brown, R. M., & Mazzarol, T. W. (2009). The importance of institutional image to student satisfaction and loyalty within higher education. *Higher Education*, 58(1), 81-95.
- Burgess, L., & Cooper, J. (2000). MICA: Model of Internet Commerce Adoption. S. Rahman and M. Raisinghani. *Electronic Commerce: Opportunities and Challenges*. Idea Group Publishing. USA.
- Carnevale, D. (2005). To size up colleges, students now shop online. *Chronicle of Higher Education*, 51(40), A25.
- Carson, D., Gilmore, A., Perry, C., & Gronhaug, K. (2001). *Qualitative marketing research*: Sage.
- Caruana, A., Ramaseshan, B., & Ewing, M. T. (1998). Do universities that are more market orientated perform better? *International journal of public sector management*, 11(1), 55-70.
- Chapleo, C., Carrillo Durán, M. V., & Castillo Díaz, A. (2011). Do UK universities communicate their brands effectively through their websites? *Journal of Marketing for Higher Education*, 21(1), 25-46.
- Charoula, D., Eleonora-Ioulia, M., Fotini, P., & Maro, V. (2014). Evaluating destination marketing organizations' websites: Conceptual and empirical review. *Evaluating Websites and Web Services: Interdisciplinary Perspectives on User Satisfaction*, 1, 72-84.
- Charoula, D., Eleonora-Ioulia, M., Fotini, P., & Maro, V. (2015). Evaluating Destination Marketing Organizations' Websites: Conceptual and Empirical Review *Hospitality, Travel, and Tourism: Concepts, Methodologies, Tools, and Applications* (pp. 250-262): IGI Global.
- Chiou, Lin, & Perng. (2010). A strategic framework for website evaluation based on a review of the literature from 1995–2006. *Information & management*, 47(5-6), 282-290.
- Chiou, B. (2014). *International education, student migration and government policy: A comparative study of Australia and New Zealand*. Auckland University of Technology.
- Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.
- Cretchley, J., Rooney, D., & Gallois, C. (2010). Mapping a 40-year history with Leximancer: Themes and concepts in the Journal of Cross-Cultural Psychology. *Journal of Cross-Cultural Psychology*, 41(3), 318-328.
- Doolin, B., Burgess, L., & Cooper, J. (2002). Evaluating the use of the Web for tourism marketing: a case study from New Zealand. *Tourism management*, 23(5), 557-561.
- Duncan, T., & Moriarty, S. (2006). How integrated marketing communication's 'touchpoints' can operationalize the service-dominant logic. *The service-dominant logic of marketing: dialog, debate, and directions*, 236-249.
- Ereaut, G. (2002). *Analysis and interpretation in qualitative market research* (Vol. 4): Sage.
- Gatfield, T., Barker, M., & Graham, P. (1999). Measuring communication impact for university advertising materials. *Corporate Communications: An International Journal*, 4(2), 73-79.
- Gomes, L., & Murphy, J. (2003). An exploratory study of marketing international education online. *International Journal of Educational Management*, 17(3), 116-125.
- Goodman, J. W. (2003). The pros and cons of online dispute resolution: an assessment of cyber-mediation websites. *Duke Law & Technology Review*, 2(1), 1-16.

- Gray, B., Fam, K., & Llanes, V. (2003). Cross cultural values and the positioning of international education brands. *Journal of Product and Brand Management*, 12(2), 108-119.
- Gurău, C. (2008). Integrated online marketing communication: implementation and management. *Journal of communication management*, 12(2), 169-184.
- Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of public sector management*, 19(4), 316-338.
- Heshusius, L., & Ballard, K. (1996). *From Positivism to Interpretivism and Beyond: Tales of Transformation in Educational and Social Research (the Mind-body Connection)*: Teachers College Press.
- Hossler, D. (2005). Refinancing public universities. *Public funding of higher education: Changing contexts and new rationales*, 145-163.
- Howe, E. R. (2009). The internationalization of higher education in East Asia: A comparative ethnographic narrative of Japanese universities. *Research in Comparative and International Education*, 4(4), 384-392.
- Huang, I. Y., Raimo, V., & Humfrey, C. (2016). Power and control: managing agents for international student recruitment in higher education. *Studies in Higher Education*, 41(8), 1333-1354.
- Isa, F. M., Othman, S. N., & Muhammad, N. M. N. (2016). Postgraduate Students' Recruitment Strategies in Higher Education Institutions of Malaysia. *International Review of Management and Marketing*, 6(8S).
- Ivy, J. (2010). Choosing futures: influence of ethnic origin in university choice. *International Journal of Educational Management*, 24(5), 391-403.
- Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of mixed methods research*, 1(2), 112-133.
- Jones, M., & Diment, K. (2010). The CAQDA Paradox: A divergence between research method and analytical tool.
- José, M. C., Joaquín, S., & Julio, C. (2006). International students' decision-making process. *International Journal of Educational Management*, 20(2), 101-115.
doi:doi:10.1108/09513540610646091
- Kajanus, M., Kangas, J., & Kurttila, M. (2004). The use of value focused thinking and the A'WOT hybrid method in tourism management. *Tourism Management*, 25(4), 499-506.
- Kajanus, M., Kurttila, M., & Kangas, J. (2003). *A'WOT method and its recent elaborations in strategic natural resources management planning*. Paper presented at the Decision Support for Multiple Purpose Forestry. A transdisciplinary conference on the development of decision support tools for forest management. April 23-25, 2003. BOKU, Vienna, Austria. CD-Proceedings/Ed. Vacik, H., Lexer, MJ, Rauscher, MH, Reynolds, KM & Brooks, RT.
- Kasper, H. (2002). Culture and leadership in market-oriented service organisations. *European journal of marketing*, 36(9/10), 1047-1057.
- Klassen, M. L. (2002). Relationship marketing on the Internet: the case of top-and lower-ranked US universities and colleges. *Journal of Retailing and Consumer Services*, 9(2), 81-85.
- Kotler, P. (2011). Philip Kotler's contributions to marketing theory and practice *Review of Marketing Research: Special Issue—Marketing Legends* (pp. 87-120): Emerald Group Publishing Limited.
- Kuhn, T. S. (1963). *The function of dogma in scientific research*: na.

- Lacey, J. (2016). More colleges use Facebook to recruit students
<http://chronicle.com/blogs/headcount/more-colleges-usefacebook-to-recruit-students/29366>.
- Lancaster, G. (2009). *Research Methods in Management : A Concise Introduction to Research in Management and Business Consultancy*. Jordan Hill, United States: Taylor & Francis Group.
- Law, R., & Hsu, C. H. (2005). Customers' perceptions on the importance of hotel web site dimensions and attributes. *International Journal of Contemporary Hospitality Management*, 17(6), 493-503.
- Li, & Wang. (2010). Evaluating the effectiveness of destination marketing organisations' websites: Evidence from China. *International journal of tourism research*, 12(5), 536-549.
- Li, & Wang. (2011). Measuring the effectiveness of US official state tourism websites. *Journal of Vacation Marketing*, 17(4), 287-302.
- Li, G., Chen, W., & Duanmu, J.-L. (2010). Determinants of international students' academic performance: A comparison between Chinese and other international students. *Journal of Studies in International Education*, 14(4), 389-405.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75): Sage.
- Lipnack, J., & Stamps, J. (2008). *Virtual teams: People working across boundaries with technology*: John Wiley & Sons.
- Long, C. S., Kowang, T. O., & Fei, G. C. (2018). Website Quality of the Travel Agencies in Malaysia. *Business Management and Strategy*, 9(1), 114-135.
- Mairaj, M. I. (2016). Use of university's library websites in Pakistan: an evaluation. *Pakistan Journal of Information Management & Libraries (PJIM&L)*, 14.
- Mandel, M. J., Hof, R. D., Foust, D., & Muller, J. (2001). Rethinking the internet. *Business Week*(3725), 116-116.
- Manganari, E. E., Siomkos, G. J., Rigopoulou, I. D., & Vrechopoulos, A. P. (2011). Virtual store layout effects on consumer behaviour: applying an environmental psychology approach in the online travel industry. *Internet Research*, 21(3), 326-346.
- Marginson, S., & Van der Wende, M. (2007). To rank or to be ranked: The impact of global rankings in higher education. *Journal of studies in international education*, 11(3-4), 306-329.
- Matthews, D. (2012). Grand fee paid for each foreign student. *Times Higher Education*, 5.
- Mazzarol, T., Norman Soutar, G., & Sim Yaw Seng, M. (2003). The third wave: Future trends in international education. *International Journal of Educational Management*, 17(3), 90-99.
- Mazzarol, T., & Soutar, G. N. (2002). "Push-pull" factors influencing international student destination choice. *International Journal of Educational Management*, 16(2), 82-90.
- Meadows, E. (2011). From aid to industry: A history of international education in Australia. *Making a difference: Australian international education*, 50-80.
- Mentes, S. A., & Turan, A. H. (2012). Assessing the usability of university websites: An empirical study on Namik Kemal University. *Turkish Online Journal of Educational Technology-TOJET*, 11(3), 61-69.
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*: Jossey-Bass.
- Michael, I., Armstrong, A., & King, B. (2004). The travel behaviour of international students: The relationship between studying abroad and their choice of tourist destinations. *Journal of Vacation Marketing*, 10(1), 57-66.

- Moore, S., & Seymour, M. (2005). *Global technology and corporate crisis: Strategies, planning and communication in the information age*: Taylor & Francis.
- Mortimer, K. (2008). Identifying the components of effective service advertisements. *Journal of Services marketing*, 22(2), 104-113.
- NACAC. (2011). State of College Admission Report, Arlington, VA. *National Association for College Admission Counseling*.
- Naidoo, V. (2006). International education: A tertiary-level industry update. *Journal of research in international education*, 5(3), 323-345.
- Nejati, M., Shafaei, A., Salamzadeh, Y., & Daraei, M. (2011). Corporate social responsibility and universities: A study of top 10 world universities' websites.
- Neuman, L. W. (2014). *Social research methods*: Pearson Education Limited.
- Oplatka, I., & Hemsley-Brown, J. (2004). The research on school marketing: Current issues and future directions. *Journal of educational administration*, 42(3), 375-400.
- Ozturgut, O. (2013). Best practices in recruiting and retaining international students in the US. *Current Issues in Education*, 16(2).
- Pai, C., Xia, L., & Wang, W. (2014). A comparison of the official tourism website of five east tourism destinations. *Information Technology & Tourism*, 14(2), 97-117.
- Park, Y. A., & Gretzel, U. (2007). Success factors for destination marketing web sites: A qualitative meta-analysis. *Journal of Travel Research*, 46(1), 46-63.
- Pimpa, N. (2001). *The influence of family, peers, and education agents on Thai students' choices of international education*. Paper presented at the 15th Australian International Education Conference.
- Pimpa, N. (2003). The influence of family on Thai students' choices of international education. *International Journal of Educational Management*, 17(5), 211-219.
- Plack, M. M. (2005). Human nature and research paradigms: Theory meets physical therapy practice. *The Qualitative Report*, 10(2), 223-245.
- Proctor, R. W. (2005). Methodology is more than research design and technology. *Behavior Research Methods*, 37(2), 197-201.
- Rahnemai, M. T., Rezvani, M. R., Rahimpour, A., & Jafari, F. (2015). Evaluation of Tourism Websites from Urban Development Perspective (Case Study: Metropolitan Tehran). *International Journal of Architecture and Urban Development*, 5(4), 59-66.
- Raymond, L. (2001). Determinants of web site implementation in small businesses. *Internet Research*, 11(5), 411-424.
- Rockstrom, A., & Zdebel, B. (1998). A network strategy for survival. *IEEE Communications Magazine*, 36(1), 36-40.
- Ross, M. (2009). *Exploring Educational Institutions' Orientation in Relation to International Student Recruitment Performance: The Strategic Orientation Performance (SOP) Model*: Griffith University.
- Rowley, J. (2001). Remodelling marketing communications in an Internet environment. *Internet Research*, 11(3), 203-212.
- Sabaruddin, S. A., Abdullah, N. H., & Jamal, S. A. (2012). An Evaluation of the Homestay Tourism Website in Promoting Heritage Tourist Attractions. *Penerbit UiTM*, 31.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*: Pearson education.
- Schulte, B. A. (2003). Scientific writing & the scientific method: Parallel "hourglass" structure in form & content. *The American Biology Teacher*, 65(8), 591-594.

- Schultz, M., Hatch, M. J., & Larsen, M. H. (2000). *The expressive organization: Linking identity, reputation, and the corporate brand: Linking identity, reputation, and the corporate brand*: OUP Oxford.
- Schulze, S. (2003). Views on the combination of quantitative and qualitative research approaches. *Progressio*, 25(2), 8-20.
- Schwandt, T. A., & Schwandt, T. A. (2001). Dictionary of qualitative inquiry.
- Sekaran, U., & Bougie, R. (2016). *Research methods for business: A skill building approach*: John Wiley & Sons.
- Sheth, J. N. (2002). The future of relationship marketing. *Journal of services marketing*, 16(7), 590-592.
- Simmons, G. J. (2007). “i-Branding”: developing the internet as a branding tool. *Marketing Intelligence & Planning*, 25(6), 544-562.
- Smith, J., & Firth, J. (2011). Qualitative data analysis: the framework approach. *Nurse researcher*, 18(2), 52-62.
- Soliman, S. (2016). *Internationalisation strategies in UK universities*. University of Huddersfield.
- Soo, K. T., & Elliott, C. (2010). Does price matter? Overseas students in UK higher education. *Economics of Education Review*, 29(4), 553-565.
- Sotiriadou, P., Brouwers, J., & Le, T.-A. (2014). Choosing a qualitative data analysis tool: A comparison of NVivo and Leximancer. *Annals of Leisure Research*, 17(2), 218-234.
- Stake, R. E. (1995). *The art of case study research*: Sage.
- Sun, S., Fong, D. K. C., Law, R., & He, S. (2017). An updated comprehensive review of website evaluation studies in hospitality and tourism. *International Journal of Contemporary Hospitality Management*, 29(1), 355-373.
- Sweeney, J. C., Soutar, G. N., & Mazzarol, T. (2008). Factors influencing word of mouth effectiveness: receiver perspectives. *European Journal of Marketing*, 42(3/4), 344-364.
- Tang, T. (2011). Marketing higher education across borders: a cross-cultural analysis of university websites in the US and China. *Chinese Journal of Communication*, 4(4), 417-429.
- Tracy. (2010). Qualitative Quality: Eight “Big-Tent” Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10), 837-851.
- Tracy. (2012). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*: Wiley.
- Wang. (2009). *Institutional recruitment strategies and international undergraduate student university choice at two Canadian universities*.
- Wang, Y. (2015). A Hypermodal Analysis of “Care” in Healthcare Communication. *The Asian ESP Journal*, 40.
- Wang, Y., & Russo, S. M. (2007). Conceptualizing and evaluating the functions of destination marketing systems. *Journal of Vacation Marketing*, 13(3), 187-203.
- Xiang, Z., Woeber, K., & Fesenmaier, D. R. (2008). Representation of the online tourism domain in search engines. *Journal of Travel Research*, 47(2), 137-150.
- Yin, R. K. (1999). Enhancing the quality of case studies in health services research. *Health services research*, 34(5 Pt 2), 1209.

Appendices

Selection of the respective university websites for the study - The international student enrolment data is obtained through Higher Education Statistics data base (uCube)⁷. Out of the 43 universities in Australia six university websites been selected for this study considering the state, undergraduate and postgraduate percentage change of international student enrolments during a time period of six-years (2011 to 2016).

Table A: International postgraduate student enrolment and percentage change in enrolment between 2011 and 2016 in Australian Universities

University	2011	2012	% change 2011- 2012	2013	% change 2012- 2013	2014	% change 2013- 2014	2015	% change 2014- 2015	2016	% change 2015- 2016	% change 2012- 2016
Charles Darwin University	314	333	6.05	437	31.23	831	90.16	1065	28.15	1270	19.24	281.38
The University of Sydney	5464	5283	-3.31	6041	14.34	7349	21.65	9120	24.09	11419	25.20	116.14
University of Technology Sydney	5464	5283	-3.31	6041	14.34	7349	21.65	9120	24.09	11419	25.20	116.14
Monash University	5497	5647	2.72	6264	10.92	7826	24.93	9198	17.53	10951	19.05	93.92
Deakin University	3132	2968	-5.23	3200	7.81	3813	19.15	4253	11.53	4785	12.50	61.21
The Australian National University	2981	3155	5.83	3490	10.61	3994	14.44	4055	1.52	4747	17.06	50.45
RMIT University	4332	3949	-8.84	3987	0.96	4569	14.59	5015	9.76	5609	11.84	42.03
University of Tasmania	1270	1374	8.18	1287	-6.33	1423	10.56	1712	20.30	1925	12.44	40.10
Flinders University	2239	2345	4.73	2648	12.92	2860	8.00	3199	11.85	3206	0.21	36.71
The University of Western Australia	1884	1664	-11.67	1530	-8.05	1568	2.48	1754	11.86	2155	22.86	29.50
The University of Queensland	5089	5141	1.021	5200	1.147	5396	3.76	5831	8.06	6498	11.43	26.39
Swinburne University of Technology	2856	2455	-14.04	2424	-1.26	2752	13.53	2892	5.08	3090	6.84	25.86
Queensland University of Technology	2791	2783	-0.28	2928	5.21	3477	18.75	3461	-0.46	3166	-8.52	13.76
Curtin University of Technology	3724	3423	-8.08	3342	-2.36	3534	5.74	3871	9.53	3669	-5.21	7.18
Australian Catholic University	627	604	-3.66	569	-5.79	621	9.13	633	1.93	645	1.89	6.78
Griffith University	3187	2914	-8.56	2792	-4.18	3010	7.80	2820	-6.31	2833	0.46	-2.77
James Cook University	2115	2281	7.84	2636	15.56	2779	5.42	2487	-10.50	2211	-11.09	-3.06

⁷ <http://highereducationstatistics.education.gov.au/>

University of Southern Queensland	2916	2827	-3.05	2452	-13.26	2616	6.68	2745	4.93	2616	-4.69	-7.46
Victoria University	2212	2124	-3.97	2038	-4.04	2226	9.22	2017	-9.38	1929	-4.36	-9.18
University of Canberra	1529	1536	0.45	1468	-4.42	1488	1.36	1466	-1.47	1367	-6.75	-11.00
University of South Australia	2537	2266	-10.68	2043	-9.84	1984	-2.88	1964	-1.00	1984	1.01	-12.44
The University of Newcastle	2466	2579	4.58	2637	2.24	2443	-7.35	2187	-10.47	2208	0.96	-14.38
Murdoch University	969	1285	32.61	1238	-3.65	1188	-4.03	1184	-0.33	1088	-8.10	-15.33
University of Wollongong	5,128	4,991	-2.67	5,328	6.75	5,746	7.84	5,446	-5.22	5,690	4.48	14.00
University of Melbourne	4,679	5,943	27.01	7,346	23.60	9,034	22.97	10,355	14.62	11,867	14.60	99.68
University of New England	927	839	-9.49	607	-27.65	568	-6.42	589	3.69	686	16.46	-18.23
University of Notre Dame Australia	97	83	-14.43	38	-54.21	36	-5.26	40	11.11	45	12.5	-45.78
Charles Sturt University	1784	1989	11.49	2530	27.19	3594	42.05	4671	29.96	6428	37.61	223.18
Southern Cross University	682	645	-5.43	568	-11.94	767	35.03	893	16.43	1141	27.78	76.89
Macquarie University	4377	4252	-2.94	4471	5.15	4426	-1.01	4115	-7.03	4484	8.97	5.46
University of New South Wales	6082	5969	-1.86	6049	1.34	6387	5.59	7012	9.78	8493	21.12	42.29
University of Western Sydney	2125	1985	-6.59	2091	5.34	2301	10.04	2109	-8.34	2108	-0.04	6.19
Bond University	1176	1190	1.19	1154	-3.03	1270	10.05	1295	1.97	1455	12.36	22.27
University of the Sunshine Coast	316	253	-19.94	356	40.71	533	49.72	494	-7.32	846	71.26	234.39
CQ University	3492	2699	-22.71	2615	-3.11	3226	23.37	3797	17.69	4140	9.03	53.39
University of Adelaide	3017	2996	-0.69	3053	1.90	3213	5.24	3343	4.04	3431	2.63	14.52
Torrens University Australia	NA	NA	NA	NA	NA	NA	NA	248	NA	1284	417.74	NA
Federation University of Australia	2632	2481	-5.74	2885	16.28	3504	21.46	3697	5.50	2583	-30.13	4.11
La Trobe University	2941	2912	-0.98	3166	8.72	3681	16.27	3673	-0.22	3895	6.04	33.76
Edith Cowan University	2007	1655	-17.54	1446	-12.63	1558	7.75	1964	26.06	2586	31.67	56.25
University of Divinity	51	68	33.33	78	14.71	64	-17.95	69	7.81	78	13.04	14.71
University College London	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Carnegie Mellon University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA=Not available

Table B: International undergraduate student enrolment and percentage change in enrolment between 2011 to 2016 in Australian Universities

University	2011	2012	% change 2011- 2012	2013	% change 2012- 2013	2014	% change 2013- 2014	2015	% change 2014- 2015	2016	% change 2015- 2016	% change 2012- 2016
Charles Darwin University	566	675	19.25	724	7.25	989	36.60	1379	39.43	1342	-2.68	98.81
The University of Sydney	5650	5518	-2.33	5589	1.28	5651	1.10	6143	8.70	7098	15.54	28.63
University of Technology Sydney	4588	4695	2.33	4745	1.06	4739	-0.12	4961	4.68	5619	13.26	19.68
Monash University	16988	16306	-4.01	15533	-4.74	15472	-0.39	16541	6.90	18181	9.91	11.49
Deakin University	5091	4654	-8.58	3975	-14.58	3715	-6.54	4061	9.31	4627	13.93	-0.58
The Australian National University	2290	2158	-5.76	1953	-9.49	1989	1.84	2140	7.59	2611	22.00	20.99
RMIT University	22622	22532	-0.39	22411	-0.53	21822	-2.62	21244	-2.64	21477	1.09	-4.68
University of Tasmania	4371	4017	-8.09	3585	-10.75	3386	-5.55	3625	7.058	3477	-4.08	-13.44
Flinders University	1427	1347	-5.60	1140	-15.36	1203	5.52	1227	1.99	1369	11.57	1.63
The University of Western Australia	3805	3759	-1.20	3711	-1.27	3639	-1.94	2998	-17.61	2745	-8.43	-26.97
The University of Queensland	5680	5698	0.31	5694	-0.070	5840	2.56	6010	2.91	6282	4.52	10.24
Swinburne University of Technology	6341	6809	7.38	6160	-9.53	5673	-7.90	5592	-1.42	5777	3.30	-15.15
Queensland University of Technology	4077	4205	3.13	4144	-1.45	4048	-2.31	4114	1.63	4199	2.06	-0.14
Curtin University of Technology	14135	12980	-8.17	12056	-7.11	11671	-3.19	11327	-2.94	10751	-5.08	-17.17
Australian Catholic University	2807	2366	-15.71	1996	-15.63	2014	0.90	2179	8.19	2207	1.28	-6.72
Griffith University	7167	6442	-10.11	5733	-11.00	5422	-5.42	5276	-2.69	5059	-4.11	-21.46
James Cook University	3107	3388	9.04	3442	1.59	3432	-0.29	3193	-6.96	3199	0.18	-5.57
University of Southern Queensland	2692	2593	-3.67	2248	-13.30	1932	-14.05	1410	-27.01	995	-29.43	-61.62
Victoria University	5,114	5,201	1.70	6,859	31.87	7,677	11.92	7,210	-6.08	7,017	-2.67	34.91
University of Canberra	2267	2324	2.51	2165	-6.84	2464	13.81	2467	0.12	2299	-6.80	-1.07
University of South Australia	7496	6293	-16.04	5223	-17.00	4100	-21.50	3603	-12.12	3485	-3.27	-44.62
The University of Newcastle	3219	3079	-4.34	2995	-2.72	2895	-3.33	2760	-4.66	2713	-1.70	-11.88
Murdoch University	5,223	7,282	39.42	8,440	15.90	8,773	3.94	8,553	-2.50	8,131	-4.93	11.65

University of Wollongong	5,040	5,649	12.08	6,357	12.53	6,683	5.12	6,959	4.12	7,415	6.55	31.26
University of Melbourne	6,824	6,481	-5.02	6,311	-2.62	6,500	2.99	7,402	13.87	8,615	16.38	32.92
University of New England	532	541	1.69	402	-25.69	365	-9.20	349	-4.38	351	0.57	-35.12
University of Notre Dame Australia	261	184	-29.50	139	-24.45	117	-15.82	101	-13.67	89	-11.88	-51.63
Charles Sturt University	3306	3255	-1.54	3240	-0.46	3253	0.40	2865	-11.93	2351	-17.94	-27.77
Southern Cross University	2521	2022	-19.79	1360	-3.74	1154	-15.15	1272	10.22	1622	27.52	-19.78
Macquarie University	7569	6695	-11.55	5143	-23.18	4364	-15.15	4074	-6.65	4906	20.42	-26.72
University of New South Wales	6489	6394	-1.46	6097	-4.64	5896	-3.29	6236	5.77	7268	16.55	13.67
University of Western Sydney	2099	2131	1.52	2090	-1.92	2236	6.99	2356	5.37	2563	8.78	24.49
Bond University	764	664	-13.09	554	-16.57	493	-11.01	497	0.82	498	0.20	-25
University of the Sunshine Coast	470	441	-6.17	465	5.44	588	26.45	717	21.94	1216	69.59	175.74
CQ University	3380	2705	-19.97	1744	-35.53	1211	-30.56	921	-23.95	799	-13.25	-70.46
University of Adelaide	3772	3815	1.14	3445	-9.69	3360	-2.47	3476	3.45	3732	7.36	-2.18
Torrens University Australia	NA	NA	NA	NA	NA	NA	NA	NA	NA	1562	NA	NA
Federation University of Australia	2980	3256	9.26	3038	-6.69	3148	3.62	3385	7.53	3002	-11.31	-7.80
La Trobe University	5552	5062	-8.83	4361	-13.85	4130	-5.29	4243	2.74	4669	10.04	-7.76
Edith Cowan University	3500	3109	-11.17	2779	-10.61	2451	-11.80	2306	-5.92	2453	6.37	-21.10
University of Divinity	62	65	4.84	64	-1.54	63	-1.56	65	3.17	64	-1.54	-1.54
University College London	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Carnegie Mellon University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

NA=Not available

As shown in the above Tables out of the these universities, a positive percentage variance appears to be in University A, B and C. Negative percentage trend appears to be in University D, E, and F. The constant percentage variance is disregarded due to the unavailability. Therefore, the websites of these six universities been selected for further investigation of this study.

Table C: website characteristics used by each university in the study sample

Website characteristics	✓ Yes × No					
	University A	University B	University C	University D	University E	University F
1.Availability of international student icon in the home page	×	✓	✓	✓	✓	✓
2.Divides the information to different regions	×	×	✓	✓	×	×
3.Provides information with maps, documents on other campus locations	✓	✓	✓	×	✓	✓
4.Convenience to navigate and find learning resources and facilities	✓	✓	✓	✓	✓	✓
5.Health and safety information with respective links	✓	✓	×	✓	×	✓
6.Online facilities to lodge student complains or academic appeals	✓	×	✓	×	×	×
7.Provides information on telecommunication, computer and internet support	✓	×	×	×	×	✓
8.Availability of website feedback columns	✓	×	×	×	×	×
9.Provides information of the lifestyle in the respective city with places to visit using videos	✓	✓	✓	✓	×	✓
10.Convenience in finding the information on student societies, clubs, sports and fitness	✓	✓	×	✓	×	✓
11.Information on multicultural assistance and religious support	✓	✓	×	×	✓	✓
12.Pre-arrival information sessions in the home country and information workshops with dates	✓	✓	✓	×	✓	×
13.Convenience in finding information on student visa	✓	✓	✓	✓	✓	✓
14.Availability of the pre arrival planning guide and other information	✓	✓	✓	✓	×	×
15.Provides information of OSHC and medical services without stating contact numbers of officers	✓	✓	✓	✓	×	✓
16.Careers center services and advise on working hours, employment laws, tax etc.	✓	✓	✓	✓	×	✓
17.Returning guide to home from Australia with travel assistance, checklists	✓	×	×	×	×	×
18.Accommodation help with university database and portals	✓	✓	✓	✓	×	✓
19.Living cost management advise with online budgeting tools and links	✓	×	✓	✓	✓	×
20.Travelling cost information with public bus timetables and concession fees	✓	✓	×	×	×	✓
21.Course browsing facilities with online glossary, search engine and customized filtering options	✓	✓	✓	✓	✓	✓

22. Convenience to find the links on financial assistance information (loan schemes, scholarships etc.)	✓	✓	✓	✓	✓	✓
23.Provides information for agents and links for agent database	✓	✓	✓	✓	✓	✓
24.Availability of video tutorials to assist the students	✓	✓	✓	x	x	x
25.Information availability in different languages with translated brochures and webpages	x	✓	✓	✓	✓	✓
26.Self-credit and admissions eligibility search option	x	✓	x	x	x	x
27.Information availability with segregated sections as undergraduates, postgraduates etc.	✓	✓	✓	x	x	✓
28.Self -course fee calculator search engines, currency converter tools	x	✓	✓	x	x	x
29.Convenience in finding information on university policies and penalties	x	✓	✓	x	x	x
30.The feasibility in finding the direct contact details	✓	✓	✓	✓	✓	✓
31.Relevance of the FAQ's to international students	x	✓	x	✓	x	✓
32.The offer acceptance, defer and enrolment online-facility	x	✓	✓	✓	x	x
33.Online facilities for international student enquires	✓	✓	✓	✓	✓	✓
34. Direct links for English Language pre entry and pathway programs	x	✓	✓	✓	x	✓
35.Availability of study abroad and exchange information for international students without directing to a brochure or officer	✓	✓	✓	x	x	x
36.The convenience in finding the links on brochures, handbooks and publications	x	✓	x	✓	✓	✓
37. Provide information of past students who are successful and work for reputed organisations	x	✓	✓	x	✓	x
38.Online booking facilities of free airport pickup, and on –campus accommodation etc.	x	✓	x	x	✓	✓
39. Bank account setup guidance and information on Australian Banks	x	✓	✓	✓	x	✓
40. Employment support with support on job finding	✓	✓	✓	x	x	✓
42. Legal advice, working laws tax etc.	✓	✓	✓	✓	✓	✓
43. Information of pre entry and pathway programs information	x	✓	x	✓	x	x
44.Repetition of the links	x	x	x	✓	✓	x
45. Mismatch between the heading and the content	x	x	x	✓	✓	x
46. Encourages Muslim students with separate handbook on Halal food, culture and religious activities	x	✓	x	x	✓	x
47. Encourages to act as agents for international school counselors and teachers	x	✓	✓	x	x	x

