

# THE PUSH-PULL FACTORS INFLUENCING INTERNATIONAL STUDENTS' DESTINATION CHOICE: A CASE STUDY IN TURKEY

Neaman Timori Istanbul Aydin University, Master Business Administration, Istanbul, Turkey

## ABSTRACT

For many developed countries promoting global education is seen as a phenomenon. Borderless education not only reveals students' willingness to seek higher education abroad with a view to having a better level of life, but also is a source of income for universities. The same patterns have also shown that the desire of choosing to learn abroad has increased inconsistently and seasonally due to the influence of internal and external factors of the country.

Turkey has been mainly regarded as a source country, with its long history of sending students abroad to higher education (Kondakci, 2011). However, Turkey has increased its efforts, like many other countries of origin, in recent years to recruit foreign students. Inbound student mobility increased negligibly between 1983 and 1992 according to statistical data. By 2019 Turkey has hosted 154,509 international students in different fields.

the foreign student population in Turkey has increased by almost 300 per cent over the last decade. The government and universities' recent internationalization initiatives have the potential to render Turkey an even more desirable destination for foreign students, including those from surrounding regions. This remarkable potential for growth does not come without its obstacles, and obviously needs further investigation. More work on evolving global study destinations such as Turkey is required to drive ambitious growth policies in the numbers of foreign students in those regions (Özoğlu, M., B.S. Gur, 2018).

The study findings analyzed through this research indicate that, there are three general factors influencing the push-pull factors influencing international student's destination choice. According to the findings, firstly the micro level factors statistically effect the dependent variable and has a positive relationship. In this factor different items including Family Influence, Expectations, Language, international Experience were tested to see if all are combined correctly. Although this factor has very weak relationship but students do not ignore it while making their decision making especially language skill.

Secondly, Meso level factors including items like Scholarships, Tuition, Reputation of Institution, and Quality of Education have been tested if they have any relationship with international student destination choice. The analysis indicates a positive significant linear relationship among this factor and dependent variable.

Among all these items tuition is being more considered while making the decision especially while most international

student in turkey are from Asian countries that are listed as developing countries.

Finally, macro level including items like Immigration Policy, Social Cultural, and Security Factors are also being tested with dependent variables. The findings illustrate a moderate positive statistically significant linear relationship among the variables. This variable has the highest effectiveness with international students' destination choice, among all the immigration policies that are in Turkey makes it a little challengeable to choose it as a destination choice.

Finally, through the studies the point that the demand for international education is influenced by many factors that are needed to be considered. Shortage of access to higher education in many Asian and African countries has been a primary cause of most of the student migration that has arisen in the latter half of the 20th century. Historical or colonial links between host and home countries have played an important role in determining the direction of much of the international student flow.

**Keywords:** International Students' Destination Choice, Push-Pull Factors, Foreign Students Influencing Factors Over Destination Choice.

## I. INTRODUCTION

Higher education internationalization is increasingly growing trend that challenges and drives the conceptualization and application of higher education. Countries and institutions of private higher education around the world adopt new strategies and practices to draw more foreign students. Institutions and countries are at the center and methods to internationalization. In general, the inspiration to professionalize the academic fields was to increase education partnerships and quality, to raise the economic basis for earnings and to recruit renowned cadres, to promote cross-cultural understanding and awareness, and to promote public diplomatic and foreign politics on the politically-based basis (Knight and de Wit, 1999).

With a fast-growing higher education sector, understanding how to attract foreign students is becoming increasingly essential. Researchers have identified the factors that motivate students to study abroad by investigating 'pushing' and 'pulling' factors in their home countries (Mazzarol & Soutar, 2002; McMahon, 1992). According to Mazzarol and Soutar (2002), the push factors are identified as the drivers operating within the country, and initiate an international study decision of a student while pull factors refer to dimensions within the study destination, which make them attractive for international students.

Therefore, it is very interesting to research the driving forces that motivate international students to select Turkey as the destination for all we have discussed.

The decision-making process for choosing a country to study abroad according to (Mazzarol & Soutar, 2002), includes at least three stages:

First, the decision to study globally instead of locally, which is impacted by "push" factors. Second, choosing the host country which is more important as the "pull" factors and finally selecting an institution by students in the host country university. The third stage will make a certain organization more attractive than competitors additional "pull". (Mazzarol & Soutar, 2002).

This research would examine the process from the Micro (Family Influence, Expectations, Language, international Experience), Meso (Scholarships, Tuition, Reputation of Institution, Quality of Education) and Macro (Immigration Policy, Social Cultural, Security Factors, I) levels.

## II. RESEARCH PURPOSE

The current study is indeed conducted to evaluate the factors affecting Turkey 's preference of foreign students as their destinations for overseas education. In addition, to give Turkish universities / institutes some motivation, which recruit international students to attract more international students to study in Turkey. In fact, to improve the international image of Turkey and Turkish institutions through adequate recruitment publicity. And finally, to draw more foreign students to study in Turkey and to lay a strong basis for long-term political, legal, commercial and cultural exchanges between home country students and Turkey.

## III. RESEARCH HYPOTHESES

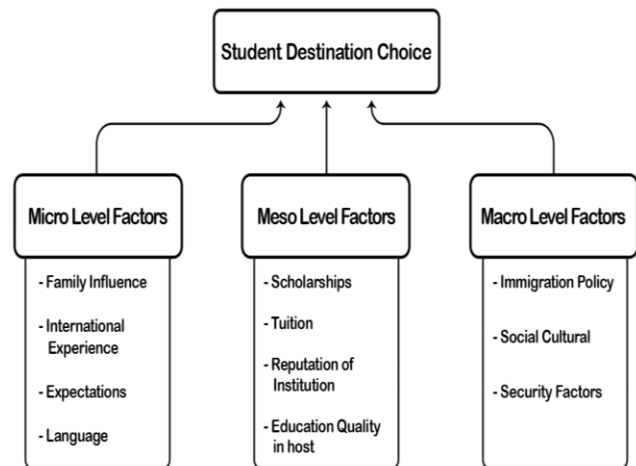
Bellow hypotheses are written according to the conceptual framework:

H1: Micro level factors positively influence students' destination choice.

H2: Meso level factors positively influence students' destination choice.

H3: Macro level factors positively influence students' destination choice.

## IV. CONCEPTUAL FRAMEWORK



## V. RESEARCH METHODOLOGY

This section demonstrates the approaches and methodology used in this research, as well as the instruments, and data collection methods:

- Descriptive Research: It takes an experimental and factual approach and seeks to establish clear and observable facts.
- Quantitative Research: It is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques.
- Data Collection: Both primary and secondary methods of data collection were used. In order to collect primary data questionnaire was distributed as an instrument.
- Population: The population for current research is international students in Istanbul, Turkey.
- Sampling: As international students' population is relatively large in Istanbul, the sample size for the population was decided 320 with 95% confidence level and a margin error of 5%
- Response Rate: Response rate with regards to the distributed and received survey questionnaires is 95.2%, which makes it 257 responses.
- Data Analysis: Percentage, Mean and standard deviation were used, and hypothesis testing process was carried out using multiple regression analysis through SPSS software.

## VI. LITERATURE REVIEW

Why do students choose to study abroad? Standard perceptions of their potential to increase the economic and social standing of the individual have motivated demand for education, specifically in higher educational practices. Reduced exposure to schooling in their own country has contributed to a significant rise in the amount of foreign students studying abroad for people in less developed nations. The total increase in foreign student flows between 1960 and 1970 was about 9% and continued at about 6% from 1970 to 1980 (Hughes, 1988). Although there is some indication that the total amount of foreign students during the 1980s and 1990s was declining (Kemp, 1995), a global industry was established.

A combination of "push and pull" factors which encourage students to study abroad may explain the global trend of international student flows. "Push" influences operate within the country of origin and cause an international study decision for students. In a host country, "pull" factors make the country fairly attractive to foreign students. Some of these causes are implicit in the country of origin, some in the country of host and some in the candidates themselves.

### A. Push and Pull Effects for International Students:

Research indicate that various factors will affect the choice of students. The "push" aspect helps students to make choices about international learning (Mazzarol & Soutar, 2002). Students are particularly dissatisfied with the quality of education in their home countries and want higher education in better quality (Lee, 2017). Some educators are being "pushed" from their home countries as local universities are not accessible. Factors such as economic and political powers, which may draw students overseas, such as migratory incentives and decent schooling (Bodycott & Lai, 2012). "Pull" applies to the reasons that make the home country to foreign students more appealing. Factors such as friend and family recommendations, academic conditions and foreign student support. Any of these variables are present in the country of birth, some are from developing countries and graduates (Mazzarol & Soutar, 2002). Such considerations impact not only your choice of destination in the international analysis, but also influence institutional preference. The Mazzarol & Soutar (2002) judgment cycle includes at least three stages

First, determine which foreign research is affected by "push" influences, rather than locally; Second, choosing host countries that are increasingly important as "pull" factors; Thirdly, students choose institution. In the third step, more "pull" considerations make certain organizations more appealing than others (Mazzarol & Soutar, 2002).

### B. Concept of Micro, Meso and Macro Level Factors

Indeed, when taking decisions to study internationally, international students are influenced by many multilevel factors. This dissertation is aimed at analyzing this process from the levels of micro, meso and macro. It will also try to evaluate causes, backgrounds and preferences of foreign students to study, however interrelated variables, in Turkey.

1) Micro-level factors ("Push" factors) influencing the decision making:

a) Family Influence

The decision to study abroad is usually taken by the students but also by the specific members of the family (Bodycott & Lai, 2012; Bodycott, 2009). In some situations, the opinions of parents, family members and friends are paid more attention to the role of parents (Mazzarol & Soutar, 2002; Bodycott, 2009).

In certain nations, the popular culture is based mainly on Confucian values. Respecting family values and authority-" Filial Piety "plays a significant role in such a cultural setting (Salili, Fu, Tong & Tabatabai, 2001). The key characteristic of Confucian culture is filial obedience, respect and obedience of parents (Salili & Lai, 2003).

b) International Experience

International students are an increasingly important source of diversity on university campuses. They add to the variety and family and domestic perspectives of the campus community (Wu, Garza & Guzman, 2015). International education and student mobility have become a central aspect of their educational lives for many students (Nilsson, 2015). The adjustments made by studying abroad reflect the experience of students abroad (Norris and Gillespie (2009)).

Educators believe that quality education and international / cultural exposure are essential factors that affect their abroad willingness to research. Students concentrate more on the foreign perspective of education during the course (Bodycott, 2009). The students got an expectation that their education was better, and that they felt they would be got abroad in relation to their home countries Increased Students (Bodycott, 2009).

c) Expectations

Foreign students are enthusiastic about their abroad experience. While joining new life, aspirations of the learning skills required in life abroad, host country experiences, difficulties and problems are taken into account. Many students come to a different nation with their parents' expectations. Such aspirations include graduation, financial aid and future jobs. In general, overseas tuition is more expensive than home education, and international students would have more burden in short term to fulfill such demands (Wu, Garza & Guzman, 2015).

Future placement and financial stability are also a common priority (Gordon, 2000). Improving job prospects and emigration prospects, for example (Bodycott, 2009). Earlier studies indicate that if

students follow their goals and preferences while traveling abroad, then it is a positive for them (Arambewela & Hall, 2009; Arambewela, Hall & Zuhair, 2006).

d) Language

Language is known to be the gravest academic issue that prohibits foreign students from integrating correctly (Galloway & Jenkins, 2005). The enrolment of foreign students is a crucial consideration (Nilsson, 2015). English is the most frequently used second language for international students. The number and convenience of foreign and exchange students is adequate in terms of English teaching courses offered by the Turkish Universities. The English courses offered by Turkish universities therefore make a major contribution to drawing foreign students.

2) Meso-level factors (“pull” factors) influencing the decision making:

a) Scholarships

When families plan to live overseas, paying for tuitions and expenses is a big consideration. Bodycott (2009) pointed out in the research that Overseas tuition costs were a big concern for the families of students. In some situations, parents expect that universities will offer high-quality tuition, fully funded programs and bonds and other funding options. The creation of foreign scholarships, new international collaborations and collaboration would indirectly affect the image of the education system in a country (Trilokekar & Kizilbash, 2013). Financial assistance, such as bonds, is critical when it comes to high living costs.

b) Tuition

Previous experiments have shown to have a financial effect on the preference of students to study abroad (Paulsen & St. John, 2002; Kurlaender, 2006). In Bodycott and Lai (2009), In certain cases, households take the reasons that include tuition and living expenses into account. One or both parents of the 89.5% of students surveyed remained the major financial provider of their cross-border study. Elliott and Soo (2013) pointed out that More charges raising the number of candidates. In the previous year, the higher the number of candidates, the higher the tuition rate. One way more international students will be drawn is to reduce tuition fees (Trilokekar & Kizilbash, 2013; Hemsley- Brown & Oplatka, 2006). Financial competition plays a key role, which may adversely impact the choices of students (S. Wilkins et al., 2013).

c) Reputation of Institution

The choice of the educational institution has a favorable face and strong reputation (Krampf & Heinlein, 1981; Mazzarol, 1998; Bourke, 2000; Gutman & Miaoulis, 2003). International students are drawn by the global rankings and reputations of the university (Krampf & Heinlein, 1981; Mazzarol, 1998; Bourke, 2000; Gutman & Miaoulis, 2003). Usually, students select their colleges carefully based on the reputation, their previous experiences and their marketing activities (Ivy, 2001). Additional significant considerations may include academic prestige, instructor productivity, academic reach and other variables (Mazzarol, 1998).

d) Quality of Education in Host

Students are becoming more selective and more demanding in their choice of universities (Petruzzellis & Romanazzi, 2010). Previous work has shown that consistency is a distinguishing interest attribute (Agarwal & Teas, 2001; Ulaga & Chacour, 2001). Universities will attract more students by tracking their own education quality and continuing to grow despite the increasingly fierce competition. To retain its market position, universities have to regularly review the consistency of their goods (Ford et al., 1999). The main (teaching) and external (administrative) components all contribute to the consistency and effectiveness of the University (Petruzzellis & Romanazzi, 2010). Institutions for higher education need to concentrate on building a reputation for institutional excellence and standard of service. This will lead to the growth and competitive advantages of an organization on the market (Ng & Tang, 2008). In order to ensure sustainable growth and sustainability in this thriving global market, higher training as an exportable product of services should be held under tight oversight of quality control (Mok, 2016; Mok & Ong, 2012). The excellent education resource is obviously an important factor in attracting foreign students.

3) Macro-level factors (“Pull” factors) influencing the decision making:

a) Immigration Policy

The results of Cheung et al. (2016) demonstrated that immigration policy is a key driver for students to select their place of study. In a British Council study (n.d.) two important factors influencing the selection of students from the host country have been the ease of immigration and the ease of finding jobs during and during the trial (Cheung et al., 2011). In exporting to other countries higher education, immigration policies, such as jobs and citizenship, also play a significant role as a further analysis (Cheung et al., 2011).

b) Social Culture

Culture is a description of human behavior, including convictions, values, standards and social practices (Lustig & Koester, 2006). Most surveys suggest that students want a new society (Nilsson, 2015). For students studying abroad, contact with local culture is very relevant (Cheung et al., 2011). The cultural backgrounds of international students, particularly students from different cultures, languages and faiths, are very different to the host cultures. Students see issues in certain ways distinctly. Many essential principles of the host nation would definitely be overlooked and vice versa (Huang, 2008). Lewthwaite concluded in his study that “the differences in values, attitudes and beliefs between home and host cultures were seen as great and coupled with the sense of loss of the familiar (including food) put considerable pressure on the students” (Lewthwaite, 1986).

Many students abroad also have the capability to reflect upon and criticize their fundamental values and attitudes to themselves and their home cultures and to open up divergent cultural values in the host society. In the Gu’s (2015) study, over half of the participants claimed that their cultural perception of the host country has been improved (UK). A number of respondents have developed 'double consciousness' (Golbert, 2001) and Reinforced transnational cultural ideas and values. Students not only bear optimism and fear while studying abroad but also carry their own "race baggage". When they understand the culture of the host nation beforehand and also identify with it, it would lay a good foundation for cultural adaptation later in the research cycle.

c) Security Factors

Students must recognize all facets of life in the host country in International Education such as: health and protection (María Cubillo, Sánchez, J. & Cerviño, 2006). Security threats in the field of research abroad include accidents, public health loss, and crimes (Zhan, 2017). Most students agree that violence, health or ethnic inequality in host countries are essential considerations (Mazzarol & Soutar, 2002).

A healthy environment to research and live is necessary (Chen, 2017). Foreign students were not spared the degradation of the social welfare system (Zhan, 2017). As in some cases in recent years’ students have been repeatedly targets of offenders, some families are increasingly concerned about safety and health considerations and are inclined to choose secure research destinations.

## VII. RESEARCH RESULTS

Finding the push-pull factors influencing international student’s destination choice in Turkey was needed to be tested through comparative analysis. As it is written there are three independent variable including Micro (Family Influence, Expectations, Language, and international Experience), Meso (Scholarships, Tuition, Reputation of Institution, Quality of Education) and Macro (Immigration Policy, Social Cultural, Security Factors) and the dependent variable which is international destination choice.

The relationship and effectiveness of these variables on each other are being tested through correlation and multiple regression analysis.

Accordingly, the findings explain the significant statistic positive weak relationship among the independent variable micro level factors (Family Influence, Expectations, Language, international Experience) and international students destination choice. However, this is a weak linear regression relationship. This relationship is also proved by literature review in the thesis that arguing the same statement (Bodycott & Lai, 2012; Bodycott, 2009, Wu, Garza & Guzman, 2015)

Similarly, based on findings there is a statistically positive linear relationship among the independent variable (Meso (Scholarships, Tuition, Reputation of Institution, Quality of Education) and international students destination choice. However, this relationship is being proved in the literature review as well (Trilokekar & Kizilbash, 2013, Paulsen & St. John, 2002; Kurlaender, 2006)

Finally, the third and last independent variable which is Macro (Immigration Policy, Social Cultural, Security Factors, I) levels has a statistically significant moderate positive relationship with international student’s destination choice. Despite the fact of proving this relationship through literature review in the thesis stating that there is a relationship between these two variables (Cheung et al., 2011, Mok, 2016, Geng & Li, 2012).

## VIII. RESEARCH CONCLUSION

The study findings analyzed through this research indicate that, there are three general factors influencing the push-pull factors affect the choice of destination for international students. According to the findings, firstly the micro level factors statistically effect the dependent variable and has a positive relationship. In this factor different items including Family Influence, Expectations, Language, international Experience were tested to see if all are combined correctly. Although this factor has very weak relationship but students do not ignore it while making their decision making especially language skill. This idea was also being proved by literature review studies in chapter two. Secondly, Meso level factors including items like Scholarships, Tuition, Reputation of Institution, and Quality of Education have been tested if they have any relationship with international student destination choice. The analysis indicates a positive significant linear relationship among this factor and dependent variable. This idea is also being presented through

literature review of this study. Among all these items tuition is being more considered while making the decision especially while most international student in turkey are from Asian countries that are listed as developing countries. Finally, macro level including items like Immigration Policy, Social Cultural, and Security Factors are also being tested with dependent variables. The findings illustrate a moderate positive statistically significant linear relationship among the variables. This variable has the highest effectiveness with international students' destination choice, among all the immigration policies that are in Turkey makes it a little challengeable to choose it as a destination choice. This relationship was already being clarified through the literature review of the research. Finally, through the studies the point that the demand for international education is influenced by many factors that are needed to be considered. Shortage of access to higher education in many Asian and African countries has been a primary cause of most of the student migration that has arisen in the latter half of the 20th century. A big part of deciding the course of much of the international student flow has been the historical or imperial ties between host and home countries.

## IX. RESEARCH SUGGESITONS

The findings from these multi-country surveys indicate the importance of the 'push-pulls' factors which affect students' destination Host governments and their educational institutions. A current development in government policy between Asian countries (e.g. China, India, Malaysia, Singapore, Hong Kong, Taiwan and Thailand) have seen a major increase in the local availability of education at all levels. This development is expected to continue and requires the presence of host country institutions establishing branch campuses in these countries of origin (World Bank 1992). Over time, the impact of traditional "push" factors will probably be reduced. In these circumstances, a host country and its institutions will increasingly rely on the 'win' factors listed in this study to keep attracting large numbers of foreign students. The host country and its institutions will probably be critical of these awareness and reputation. The personal recommendations or word of mouth references of previous alumnis are also likely to be key influences. Reputation quality will continue to play a major role in the choice of destination for the study. It is not surprising; however, it underlines the need for host countries to invest in education in order to preserve quality. Institutions need to ensure that their advertisement and advertising is carried out in a sophisticated way and that quality statements can be explained.

## ACKNOWLEDGMENT

First of all, thanks to Allah for all he gave me, including the chance and opportunity to finish this report. My reflections and thanks go to my family, who have always helped me, my professor Assist. Prof. Dr. ÖZGE EREN whose clear guidance made writing the thesis very easy and to learn a lot of new matters. For the last moment, I would like to use this time to thank my friends who have always supported me.

## References:

- [1] Agarwal, S. & Teas, R.K. (2001). "Perceived Value: Mediating Role of Perceived Risk". *Journal of Marketing Theory and Practice*, 1-14.
- [2] Arambewela, R. & Hall, J. (2009). "An empirical model of international student satisfaction", *Asia Pacific. journal of marketing and logistics*, 21, 555-569.
- [3] Arambewela, R., Hall, J. & Zuhair, S. (2006). "Postgraduate International Students from Asia: Factors Influencing Satisfaction". *Journal of Marketing for Higher Education*, 15, 105-127.
- [4] Bodycott, P. (n.d.). "Choosing a higher education study abroad destination: What mainland Chinese parents and students rate as important". *Journal of Research in International Education*, 8, 349-373.
- [5] Bodycott, P. & Lai, A. 2012, "The Influence and Implications of Chinese Culture in the Decision to Undertake Cross-Border Higher Education", *Journal of Studies in International Education*, vol. 16, no. 3, pp. 252-270.
- [6] Bodycott, P. &. (2012). "The Influence and Implications of Chinese Culture in the Decision to Undertake Cross-Border Higher Education". *Journal of Studies in International Education*, 16, 252-270.
- [7] 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*, vol. 8, no. 3, pp. 349-373.
- [8] Bourke, A. (2000). "A Model of the Determinants of International Trade in Higher Education". *The Service Industries Journal*, 20, 110-138.
- [9] Chen, J. (2017). "Three Levels of Push-Pull Dynamics Among Chinese International Students' Decision to Study Abroad in the Canadian Context". *Journal of International Students*, 7, 113.
- [10] Cheong Cheng, Y., Cheung, A.C.K. & Yeun, T.W.W. (2011). "Development of a regional education hub: the case of Hong Kong". *International Journal of Educational Management*, 25, 474-493.
- [11] Cheong Cheng, Y., Cheung, A.C.K. & Yeun, T.W.W. 2011, "Development of a regional education hub: the case of Hong Kong", *International Journal of Educational Management*, vol. 25, no. 5, pp. 474-493.
- [12] Galloway, F.J. & Jenkins, J.R. (2005). "The Adjustment Problems Faced by International Students in the United States: A Comparison of International Students and Administrative Perceptions at Two Private, Religiously Affiliated Universities". *NASPA journal*.
- [13] Geng, C., & Li, H. (2012). Hong Kong's immigration policy for mainland students and young professionals: Effectiveness and challenges. *Journal of Youth Studies*, 15(2), 52-62.
- [14] Golbert, R. (2001). "Transnational orientations from home: Constructions of Israel and transnational space among Ukrainian Jewish youth". *Journal of Ethnic and Migration Studies*, 27, 713-731.
- [15] Gordon, J. (2000). 'Asian American resistance to selecting teaching as a career: the power of community and tradition'. *Teachers College Record*, 173-96.
- [16] Gu, Q. (2015). "An emotional journey of identity change and transformation: The impact of study-abroad experience on the lives and careers of Chinese students and returnees". *Learning and Teaching*, 8, 60.
- [17] Gutman, J., & Miaoulis, G. (2003). Communicating a quality position in service delivery: an application in higher education. *Managing Service Quality*, 13, 105-111.
- [18] han, Z. (2017). Studying education and its consumption behavior -- from the perspective of consumer behavior. *Education information of the world*.
- [19] 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, 316-338. *Higher Education* 62(5): 573-592.
- [20] Huang, R. (2008). "Mapping Educational Tourists' Experience in the UK: understanding international students". *Third World Quarterly*, 29, 1003-1020.
- [21] Hughes, H. (1988). "Education as an export industry", *Withering Heights G.R. Hogbin.*, Sydney: The State of Higher Hducation in Australia.
- [22] Kemp, S. (1995). *The Global Market for Foreign Students*. University of Adelaide, Adelaide.

- [23] Knight J and de Wit H (eds) (1999) *Quality and Internationalization in Higher Education*. Paris: Institutional Management of Higher Education/Organization for Economic and Community Development.
- [24] Kondakci Y (2011) Student mobility reviewed: Attraction and satisfaction of foreign students in Turkey.
- [25] Krampf, R. F., & Heinlein, A. C . (1981). Developing marketing strategies and tactics in higher education through target market research. *Decision Sciences*, 12, 175–192.
- [26] Kurlaender, M. (2006). "Choosing community college: Factors affecting Latino college choice". *New Directions for Community Colleges*, 2006, 7-16.
- [27] Lee, S. (2017). "Circulating East to East: Understanding the Push-Pull Factors of Chinese Students Studying in Korea". *Journal of studies in international education*, 21, 170-190.
- [28] Levin, J. S. (2001). *Globalizing the community college: Strategies for change in the twenty-first century*. New York, NY: Palgrave.
- [29] Lewthwaite, M. (1986). A study on international students' perspectives on cross-cultural adaptation. *International Journal for the Advancement of Counselling* , 167–185.
- [30] Lustig, M.W. & Koester, J. (2006). *Intercultural Competence – Interpersonal communication across cultures* (5th ed.). Boston: Pearson Education, Inc.
- [31] Maringe, F. (2006). University and course choice: Implications for positioning, recruitment and marketing. *International Journal of Educational Management*, 20, 466-479.
- [32] Mazzarol, T. (1998). Critical success factors for international education marketing. 12, 163-75.
- [33] Mazzarol, T. & Soutar, G.N. (2002). "Push-pull" factors influencing international student destination choice. *International Journal of Educational Management*, 16, 82-90.
- [34] Mok, K. H. (2016). *The Quest for Regional Education Hub Status: Challenges, Possibilities and Search for New Governance in Hong Kong* (1st ed.). Hong Kong: Internationalization of higher education.
- [35] Mok, K. H. (2016). *The Quest for Regional Education Hub Status: Challenges, Possibilities and Search for New Governance in Hong Kong*, Internationalization of higher education: the case of Hong Kong, 1st ed, pp. 43–62.
- [36] Nilsson, P.A. & Umeå universitet . (2015). "Expectations and experiences of inbound students: Perspectives from Sweden". *Journal of International Students*, 5, 161-174.
- [37] Norris, E. & Gillespie, J. (2009). "How Study Abroad Shapes Global Careers: Evidence From the United States". *Journal of Studies in International Education*, 13, 382-397.
- [38] Özoğlu, M. and B.S. Gur 2015 Factors influencing international students' choice to study in Turkey and challenges they experience in Turkey. Vol 10, no 2, pp. 223-237
- [39] Paulsen, M.B., and E.P. St. John . (2002). Social class and college costs: Examining the financial nexus between college choice and persistence. *The Journal of Higher Education*, 37, 189–236.
- [40] Petruzzellis, L. & Romanazzi, S. (2010). "Educational value: how students choose university: Evidence from an Italian university". *International Journal of Educational Management*, 24, 139-158.
- [41] Salili, F. & Lai, M.K. (2003). "Learning and motivation of Chinese students in Hong Kong: A longitudinal study of contextual influences on students' achievement orientation and performance". *Psychology in the Schools*, 51-70.
- [42] Salili, F., Fu, H., Tong, Y., & Tabatabai, D. (2001). Motivation and self-regulation: A cross-cultural comparison of the effect of culture and context of learning on student motivation and self-regulation. In C. Chiu, F. Salili, & Y. Hong .
- [43] Trilokekar, R.D. & Kizilbash, Z . (2013). "IMAGINE: Canada as a leader in international education. How can Canada benefit from the Australian experience?". *The Canadian Journal of Higher Education*, 43, 1.
- [44] Wilkins, S., Shams, F. & Huisman, J . (2013). "The decision-making and changing behavioural dynamics of potential higher education students: the impacts of increasing tuition fees in England". *Educational Studies*, 39, 125-141.
- [45] Wu, H., Garza, E., & Guzman, N. (2015). *International Student's Challenge and Adjustment to College*. *Education Research International*. Retrieved from <https://doi.org/10.1155/2015/202753>[Accessed 30 May 2018].