

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



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

MASTER'S THESIS

NEAMAN TIMORI

**Department of Business
Business Administration Program**

March, 2021

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March, 2021

DECLARATION

I hereby declare that this master's thesis term project titled as "The Push-Pull Factors Influencing International Students' Destination Choice: A Case Study In Turkey" has been written by myself in accordance with the academic rules and ethical conduct. I also declare that all materials benefited in this thesis consist of the mentioned resources in the reference list. I verify all these with my honor.
(March 2021)

NEAMAN TIMORI

To my Family for their love, trust, and support, Thesis advisor, as well as friends

FOREWORD

At first, I want to say special thanks to Allah for giving me the opportunity, energy, and morale to continue my education in my favorite field and doing my thesis in the marketing area. I would like to thank my lovely and hero father (MR. Dr. Abdul Latif Timori) that always supported me with his effective advice and Ideas My sympathetic mother (MRs. Halima Timori), brothers, and sister who encouraged me with love and understanding in this period of my life. Other special thanks to my honorable thesis supervisor professor Dr. Nurgün KOMŞUOĞLU YILMAZ, who always supported, encouraged, helped, and directed me in the right and proper way to write and complete my research. Finally thank everyone that participated in my research process as respondents to my questionnaires and my all dear friends for their cooperation as well.

March 2021

NEAMAN TIMORİ

TABLE OF CONTENT

	<u>Page</u>
FOREWORD	iv
TABLE OF CONTENT	v
ABBREVIATIONS	vii
LIST OF FIGURES	viii
LIST OF TABLES	ix
1. INTRODUCTION	1
1.1 Statement of the problem:	3
1.2 Distinction of International Students and Foreign Students.....	4
1.3 Research Hypothesis	4
1.4 Limitations	5
1.5 Studying Abroad Historically.....	5
1.6 Studying Abroad Globally	7
1.7 Push and Pull Effects for International Students.....	8
1.8 Concept of Micro, Meso and Macro Level Factors	9
1.8.1 Micro-level factors (“Push” factors) influencing the decision making.....	10
1.8.1.1 Family Influence	10
1.8.1.2 International Experience	10
1.8.1.3 Expectations	11
1.8.1.4 Language	11
1.8.2 Meso-level factors (“pull” factors) influencing the decision making	12
1.8.2.1 Scholarships	12
1.8.2.2 Tuition	12
1.8.2.3 Reputation of Institution	13
1.8.2.4 Quality of Education in Host	13
1.8.3 Macro-level factors (“Pull” factors) influencing the decision making	14
1.8.3.1 Immigration Policy.....	14
1.8.3.2 Social Culture.....	14
1.8.3.3 Security Factors.....	15
2. LITERATURE REVIEW	17
2.1 Studies on the Global	17
2.1.1 A “push-pull” model of international education flows.....	17
2.1.2 Push-pull” factors influencing the decision to study overseas	20
2.1.3 Factors influencing host institution selection.....	25
2.1.4 A discussion of the findings.....	25
2.2 Studies in Turkey	28
2.2.1 Factors influencing international students’ choice of Turkey.....	32
2.2.2 Problems encountered by international students in Turkey	34
2.2.3 Literature Summary of the Studies on the Turkey	39
3. RESEARCH METHODOLOGY	41
3.1 Population and Sample	41
3.2 Questionnaire Design	41

3.3 Independent and Dependent Variables.....	43
3.4 Data Analysis Techniques.....	44
3.4.1 Validity and Reliability of the Questionnaire.....	44
3.4.2 Main Descriptive Tests.....	45
3.5 Statistical Methods.....	45
4. FINDINGS AND ANALYSIS.....	47
4.1 Introduction.....	47
4.2 Demographical Frequency Analyses.....	47
4.3 Correlation Analysis.....	67
4.4 Multiple Regression Analysis.....	68
4.5 Assumptions.....	69
4.5.1 Test of normality.....	69
4.5.2 Multicollinearity.....	70
4.5.3 Linearity.....	71
5. CONCLUSION AND RECOMMENDATIONS.....	74
5.1 Introduction.....	74
5.2 Results Discussions.....	74
5.3 Conclusion.....	75
5.4 Limitations of the Research.....	77
5.5 Suggestions and Recommendation.....	77
5.6 Further Studies.....	78
REFERENCES.....	79
APPENDIX.....	86
RESUME.....	92

ABBREVIATIONS

AACC	: American Association for Clinical Chemistry
CoHE	: Center of Occupational Health & Education
FFPOS	: Full Fee-Paying Overseas Students
GDP	: Gross domestic product
GNP	: Gross national product
HE	: Higher Education
IELTS	: International English Language Testing System,
JYA	: Junior Year Abroad
OECD	: Organization for Economic Co-operation and Development
TOEFL	: Test of English as a Foreign Language
UC	: University campus
UCEAP	: University campus Education Abroad Program
UK	: United Kingdom
US	: United States
USA	: United States of America
YTB	: Yurtdışı Turkiye Burslari

LIST OF FIGURES

	<u>Page</u>
Figure 1.1: Conceptual Framework	5
Figure 2.1: Full foreign student volume in Turkey (1983–2013).	29
Figure 2.2: Total number of students studying internationally in Turkey (2001– 2018).....	30
Figure 4.1: Student Destination Choice	70

LIST OF TABLES

	<u>Page</u>
Table 2.1: Factors influencing student decision to study overseas	20
Table 2.2: Importance of knowledge and awareness of the host country as an influencing factor motivating student destination choice.....	21
Table 2.3: Importance of recommendations from friends and relatives as an influencing factor motivating student destination choice.....	22
Table 2.4: Importance of environment as an influencing factor motivating student destination choice	23
Table 2.5: Factors motivating student destination choice, importance of social links and geographic proximity	24
Table 4.1: Respondents' Gender:	47
Table 4.2: Age of Respondents	48
Table 4.3: Martial Status of respondents.....	48
Table 4.4: Education Level of Respondents	48
Table 4.5: Occupation of respondents.....	49
Table 4.6: Monthly income of the respondents.....	49
Table 4.7: Major of respondents	50
Table 4.8: Family Influence level while making the decision	50
Table 4.9: Family influence level regarding to studying destinations	51
Table 4.10: Family Influence level in benefits of foreign study career and future ...	51
Table 4.11: International Experience [Enriching International experiences}	52
Table 4.12: Effectiveness of studying in turkey to the future career development and salary.....	52
Table 4.13: Expected to gain good quality education	52
Table 4.14: Expected in reaching to better work opportunities	53
Table 4.15: Expectation of the challenges of studying in Turkey.....	54
Table 4.16: Turkish language level before coming to Turkey	54
Table 4.17: Wishing to improving Turkish language level while being in Turkey ..	55
Table 4.18: Being active in communication with Turkish language.....	55
Table 4.19: Studying status, whether to study through scholarship or not.	56
Table 4.20: If scholarship payments made you study in Turkey.	56
Table 4.21: Tuitions of studying in Turkey.....	56
Table 4.22: Living expenses in Turkey	57
Table 4.23: Rule of institution reputation in choosing your studying destination	58
Table 4.24: Rule of academic ability of the institution in choosing studying destination.....	58
Table 4.25: If a famous institution changes your studying destination.....	59
Table 4.26: If the Turkish institutions met international institutions quality.....	59
Table 4.27: If Turkish institutions met the international standards.....	60
Table 4.28: If the quality of education is well mastered.	60
Table 4.29: Work and living plans after studying	61

Table 4.30: Rule of Immigration policies on studying in turkey.	61
Table 4.31: Immigration plans after being graduated	62
Table 4.32: If you agreed with social culture in Turkey	62
Table 4.33: Turkey’s social culture condition.....	63
Table 4.34: If lifestyle in Turkey is desirable.	63
Table 4.35: If turkey is safe to study and live in.	64
Table 4.36: Security factors influence while choosing turkey as study destination .	64
Table 4.37: If social safety is well regarded in Turkey.....	65
Table 4.38: If you are happy from choosing turkey as studying destination place...	65
Table 4.39: If turkey met the expectation of a good and standardized place for studying.	66
Table 4.40: If I recommend others to study in Turkey.....	66
Table 4.41: Descriptive Statistics of the variables in the study	66
Table 4.42: Pearson Correlations	68
Table 4.43: Test of Normality	69
Table 4.44: Multicollinearity checking	70
Table 4.45: Linearity between international student’s destination choice and micro level factors (Family Influence, Expectations, Language, International Experience).....	71
Table 4.46: Linearity between international student’s destination choice and Meso level factors (scholarships, Tuition, Reputation of Institution, Quality of Education in host country).....	72
Table 4.47: Linearity between international student destination choice and Macro level factors (Immigration Policy, Social Cultural, and Security Factors)	72
Table 5.1: Hypothesis.....	75

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

ABSTRACT

Over the past decade, the international student population in Turkey has grown by almost 300 per cent. Recent internationalization policies by the government and universities have the potential to make Turkey an ever more attractive destination for foreign students, particularly those from neighboring areas. This extraordinary growth ability does not come without its challenges, and clearly requires further study. More work on improving global study destinations such as Turkey is needed to push aggressive growth strategies in the number of international students in those areas (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*

ULUSLARARASI ÖĞRENCİLERİN HEDEF SEÇİMİNİ ETKİLEYEN İTME ÇEKME FAKTÖRLERİ: TÜRKİYE'DE BİR VAKA ÇALIŞMASI

ÖZET

Türkiye'deki yabancı öğrenci nüfusu, son on yılda neredeyse %300 artmıştır. Hükümet ve üniversite yönetimlerinin son uluslararasılaşma girişimleri, Türkiye'yi çevre ülkeler de dahil olmak üzere yabancı öğrenciler için daha cazip bir ülke haline getirmiştir. Fakat bu olağanüstü büyüme potansiyeli bir takım problemlere neden olmaktadır. Bu durum mevcut problemlerin çözümüne ilişkin daha kapsamlı araştırmalara ihtiyaç doğurmaktadır.. Yabancı uyruklu öğrenci sayısındaki iddialı büyüme politikalarını, küresel eğitim koşullarının gelişmesi üzerine yoğunlaştırmaları gerekmektedir (Özoğlu, M., B.S. Gür, 2018).

Bu araştırma aracılığıyla analiz edilen çalışma bulguları, uluslararası öğrencilerin amaçlarını, seçimlerini ve itme-çekme faktörlerini etkileyen üç genel değişken olduğunu göstermektedir. Elde edilen bulgulara göre öncelikle mikro düzeydeki faktörlerin bağımlı değişkeni istatistiksel olarak etkilenmekle beraber pozitif bir ilişkiye sahiptir. Bu faktörlerde Aile Etkisi, Beklentiler, Dil, Uluslararası Deneyim gibi farklı değişkenler ve bu değişkenlerin doğru bir şekilde bir arada incelenmesi hedeflenmektedir. Bu faktörlerin birbiriyle ilişkisi çok zayıf olsa da öğrenciler karar verirken, özellikle dil becerisini göz ardı etmemektedir.

İkinci olarak, Burslar, Öğrenim Ücretleri, Kurumun İtibarı ve Eğitim Kalitesi gibi öğeleri içeren orta düzeyli faktörler, yabancı uyruklu öğrenci ülkü ve seçimleri ile herhangi bir ilişkisi olup olmadığı araştırılmıştır. Bu araştırma, faktör ve bağımlı değişken arasında, pozitif ve anlamlı bir doğrusal ilişki olduğunu göstermektedir.

Tüm bu araştırmalarda, özellikle Türkiye'deki yabancı uyruklu öğrencilerin çoğunun gelişmekte olan Asya ülkelerinden gelmesi, dikkate alınmalıdır.

Son olarak, Göçmenlik Politikası, Sosyal Kültürel ve Güvenlik Faktörleri gibi öğeleri içeren makro düzeyde bağımlı değişkenlerin analizi yapılmaktadır. Bulgular, değişkenler arasında orta derecede pozitif istatistiksel olarak anlamlı doğrusal bir ilişki olduğunu göstermektedir. Bu değişken, uluslararası öğrencilerin hedef ve seçiminde en yüksek etkiye sahip olanıdır, Türkiye'deki göçmenlik politikaları, ülkeyi öğrenimde hedef seçeneği olmaktan uzaklaştırmaktadır .

Son olarak araştırmalar aracılığıyla uluslararası eğitime olan talebin dikkate alınması gereken birçok faktörden etkilendiğine işaret edilmektedir. Pek çok Asya ve Afrika ülkesinde yüksek öğretime erişim sıkıntısı, 20. yüzyılın ikinci yarısında ortaya çıkan öğrenci göçünün çoğunun birincil nedeni olmuştur. Ev sahibi ve anavatan ülkeler arasındaki tarihsel veya sömürge bağları, uluslararası öğrenci akışının çoğunun yönünü belirlemede önemli bir rol oynamıştır.

Anahtar Kelimeler: *Uluslararası Öğrencilerin Seçimi, İtme-Çekme Faktörleri, Yurt Seçimi Üzerindeki Faktörleri Etkileyen Yabancı Öğrenciler*

1. INTRODUCTION

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. (OECD, 2015).

There are growing factors driving foreign students' demand to educate in a country. The demands of raising the economic and social status of graduates, particularly of the higher education sector have historically guided them. The lack of HE access has been a major factor in the international flow of students over the latter half of the 20th century in many countries, especially in Asia or Africa. Furthermore, the traditional or colonial ties among guest and home communities also performed a role in determining where students are going for research (Mazzarol & Soutar, 2002).

Internationalization of higher education increasingly threatens and impacts the conceptualization and practice of higher education. Worldwide, private higher education countries and institutions implement new policies and activities to attract more international 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 HE sector, understanding how to attract foreign students is becoming increasingly essential. The factors that motivate students to study abroad have been identified by researchers who 'push' and 'pull' factors in their countries (Mazzarol & Soutar, 2002; McMahon, 1992). The push factors are known as the drivers in the region, according to Mazzarol and Soutar (2002); and

launch a student's international study option while pull factors are linked to aspects inside the preferred study that make it appealing to overseas students. Students are mostly based on a number of "pull" factors when deciding a destination, since economic and social considerations propel students to the abroad. This is one of the important and expensive options for many students and families to plan to study abroad (Mazzarol, 1998). Therefore, the choice of destination for students is encouraged through a complex decision-making process.

Turkey is mainly regarded as a source country, including its long tradition of sending overseas students to university (Kondakci, 2011). However, Turkey has increased its efforts, like many other countries of origin, in recent years to recruit foreign students. According to longitudinal evidence, incoming student mobility grew dramatically from 1983 to 1992. The Grand Student Initiative, a revolutionary scheme of scholarships administered by the Turkish Government, led to a sharp rise in international students to study in Turkey in 1993. The upturn for 1997 persisted and each year, until 2003, the number of international students declined. Starting again in 2004, the trend grew and remained positive. There were about 55,000 foreign students in Turkey in 2013 (Kondakci, 2011)

Turkey initiated a new student initiative in 1960, turning its policies on foreign students into a more formal framework with scholarships offered in line with bilateral agreements with other countries. The country has become attractive to an increasing number of international students since the establishment of YTB in 2010, and its launch of "Turkey Scholarships".

This YTB policy drew enormous attraction among foreign students, as 42,000 students applied for scholarships in Turkey to receive higher education. (Alhas, M. A., 2020).

It is therefore very important to examine the driving forces which influence international students to choose Turkey as their destination.

The decision-making method for selecting a country to study abroad requires at least three phases (Mazzarol & Soutar, 2002):

Opening, the decision to research internationally rather than locally, which is influenced by the factors "push" .Additional, the host country is more critical as

the pull elements and the organization is eventually selected by students at the university of the host country. The third step would increase the competitiveness of a certain company as rivals (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.

1.1 Statement of the problem:

There is actually an absence of relevant work in Turkey that emphasizes on classifying the wants of international students and on successful methods for interacting with international students. Therefore, it has to be examined, particularly from a student point of view, which factors influence international student decisions and mobility. In order to deal with this, the features that move worldwide student choice of purpose are important for the HE institutions in Turkey to understand. In order to draw foreign students, they must devise better policies and recruiting strategies. There is currently little general research on the decisions of the students and marketing strategies for international students, particularly in Turkey.

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, that attracts international students to study in Turkey to draw more international students. To boost Turkish and Turkish institutions' foreign reputation by sufficient publicity on recruiting. Finally, attracting more students from foreign countries to study in Turkey and creating a solid base for the long-standing exchange of politics, law, business and culture between home country students and Turkey.

The results and conclusions of this paper can be helpful to all foreign students who want to select Turkey as their destination for research and to colleges and universities that attract international students. The findings and recommendations of this study can be used to determine factors affecting the preference of destinations for international students by universities seeking to attract foreign

students. This work would also be useful for those universities in designing and planning development strategies to recruit them.

1.2 Distinction of International Students and Foreign Students

The OECD (2013) differentiates domestic students from foreign students. Foreign students leaving their country to study in another country are also known as mobile students (mentioned to in the following sections as destination country). The only aim of their movement is education. Before arriving in their current country, these students can or cannot enter education in different destination countries. International students who have long term or permanent residency, but who are not residents of the present country of destination (such as coming to the country of destination with parents when they were young) or born in the country of destination. Worldwide learners are a subsection of students from foreign countries.

1.3 Research Hypothesis

The following hypotheses are drawn 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.

Conceptual Framework:

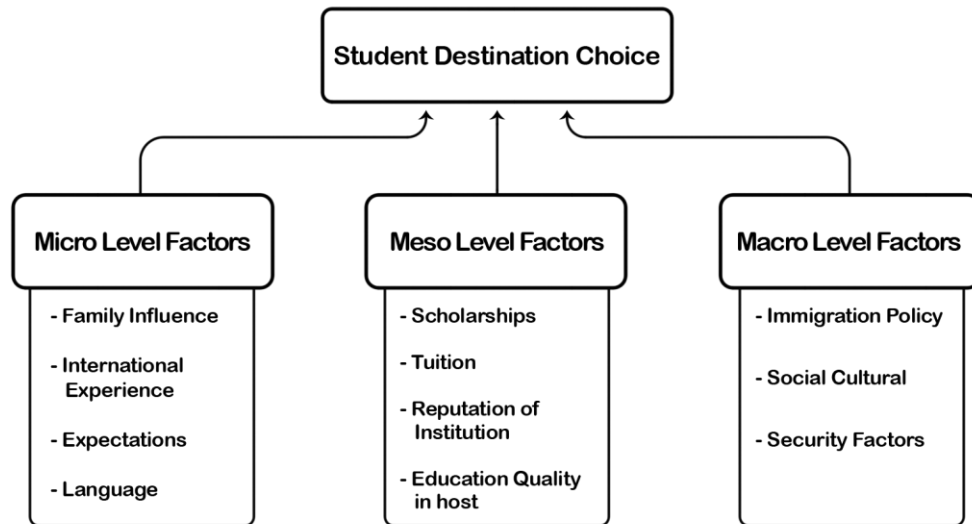


Figure 1.1: Conceptual Framework

1.4 Limitations

This thesis is intended to carry out research on foreign students in Turkey, nevertheless due to time, distance and budgetary restrictions the interviewees would mainly come from İstanbul Aydın Üniversitesi.

1.5 Studying Abroad Historically

Studying abroad is highly diverse in terms of place, form, period and learning objectives. Geographically, services have sprouted in diverse areas of the country, Subsidy and flow not only to student demand and prices, but also to support and protect (Ogden, Soneson, & Weting, 2010). Since its new inception after World War 1 and its faculty-led trip, the Junior Year Abroad (JYA) is the core of the international study experience (Hoffa, 2007). For example, in the twentieth century, the University of New York launched a series of Summer Faculty Courses in England, France, Germany and Italy. Between World War II and the Cold War, universities and schools used the support of foundations and governments to establish direct enrollment and immersion schemes, most of them concentrating on classrooms (and focusing on foreign languages) (Rodman and Merrill, 2010). An indication of this development is the establishment, in 1962, of a consortium for all UC campuses in the University of California's Abroad Education Program (UCEAP). Only at late 1960s and 1970s, The Faculties of

Humanities and Social Science continued to expand global content not only in their majors, they also launched new international studies in the 80s, encouraging further extension of majors and minors (DeWinter and Rumbley, 2010).

Education abroad no longer represents a revolutionary definition in higher education. International education was still one of the most important facets of success in higher education (Hess, 1982). For instance, Finnish students pursuing higher education had to move to colleges in Sweden before the first university was founded in Finland in 1640 (Cushner & Karim, 2004). The first foreign thesis in the USA was based on the Indiana University in Europe's 1880's "summer tramps" when it started in 1896 in Princeton Asia (Hoffa, 2007). The roots of the United States' Junior Year Outside Education (JYA), now known as the regular academic year, originated in the beginning of the 1920s at the University of Delaware (Hoffa, 2007).

JYA projects experienced gradual development during all world wars, but both programmes, as World War II ended, ceased to run (Bowman, 1987; Hoffa, 2007). Since the conclusion of the Second World War, JYA systems resumed. At the end of the 1950s, it has been conceived and finally evolved into a revolutionary way to enrich the standard (Bowman, 1987). First in the 1960s, major private and public institutions provided their students with opportunities abroad. The number of programs beyond the sample grew significantly from the early sixties to the mid seventy-nineties. Since then, international training has started to grow, offering valuable employment and personal opportunities for international students.

But international education services in community schools were not initiated until the end of the 1960s, which were considered an important path to educating the global citizen as the "Golden Years of Higher Education". No Community College had organized robust foreign education services prior to 1967 (Hess, 1981). New York Rockland Community College is one of the first colleges to be involved in undergraduate programs abroad and has been the most active community college (Hess, 1982). In 1969, she opened her first overseas office (Frost & Raby, 2009).

The new place for neighborhood schools is 'national,' as the world closer together. State college has increasingly recognized that the main component of their

mission is international education. More and more community colleges are sending students abroad and providing teaching and student exchange programs (Levin, 2001). Survey results collected from AACC in 1995 and 2000 revealed a doubling of the proportion of respondent schools with international elements and sponsored worldwide activities for awareness-raising in five years from about 40 to 80% (Blair, Phinney, & Phillippe, 2001).

1.6 Studying Abroad Globally

Researchers look to global studies as an integral aspect of international education and the "internationalization" of a university's activities. (Arum, 1987; Bonfiglio, 1999; Knight, 2003). Latest work has reinforced the conventional high importance of studying abroad including intercultural travel and world consciousness, the development of foreign languages, specialization travel and other significant long-term results (Clarke, et al., 2009; Deardorff, 2006; DeGraaf, et al., 2013; Kurt, et al., 2013; Redden, 2010).

This paper explores a more comprehensive definition of study abroad that the Committee on Travel Abroad proposes:

Training that happens outside the home nation of the applicant. In addition to global studies, examples include international experience such as education, volunteering, non-credit internships, and directing journeys, given that these activities are guided by learning objectives to a large degree (Forum on Abroad Education).

This description recognizes that the whole student process abroad requires a variety of types of service preparation, internships and faculty study (both credit and non-credit).

For three main reasons, education abroad is important to universities and university students.

First, in this growing world, relations and exchanges no longer just take place across geographical boundaries; rather, the social, political and economic conditions have become more interdependent around the boundaries of all nations (McKeown, 2009). When globalization grows, quality education needs to give students the awareness and skills needed to succeed and work effectively in the

foreign market (Green, 2007; Rubin, 1995). Training abroad is a good way to allow students to be interested in cross-border interaction (Goodwin & Nacht, 1988).

Secondly, the world is becoming interdependent and global, and its colors, races and nationalities which host the education of international students are overwhelmingly diverse. Education and labour are influenced by shifting demographics (Banks, 1997). In order to be successful in this diverse society, organisations need to be familiar with cross-cultural ties and communicate with people in different areas of the world (Spaulding, Mauch, & Lin, 2001).

Education abroad plays an important role in informing students about the world and about the rapid globalization of culture (Carlson, Burn, Useem, & Yachimowicz, 1990).

A third reason for multinational ventures is that the changing world provides organisations and universities new challenges and prospects (National Academy of Sciences, 2010).

Academic interactions may provide organizations with the skills required to succeed globally, including education-international opportunities. In addition, it has become an essential element of university recruitment strategies to offer students educational opportunities abroad (Goodwin & Nacht, 1988).

1.7 Push and Pull Effects for International Students

In the analysis of factors involving foreign students, push and pull theory is a very classical model. This offers more valuable information on the international student decision-making process (Mazzarol & Soutar, 2002). In the sixties 1960, E.S.Lee, an American scholar, made a hypothesis on population displacement in a push and pull pattern. He separated the factors impacting mobility into "push" and "pull" (Lee, 2017). In addition, D.G.Bagne added the intermediate boundary variables. The combination of these three factors results in population mobility.

Research indicate that various factors will affect the choice of students. The "push" factor allows students to make international learning choices (Mazzarol & Soutar, 2002). Learners are especially unhappy with the standard of education in their country and want better higher education (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.

At least three steps include the Mazzarol & Soutar (2002) decision cycle;

Primary, 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 phase certain companies find more "pull" factors than others more enticing (Mazzarol & Soutar, 2002). The Mazzarol et al findings indicate that six factors influence the destination of the pupil. 1) Information and understanding, 2) personal advice, 3) cost problems, 4) climate, 5) geographical proximity, 6) social ties. They allow us to consider the impact on the choice of a host country by students.

The economic and cultural elements play a significant role in the decision-making process of graduates in Mazzarol et al. (1997) and Dreher & Poutvaara (2011). In Margine's position, Margine argues that students are more receptive to projected income and focus solely on the tuition costs that keep them accountable (Margine, 2006).

1.8 Concept of Micro, Meso and Macro Level Factors

The design is based on the theory of international migration extrapolation used to explain the variables affecting the decisions of the students (Mazzarol & Soutar, 2002). This promotes scholars to learning overseas. Some of these factors are from the countries of birth, some are from the host country and others are students themselves (Mazzarol & Soutar, 2002). At least three separate levels must be used to determine where to enroll Foreign students. College students

decide not to study in their own country in the first phase, and the "push" factor is very important at this stage. The "Pull" aspect becomes more significant in the second step when the destination becomes selected. The third phase consists of choosing an institution (Mazzarol & Soutar, 2002). Creditworthiness of organizations, profiles of the markets, used tools, advertising and marketing etc. are typically taken into account here (Mazzarol, 1998).

Indeed, when taking decisions to study internationally, international students are influenced by many multilevel factors. This research is intended to examine this phenomenon at the micro, meso and macro stages. It is also intended to determine the reasons and histories and interests, albeit intertwined factors, of international students in Turkey.

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

1.8.1.1 Family Influence

Students, but even the particular members of the family typically plan to study abroad (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).

The mainstream culture is largely focused on Confucian principles in some nations. Appreciation for family traditions and authority - " Filial Piety " plays a major role in this cultural environment (Salili, Fu, Tong & Tabatabai, 2001). The key characteristic of Confucian culture is filial obedience, respect and obedience of parents (Salili & Lai, 2003). Close relative, family, friends and other gatekeeper's suggestions were also significant considerations before the final decision was made (Mazzarol & Soutar, 2002). The decision to study abroad is quite significant to family members and family views play an important role here.

1.8.1.2 International Experience

The host cultures are somewhat different from foreign students, in particular students from varied backgrounds, languages and faiths. They add to the variety and family and domestic perspectives of the campus community (Wu, Garza & Guzman, 2015). Worldwide education and student mobility have become a core factor in many students' educational lives (Nilsson, 2015). The adjustments made

by studying abroad reflect the experience of students abroad (Norris and Gillespie (2009)).

Educators agree that standard schooling and international/cultural exposure are crucial factors affecting their ability to travel abroad. 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).

1.8.1.3 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. Overseas schooling is typically costlier than home learning, and foreign students would have more pressure to satisfy these demands in the short term (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).

1.8.1.4 Language

Literature is considered to be the most serious academic problem which prohibits the correct integration of foreign students (Galloway & Jenkins, 2005). The enrolment of foreign students is a crucial consideration (Nilsson, 2015). For foreign students English is the most popular second language. The quantity 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.

In addition, enhanced language skills are also essential (Nilsson, 2015). While many foreign students can fulfill the language test criteria before they study

abroad, practical contact remains difficult. In his research (2002), Barnard found out that as many foreign students entered the university, they had low English qualifications but obtained strong results in IELTS and TOEFL.

Foreign students in some cases do not communicate with their university lecturers in some cases (Fawcett & Brenner, 2017). Mori (2000) claims that language barriers can affect printing, speech, appraisal and education. In Chen (2017), Most international survey students expect that their English will improve. Bodycott (2009) His study also has the same finding. Global students claim that the setting in which they speak English is a significant factor in their study abroad.

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

1.8.2.1 Scholarships

If families intend to live abroad, it is necessary to pay for tuition and expenses.

In the study Bodycott (2009) said the rate of education in the rest of the country was a major problem for student families. 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). Monetary assistance, such as bonds, is critical when it comes to high living costs.

1.8.2.2 Tuition

Previous experiments have exposed 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. The main financial supplier of their cross-border research was one or both parents of the 89.5 per cent students surveyed. Elliott and Soo (2013) noted that the number of applicants improved with further costs. The higher the number of applications in the preceding year, the higher the tuition rate. One way to encourage more international students is to reduce school fees (Trilokekar & Kizilbash, 2013; Hemsley- Brown & Oplatka,

2006). Monetary competition acting an important role, which may adversely impact the choices of students (S. Wilkins et al., 2013).

1.8.2.3 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 scholars are drawn by the global rankings and reputations of the university (Krampf & Heinlein, 1981; Mazzarol, 1998; Bourke, 2000; Gutman & Miaoulis, 2003). Students typically carefully choose their colleges based on their prestige, expertise and marketing practices (Ivy, 2001). Additional significant considerations may include academic prestige, instructor productivity, academic reach and other variables (Mazzarol, 1998).

Credibility and image consistency are essential sources of competitive sustainability (Bourke, 2000). Both customer satisfaction experience and the manufacturer's reputation are critical. Student allegiance is related to student satisfaction and the success of an educational organization in the long term (Litten, Kotler & Fox, 1987). The recruiting and retention management of students is also considered to be very important (Bush et al., 1998). In a survey of students from four countries, including China and India, Mazzarol and Soutar (2002) agreed that the reputation of the institutions is the biggest decision-making element.

1.8.2.4 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). By monitoring their own level of education and continuing to expand despite growing rivalry, universities can draw more Students. To retain its market position, universities have to regularly review the consistency of their goods (Ford et al., 1999). The key components (teaching) as well as external (administrative) all enable the University to be reliable and efficient (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). A better quality management supervision should be performed to guarantee economic development and profitability in this flourishing world economy (Mok, 2016; Mok & Ong, 2012).

The brilliant learning resource is obviously an important factor in attracting foreign learners.

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

1.8.3.1 Immigration Policy

Cheung et al. (2016) has proved to be the primary factor of students' choosing of their places of study through settlement strategy. In an English Council study (n.d.) the ease of immigration and career quest before and during the trial were two significant determinants for selection of students from the host country (Cheung et al., 2011). Immigrant measures, such as housing and residency, also play a crucial part when they are transferred to other higher education countries (Cheung et al., 2011). In an appeal to foreign graduates, several nations and territories have adopted policies on multicultural immigration. Shaw (2014) suggested that the two industries benefit from Australia's associated immigration and higher learning. The Singapore government has updated immigration policies and turned the Education Hub initiative into a strategic instrument to recruit talents and individuals (Mok, 2016). To order to retain good performing migrants the Government of Hong Kong has taken numerous measures. For instance, in 2008, all non-local students were required to apply without jobs for visa extension (Geng & Li, 2012).

Family highlight the long-term effects of moving abroad, such as career creation and colonization, in some cases. The preference of a country or institution can be influenced by limitations on visa requirements, working experience during study time and/or lack of language, social and academic support facilities (Bodycott, 2009). The results indicate that some parents claimed the most significant factors for changes in jobs and migration prospects (Bodycott, 2009).

1.8.3.2 Social Culture

Culture is a definition of human actions that involves attitudes, principles, norms and social behaviors (Lustig & Koester, 2006). In most polls, students seek a

modern culture (Nilsson, 2015). For students studying abroad, contact with local culture is very relevant (Cheung et al., 2011). The host cultures are strikingly different in their cultural background, especially for students with different origins, languages and faiths. In certain cases, students see things plainly. Many essential principles of the host nation would definitely be overlooked and vice versa (Huang, 2008). In his research, Additionally, he concluded that "Varying values, perceptions between the home and home cultures have been high and have put tremendous pressure on the students, together with a sense of lack of knowledge (including food)" (Lewthwaite, S1986).

Many students abroad are likewise able to communicate their core values and attitudes to themselves and to their home communities and to make various cultural standards accessible within the host group. More than half of the participants contend in their Gu's (2015) study that their society has shifted in the host country (Great Britain). A quantity of respondents has 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, later in the study period, it will provide a strong base for cultural change.

1.8.3.3 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.

2. LITERATURE REVIEW

2.1 Studies on the Global

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. Decreased exposure to school in your own country has led to an important growth in the number of overseas students in less-developed countries studying abroad. 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 evidence that overall international learners declined in the 1980s and 1990s (Kemp, 1995), a worldwide industry was established.

A variation of "push and pull" forces, which motivates students to study abroad, can clarify the global trend of international student flows. "Push" affects the country of origin role and allows students to take a foreign study decision. "pull" aspects make the country reasonably appealing for students from outside the host country. A few of these triggers are latent in the country of birth, some in the host country and some in the applicants.

2.1.1 A "push-pull" model of international education flows

There are several considerations in the need for foreign education. Much of the student migration occurred in the second half of 20th century because of the lack of access to higher education in various Asian and African Nations. A significant role played in determining the direction of much of the international student movement was archeological or colonial relations between host countries and home countries. The language cultures, the presence of research and technical facilities, and the geographical similarities in and of the host states are among variables that influence the selection of a study goal. In Additionally, expectations of the standard of the home country's tertiary education program available; the relative prosperity of the original country population and the home

country's GNP development level all have an effect (Lee, K.H. and Tan, J.P “, 1984).

Agarwal and Winkler (1985) during the post-second world war era, students from 15 developed countries researched the need for foreign education in the USA. Authors note that in subsequent years, for most nations, In the United States the number of students from outside the country wishing to study was smaller. Although noting that international student flows have risen gradually since the 1950s, the latter decrease was due to the growing cost of a U.S. university tuition and shifts in source countries' higher education opportunities. Their research indicated that the key flow factors were home-country per capita wages, the quality or expense of schooling, the educational prospects in the home world and the potential advantages of learning overseas.

In the 1960s and 1970s, McMahon (1992) studied the migration of foreign learners from 18 emerging countries to industrialized countries, Assessment between an outbound or drive paradigm versus an inbound or pull paradigm. The push model shows that student flow was dependent on the amount of economic capital, the degree to which the developed World engaged in the global economy, the value the Developing Country government attributes to education and the standard of education opportunities at home. The student pulls up model shows that students are attracted in the host country by the relative scale of home economies, by the economic partnership between home and host country, by global sponsorship or cultural links to the host nation's political interests and, by means of academic awards or other support, by international student assistance.

McMahon (1992), possibly as a result of increased per capita schooling, has established the negative association between economic development in sending countries and the amount of student flows.

A major concern was the participation of developed countries in the external sector, as was the emphasis of the home government on education. The scale of the host country and the economies of the receiving country were closely correlated. The other explanatory factors covered the "pull" paradigm from country to country.

The resolution cycle that the foreign student goes through before choosing a final destination for the study tends to include as a minimum three different points. The candidate must plan to study overseas and not locally in stage one. By way of illustration, a number of "push" elements inside the home country will affect this. When the choice has been reached to study abroad the next step is to pick a country. The "pull" variables are significant in this second level, rendering one host country comparatively more appealing than another. Students choose an institution in stage three. A variety of external "pull" influences are more attractive to an enterprise than its adversaries. The respected institution for quality, market placement, class allocation, alliances or coalitions, offshore teaching services, staff expertise, innovation, use of computer software, resources, simple alumni, recruiting and marketing efforts such factors involve such considerations as (e.g. the use of agents and advertising) (Mazzarol T. , 1998).

Six influences were identified affecting the collection of students from a host nation (Mazzarol, T., Kemp, S. and Savery, L., 1997). Firstly, the overall degree of knowledge and understanding of the host country in the applicant's home country, influenced by the overall consistency of the information surrounding the prospective country of destination and the ease of access to the details. A part of this consideration was also the prestige of the destination for excellence, and the appreciation of its credentials in the home country of the visitor. A second factor is that bosses, families, friends and other "patrons" have received input or informal advice from their destinations prior to the final decision.

The third factor covered costs such as expenses, livelihoods, travel costs and indirect consequences, such as graft, welfare and prejudice against race. Also part of this factor was the involvement of students from the nation of the applicant (social cost), and the provision of part-time jobs (financial cost). A fourth aspect was the weather, which was linked to expectations of the destination country's "climate" report, and its actual landscape and existence. Five was spatial proximity, relating to the geographical closeness (and time) of the future host nation to the participant country. The last aspect involved social connections, which suggested whether the applicant has relatives or friends who reside in the chosen country, and whether friends and families have already resided abroad.

Such six "pull" factors provide an essential context to understand the influences which promote a host country selection by a student. They work together to build competition for international education with previously described "push" forces.

2.1.2 Push-pull" factors influencing the decision to study overseas

Table 2.1 Many students think that an overseas course is better than a local one – a crucial element in studying abroad – in four studies in Taiwan, China, and Indonesia. The other most important factor was the belief that by foreign schooling they would have a greater understanding of "western culture." This study was due to the comparatively low rate of Indian students being research scholars. Thus, responders were older than their counterparts in the other three countries and witnessed more.

Table 2.1: Factors influencing student decision to study overseas

	Taiwan (n = 361)	India (n = 152)	China (n = 689)	Indonesia (n = 404)
Percentage which indicated influencing factor was important				
Overseas course better than local	92	93	62	92
Difficult to gain entry at home	59	47	39	49
Course not available at home	5	47	33	51
Better understanding of West	9	47	9	80
Intention to migrate	43	59	38	40

Notes: Postgraduate science and technology students were samples from India. The other analyses involved graduates, vocational programs and institutions of higher education.

Adapted from “Emerald Article: "Push-pull" factors influencing international student destination choice” by Tim Mazzarol and Geoffrey N. Soutar, 2002, International Journal of Educational Management, Vol. 16

Table 2.2 reveals that a host country's "information and awareness" are calculated by four factors. The first was to promote the discovery or viewing of information about their host countries. This has seen to be an important consideration in the choosing of a host nation. The second point was the knowledge level of the host nation that a student holds. A substantial percentage of students in all four countries considered this important.

There was no unforeseen focus on the two final items and very few students wanted to live in a host country where educational conditions were low or where home certificates were not recognized. It has to be noted, though, is that they are not, by definition, adequate to guarantee that the host nation is selected. The dependent components must function together to have the requisite effect. In other words, the host country needs to be reputed for high-quality education, the qualifications of its countries and the host country have to be strongly international in nature and must make it easier for the students to understand its educational facilities.

Table 2.2: Importance of knowledge and awareness of the host country as an influencing factor motivating student destination choice

	Taiwan (n = 361)	India (n = 152)	China (n = 689)	Indonesia (n = 404)
Percentage which indicated influencing factor was important to their decision to select a particular host country				
Easy to obtain information on host	88	89	87	95
Knowledge of host country	89	82	79	94
Quality of education in host	87	96	87	99
Host qualifications recognized	88	90	88	98

Note: Samples were rendered using the same questions from four different nations.

Adapted from “Emerald Article: "Push-pull" factors influencing international student destination choice” by Tim Mazzarol and Geoffrey N. Soutar, 2002, International Journal of Educational Management, Vol. 16

Table 2.3 demonstrates the value of things linked to proper advice or recommendations from relatives and friends. The "reputation of the school" in which the student had to study was the most significant of all four nations. This doesn't shock itself, but the prestige of the entity is highly affected by the amount of individuals able to respond to it as the former 'knowledge and awareness' aspect. Relation by word of mouth is one of the most important methods of lobbying international educational organizations can custom.

It might be suggested to your children, other friends and relatives or friends the parents who are a graduate who love the experience of one specific organization.

Private hiring officers emerging from a certain college often represent the university well. More students are studying in a host country or have families visiting the country for other factors, this aspect would possibly become more significant. Families and relatives had greater control than agents, as seen in Table 2.3.

In Indonesia this was less accurate than in the other three nations, indicating the lower level of market advantage. Indonesian families have a weaker involvement than their counterparts in Taiwan, India and China in seeking a foreign study destination. The value of alumni networks to encourage foreign learning is illustrated by these studies. For educational organizations, powerful international students are an indispensable mouthpiece and rivals will be difficult to emulate easily.

Table 2.3: Importance of recommendations from friends and relatives as an influencing factor motivating student destination choice

	Taiwan (n = 361)	India (n = 152)	China (n = 689)	Indonesia (n = 404)
Percentage which indicated influencing factor was important to their decision to select a particular host country				
Parents/relatives recommended	67	60	52	80
Agents recommendation	47	30	35	62
Reputation of institution	83	94	77	93

Note: Samples were rendered using the same questions from four different nations.

Adapted from "Emerald Article: "Push-pull" factors influencing international student destination choice" by Tim Mazzarol and Geoffrey N. Soutar, 2002, International Journal of Educational Management, Vol. 16

An article by Tim Mazzarol and Geoffrey N. Soutar, 2002 demonstrates the relevance for the choice of a foreign student to choose a specific host country of these various cost concerns. It can be shown that part-time work was considerably higher than tuition, transport or housing costs. It was particularly significant for Indian, Chinese and Indonesian students representing the relative affluence of students. Most students in Taiwan did not need part-time jobs to support and some

felt part-time employment in focus groups would be counterproductive to research. In contrast, Indian postgraduate students saw part-time work as an important part of their study programmed. Throughout their preparation, many seek a chance to work in a research laboratory and gain experience in their chosen fields.

The importance of issues related to the "social costs" such as crime and security or racial discrimination was also notable, since most of the students said such factors were important in their choice of country. This may be because there were postgraduate students in the Indian samples, who were usually older and more relaxed with traveling and moving overseas.

Also significant was the existence of an existing foreign student community within the selected host country. This means that if a host nation has been able to attract reasonably large numbers of students from a certain source area, they will serve as a "pull" beyond. This impact was particularly important among the Indonesian, American, Australian or Indian participants, as well as among Taiwanese and Korean participants.

Table 2.4 demonstrates the relevance of environmental concerns to the option of destination for the academic work. It can be seen that citizens in four birth countries have shown interest in certain factors. Although environmental problems have little relevance relative to other contributing factors, it is a concern that should be discussed by host nations and their alliances when attempting to develop communications strategies. The professional and academic climate of Western campuses is appealing to students from several originating countries.

Table 2.4: Importance of environment as an influencing factor motivating student destination choice

	Taiwan (n = 361)	India (n = 152)	China (n = 689)	Indonesia (n = 404)
Percentage which indicated influencing factor was important to their decision to select a particular host country				
Comfortable climate	82	70	87	89
Exciting place to live	82	83	63	93
quiet-studious environment	86	74	86	95

Note: Samples were rendered using the same questions from four different nations.

Adapted from “Emerald Article: "Push-pull" factors influencing international student destination choice” by Tim Mazzarol and Geoffrey N. Soutar, 2002, International Journal of Educational Management, Vol. 16

Table 2.5 demonstrates the relative significance of the social relationships and regional proximity to the preference of destination for graduates. It can be seen that the presence of family or friends studying in a given host country was important for most students. The lower percentage of China can be explained by the one-child system, which has reduced the amount of siblings Chinese students may pursue overseas, plus the parents' lack of opportunities to study abroad before the 1990s.

For most students the geographical similarity was less significant. The exception was the students from Indonesia, because they chose Australia because of its near proximity throughout the 1990s.

Table 2.5: Factors motivating student destination choice, importance of social links and geographic proximity

	Taiwan (n = 361)	India (n = 152)	China (n = 689)	Indone sia (n = 404)
Percentage which indicated influencing factor was important to their decision to select a particular host country				
Friends/relatives study there	66	75	47	79
Friends/relatives live there	58	62	4	6
Geographic proximity	39	28	36	62

Note: Samples were rendered using the same questions from four different nations.

Adapted from “Emerald Article: "Push-pull" factors influencing international student destination choice” by Tim Mazzarol and Geoffrey N. Soutar, 2002, International Journal of Educational Management, Vol. 16

2.1.3 Factors influencing host institution selection

A survey undertaken by 879 students at Australian schools and universities called on respondents to determine the relevance of the 17 factors contained in Table VII for their preferences in a given university. A seven-point Likert scale of highly significant (1) to judgment was used. It was ranged from minor to no significance (7). The discrepancies between international and Australian domestic students were examined using discriminant regression. The categorical dependent variable and the independent variables are evaluated metrically in this statistical method. The results of the analysis are seen in Table 7.

The overall score for each of the 17 factors of the international student sample (FFPOS). The "discrimination feature" score also indicates whether the indicator was negative or positive in the foreign differential between the local students. A "positive" score indicates a far more significant indicator for foreign students, while a "negative" score indicates a significantly lower result. Influencing foreign students into selecting a host institution can be seen particularly as positive variables with high mean outcomes. While not significant, high medium scores are significant, suggesting that for local and foreign students the index is an essential control component.

In the article Tim Mazzarol and Geoffrey N. Soutar, 2002, it is revealed that the big problem for foreign students was the acknowledgment of their qualifications. For the local students this was also significant. An independent analysis in Table VII shows that the majority of considerations are regarded both foreign and local graduates. However, the most significant variables for international students were the institution's consistency and prestige, acceptance of its own country's credentials, international strategic relations among its universities, the standard of its personnel, its alumni 's staff and its existing international community of students.

2.1.4 A discussion of the findings

At least 8 reasons that inspire a student to study abroad were found by respondents from the four countries, and these reasons seem to be relevant irrespective of the country of origin involved. Four causes were demonstrated by the "push" forces that drive the option to study abroad. The first was a belief that international

studies are better than local studies. This feature was noticed in a series of focus group discussions initiated as part of an Australian policy analysis study conducted with Taiwanese and Indonesian international students and further discussions with Indian and Chinese students involved in the Australian policy were undertaken. The following two considerations contributed to the willingness of an applicant to enroll in local programs. If their entrance into particular research in their own countries was challenging or the curriculum, they wanted to join became inaccessible in their own country, they would opt to study abroad. A willingness to obtain greater knowledge of "the West" and an ambition to move after graduation are two other reasons that have been shown to impact the choice of a student to study abroad. There are critical issues to address in the implementation of a foreign marketing plan for education institutions. See results also indicate the comparative advantages of another 315 educational establishments in Australia, Canada, New Zealand, the USA and the UK in other surveys (Mazzarol T. , 1998).

The choice of students for a certain host country depends on the country in which the student wishes to study according to the factors that influence their abroad preferences (Kinnell, 1989). The stronger a student's experience or understanding of a given host nation, the more often he or she would want to learn. This is not shocking and may understand why so many students from different countries chose to enroll. People around the globe share an understanding of the United States as a host's country for many international students is a vital factor in defining the US' progress. The US domination of global advertising and information networks in the second half of the 20th century promoted this approach as a film and television.

The choice to study abroad also includes many decision-makers in a family decision. Parents have a specific impact when selecting a country of destination among undergraduate students. The value of parental engagement has been highlighted in a number of focus group interviews with learners from Indonesia and Taiwan. Young girls from Indonesia have announced their parents' arrival in Australia though they wish to go into the United States. We explained that Australia was "safe" to their parents and less likely to be offered "unwanted stimuli," to girls in California. Many participants expected to go as postgraduates

in the United States. The position of family and parents as key parameters was also stressed among the students from Taiwan. Since many parents in the United States studied or were related to that country in Taiwan, students would have a better likelihood of affecting the USA than other future respective countries.

In view of the value of the suggestions of relatives or colleagues for foreign student destinations, it is necessary to remember that good students can be useful sources for educational institutions. Another important element in the choice of destination is "social connections" That occurs whether a student has family or experience in the host country who lived or studied. The geographical proximity of the source to the host nation may also be a significant factor. The heavy migration of students into the U.S., Korean into Japan and Indonesian into Australia is well known. But less than most stimuli.

The expense of a foreign degree needs to be determined by the overall cost of tuition, housing expenses and other related considerations including the price of education at home or not at all. Moreover, to the basic costs of living plus tuition, learners will decide how they should work part-time during their period abroad. Many host nations grant learners the option to work part-time under their visas. It is a way to make foreign schooling feasible for other people. In the late 1980s, Australia 's work provision was largely due to the rapid growth in Chinese student enrolment at Australian English language colleges (Simington, 1989).

The present analysis suggested that costs are measured on such subjects as the air transport costs to the developing region, the degree of criminality, the prevalence of ethnic inequality and the recognition by the host organization of current credentials for study programs.

Often part of this "costs" calculation is the presence of an existing community of foreign students within a host country. This seems to be related to a belief that such a demographic would make acceptance simpler for the recipient. Each of these factors may be integrated into a factor that tests students' estimation of a host country's total expense relative to another.

The "local' climate' often affects a host country's attractiveness. The weather, the atmosphere and how the nation is perceived as calm or "studious" have been used as facets of this "climate." Discussions with students through the focus group

indicated this environment may have a major impact. Much of the students in South-East Asia found the climate to be a preferable choice for Australia than for us, New Zealand or Canada. On the other hand, conversations with Japanese and USA students undertaken by AGB during the 1990's view Australia as a place of 'beaches and pleasure,' but not for 'serious' education (AGB, 1992).

In relation to the variables impacting a particular host institution's attractiveness, the findings also indicate that while both foreign and Australian students agree that having their qualifications recognized upon graduation by prospective employers is very important, international students have been more impacted by:

- The links or partnerships of the university to other student familiar institutions.
- The reputation for excellence of an institution.
- The reputation for high-quality professionals in an agency.
- The method of recruiting graduates of an institution and word-of - mouth.
- The quantity of registered learners.
- If an organization is able to accept the credentials of students. (10)

2.2 Studies in Turkey

Higher education is being more universal, which threatens and changes the conceptual model and application of higher education. New strategies and practices are being implemented by countries and specific higher education institutions worldwide to recruit more foreign students. The rationales for internationalization and the solutions differ by country and organization. The motives for internationalization have traditionally been the science justification for improving educational alliances and growth, the economic justification for recruiting prominent academics and increasing tuition revenue, the social and cultural justification for fostering intercultural cooperation and awareness, or the political reasoning for encouraging social diplomas ((AGB, 1999).

Turkey is primarily recognized as a source country, with its long history of sending university students abroad (., 2011). Yet, like many other countries of birth, Turkey has stepped up its efforts in recent years to draw international

students. Turkey is becoming rapidly a global focal point for foreign students. In the last decade, Turkish Universities have seen the number of foreign students rise by almost 300%. The current internationalization initiatives of the Turkish Government and universities are likely to enhance Turkey's appeal to foreign students, particularly neighboring communities.

Figure 1 indicates the overall amount of students studying in Turkey during the years 1983 to 2013. Incoming learner mobility greater than before marginally between 1983 and 1992, as shown in Figure 1. In 1993, An innovative scholarship programmed run by the Turkish government, the Grand Student Scheme, has induced a substantial increase in the number of foreign students in Turkey. The movement continued to increase until 1997, and the number of international students decreased significantly per year until 2003. In 2004 the trend began to increase again dramatically and remained optimistic. About 55,000 students were accommodated in Turkey in 2013.

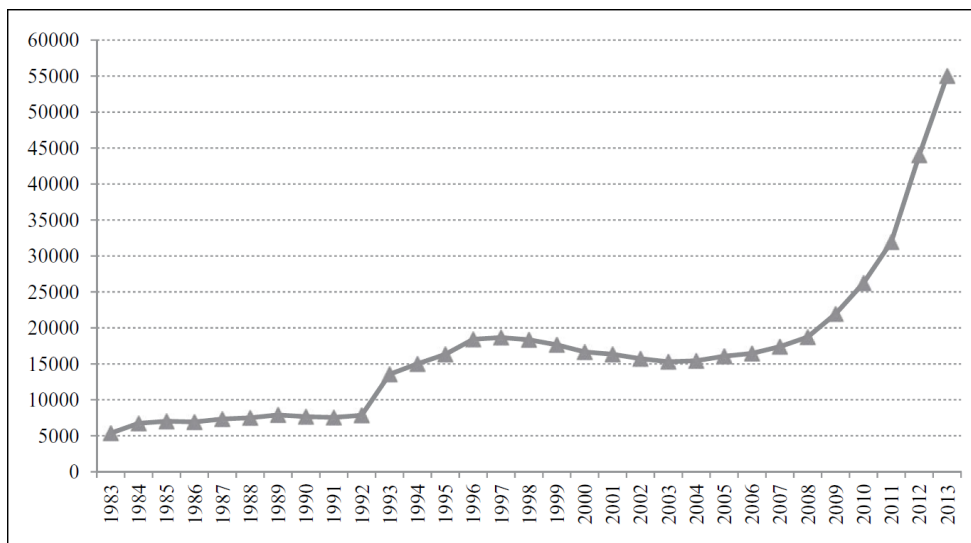


Figure 2.1: Full foreign student volume in Turkey (1983–2013).

Source: Cetinsaya (2014).

Figure 2 The overall number of foreign students who have studied in Turkey during the past two decades has risen from 55,000 to 150,000 in 2013 to 2018.

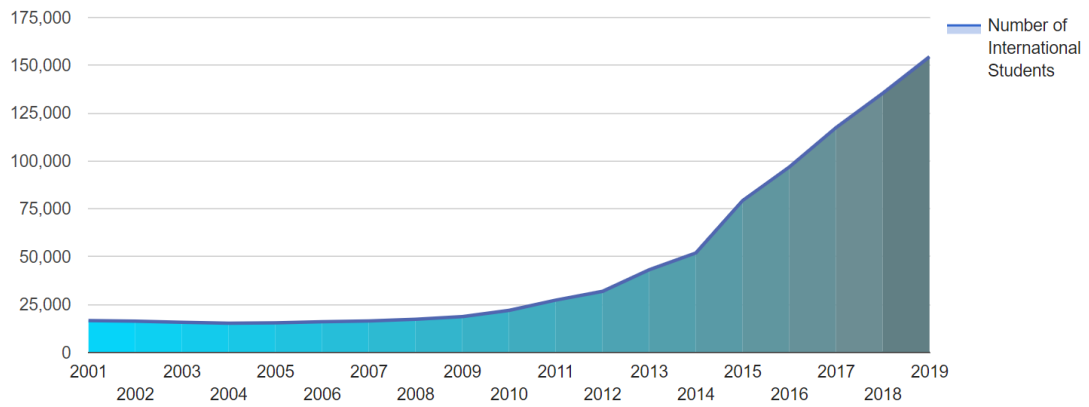


Figure 2.2: Total number of students studying internationally in Turkey (2001–2018).

Source: <http://www.studyinturkey.gov.tr/> (2018).

In recent decades, the disparity in the number of foreign students has led to several encounters with internationalization in Turkey. The second is that between 1993 and 1997, a rise in the number of overseas students is closely associated with the 1993 scholarship program of the Grand Student Project. The program aims at building continuing bridges of friendship around the Turkish world, transmitting Turkish and cultural histories, and strengthening the traditional partnership between Turkish group states, Turkish and Turkish students and highly informed societies in the former Soviet Union and Eurasia (Kavak Y and Baskan GA , 2001). In the 1990s, over half of immigrants were interested in this scholarship, along with a large number of other scholarships provided through reciprocal agreements with other nations. This indicates that earlier internationalization processes were primarily driven by social and political reasoning toward Turkish countries and cultures in the 1990s.

The downward trend noted from 1997 until 2003 illustrates some of Turkey's major challenges in its efforts to globalize. The drop in international student numbers is closely linked to high dropout rates. A total of 31,982 scholarships were issued, for example, between 1992 and 2009; of which, 16,684 were withdrawn for causes including academic misconduct, resignation, non-attendance, and the unwillingness to finish the curriculum on time. That means the Grand Student Project scholarships had a participation rate of fewer than 50 percent. This incidence is fairly low, considering that scholarship recipients are considered to be more driven and competitive than recipients at home. There are

a variety of reasons that can explain the high dropout levels of foreign students in Turkey. Although some scholars connect this issue of high defections to the prior success levels of the inbound students and inadequate selection procedures (VC, 2009), others attribute it to insufficient planning and care and support for international students (Kavak Y and Baskan GA , 2001).

The growing amount of foreign apprentices from 2004 headlong signals a shift in direction and practices with respect to the globalisation in education in Turkey. As noted before, globalization efforts in Turkey date back to the 1990s. As expressed in the Grand Student Project, these early initiatives were largely motivated by social and political rationales. In other terms, in the 1990s, foreign policy took on a central position in the globalisation of schooling in Turkey (Yanık, 2004). Indeed, the emphasis of Turkey 's new internationalization policy has often been expanded to provide intellectual and economic justifications. State officials, including the President of Turkey, the Minister of Customs and Exchange and the President of the Higher Education Council (CoHE) have consistently highlighted the value of globalisation by emphasizing scientific and economic considerations (i.e. Hürriyet, 2011a; Sabah, 2011). Today's internationalization is seen as an significant move toward enhancing the efficiency and profitability of Turkey's higher education sector. However, the economic gains of welcoming more foreign students are provided a stronger focus (Hürriyet, 2011b). Consequently, recruiting more full-fee paying foreign students has lately been a vital aspect of the internationalization strategy for Turkey.

While Turkey's globalization policy focuses, numerous structural, executive and legislative frameworks have been implemented to enable universities in the nation draw more overseas students. The main placement exam (i.e., the Foreign student test or YÖS) which foreign students were required to take for admission to Turkey's higher education institutions was abolished by CoHE, the governing body of the higher education system in 2010. Alternatively, the CoHE has granted every university authority to determine its own criteria for placement and to position foreign students themselves. Any organization was also funded by the CoHE.

The ministry 's program actually pays half of all universities' travel, housing, and advertisement costs incurred through their outreach campaigns abroad. Such

administrative and legislative arrangements enable higher education institutions in Turkey to participate more effectively in exhibitions and exhibitions abroad and to engage in marketing activities abroad.

The only studies evaluating the choice of international students in Turkish based on the McMahon trend. Kondakci (2011), for example, proposes a two-dimensional model to research why students in foreign countries choose to study in Turkey. The first factor varies between the rationales for graduates before departure and after departure. The reasoning for pre-departure is related to factors that attract international students; the explanation for pre-departure is used to explain how and why the choice of a student to study abroad in a certain area is continued. The second differentiates between the public and private rationales of the graduates. Public logic is linked to "life dimensions of host / home countries that may pull / push students to select a different place to study abroad" (p.575). By comparison, private rationales focus on the personal preferences and personal characteristics of a learner. Kondakci reveals that while economically advanced Western participants are motivated by private rationalism, East-country students are influenced by public rationalism. For students from East Asia and the Middle East, geographical, historical and political aspects are more prevalent compared to economic factors in their decision on Turkey (Kondakci, 2011).

2.2.1 Factors influencing international students' choice of Turkey

In a report by Özoğlu, M., and B.S. Gur Identified many factors which affected their choice of Turkey as their destination for the analysis. Such considerations are divided into five categories: educational quality, accessibility, incentives for scholarship, closeness and feedback from others.

- **Quality.** Several foreign students have reported claiming that schooling in Turkey is on a higher standard of quality relative to schooling in their home country. Students used common words to highlight the standard of Turkish institutions, such as: "Turkish schooling is a superior quality. That's why I chose Turkey, "There is no such schooling in our country," In Sudan the academic institutions are not really good as the educational institutions and I thought that the schooling will be much higher than

Azerbaijan." "Turkey is a good country in terms of education, and Turkey is also a great country.

- **Affordability.** "I choose Turkey because Europe costs me too much," as two students have said: "Turkey is cheaper compared to other European countries and Dubai." One other student argued that "education expense is much costlier in Europe and the United States, claiming that education access to Turkey should not have been seen as a sign of education standards. Students have recognized the affordability of education and living costs in Turkey in conjunction with alternative countries as their reasons for studying in Turkey. Turkey is easier because at the end of the day, you get the same preparation. Why should I pay extra for the same training? ". Students reported in many situations that, considering the relative standard of education for Turkey, it was nevertheless more expensive than their own countries. An example of one Moldovan student: financially speaking, it remains costly for our country [Moldova]. Yet it's great relative to the other countries.
- **Scholarships.** In the selection of Turkey as the place of high education, the availability of scholarships for international students provided by the Turkish government, the universities and their homelands was also popular. In order to understand it, I have always been dreaming about traveling and working in India, but no scholarship has been granted to live in India. I then agreed to study in Turkey because of the availability of bursaries.
- **Proximity.** The significant factors that were established for Turkey by international students are political, religious or ethnic kin (i.e. Muslim or Turkish roots). The situation is identified by a Moroccan student:
- In reality, we 'Moroccans' can easily speak French in countries. However, I did not want to go there, while my sister and my uncle are there. It's a Muslim country that I choose to come to Turkey and I don't want to forget my roots. It's nice to be welcomed in a country that thinks you are the same culture, that same religious belief in your country.
- A Palestinian student stressed that Turkey was a cultural and political kin:

- Turkey's history is very similar to our society's culture. Turkey is extremely well understood in Palestine due to recent political developments. The Turkish people and Egypt, while the rest of the Arab countries did not do anything for Palestine, supported the Palestinian People.
- A participant from Kyrgyzstan listed Turkey 's role among Islamic countries as follows: This is the most established among all Muslim countries. It is why I have selected it. An Azerbaijani student clarified why he chose Turkey, "I selected Turkey because it is the center of the Turkish nation."
- **Recommendation.** The suggestions of friends and family visiting or working in Turkey played an important role in influencing the choice of students to study in Turkey. For starters, an Albanian student said, "I liked it and my cousin was in Turkey. Again, a student from Afghanistan explained why he went for Turkey: "My uncle has studied here. He also suggested that. It was simpler for me to move here than to go to other nations”.
- International students generally regarded Turkey 's choice as their study place as a combination of several factors. Such considerations include quality of education, cost-effectiveness of education and living, learning opportunities, other suggestions, and economic, geographical, religious and ethnic connections. Given the popularity of financially advanced and English-speaking countries for studying abroad, the migration to emerging and non-Anglophone countries like Turkey is increasing (Kondakci, 2011). This growth seems to have been influenced by factors such as economic, geographical, spiritual and ethnic affinities. Furthermore, given that a great amount of worldwide learners are granted governmental and nongovernmental scholarships in Turkey, it is also appropriate for study opportunities to be a significant pull factor (VC, 2009).

2.2.2 Problems encountered by international students in Turkey

- This article offers details on the problems of foreign students in Turkey from their educational and social challenges by university applications

processes, the method of visa acquisition and the registration procedures they are faced with.

- **The application process.** The mainstream of respondents said that during the application process they did not experience any difficulties. One East Turkistan student, for instance, said that a non-profit organization had assisted her not to have any problems when applying. An Albanian student who had not completed the application at the beginning of his own private university emphasized how useful it would be for the university counseling center: “Eventually, the institution came out and told me, "To complete the application, you need these things," and I finished the implementation. As such, nothing was hard; All helped me; much of the time they called me”. According to students who reported issues, the greatest issue was inadequate knowledge. A student from Moldova said these words about the application process: "How do I apply? What papers must I bring? I didn't know anything. I didn't know anything. Nobody was there to tell us. That's why I've had trouble. Another Uzbek student who came to Turkey with his own devices was uninformed that it was necessary to obtain a diploma equivalence diploma certificate from CoHE in Turkey to enroll in Turkish for a master's degree before being in Turkey already. A Kyrgyz student argued about the long and uncertain wait for the announcement.
- Students can still be unsure about which country to select when beginning an application. They should also look at alternatives. Nonetheless, the problem encountered throughout the application procedure can serve as a sensible unless students take a definitive decision on a destination. Throughout the beginning of the process, students can lose motivation and rethink their decision. However, regardless of the simplification of the application process, students can have difficulties due to varying cultural standards and institutional processes.
- In order to simplify the operation, it would be best to include concise advice services. Advice. Counseling helps students’ whole their applications fully and will not lose their enthusiasm (Tidwell and Hanassab, 2007).

- **Visa and enrollment procedures.** During the arrival cycle to Turkey issues were divided into three groups on the basis of knowledge provided by students:
- Limited quota (numerus clauses). One of the problems facing applicants with scholarships is that due to a small limit, they cannot apply for the program major. The anger of a Moldovan student was expressed: “Learners are unable to get through the school that they love. Since there aren't enough seats, only such fields can be picked”.
- Visa. To most visitors, visa processes tend not to be a concern. Yet a Chechen student claimed that he had been searching for a visa for over 6 months.
- International office personnel. The shortage of adequately qualified foreign officers in several Turkish institutions was one of the problems international students posed. In terms of personal perceptions, students reported both positive and negative experiences. It is partly due to a shortage of preparation for foreign graduates. A student from Bulgaria explained: “When we went there to apply, they behaved as if we were the first international students ever. We did not realize that there was a gap in our papers. This was complicated and they had no awareness of this”.
- Foreign learners must have visas for entering or living in a country. It is strongly advocated, as the request process, that this method, too, should be eliminated, streamlined and completed easily through comprehensive bureaucracy. It is barrier to lengthy and unpredictable visa procedures. The US following 9/11 is the most distinctive case. The US complex visa requirements after the attacks because of security issues.
- The number of student applicants for visas has fallen significantly (Johnson, 2009). After obtaining a visa or arriving in another country, students must engage in processes including university registration and citizenship.
- Throughout the case of such practices, shortage of knowledge and professional personnel will cause the students' issues worse. It is therefore, necessary for universities to provide them with organized guidance as soon

as they arrive, because the contrary may lead students to resign before beginning their studies.

- **Academic life.** Worldwide learners throughout their university lives in Turkey have described language skills as their most challenging problem. Some students have documented trouble understanding their teachers due to inadequate Turkish (or English) awareness among students. Several students found out that there was inadequate language instruction. For instance, an Indonesian student said:
- “My language was fine for everyday contact after going to a Turkish language preparatory school, but not for academic courses”. Another Turkmenistan student said that, at the outset, she had some problems but overcame them over time.
- A further challenge in college life is the pessimistic mentality of some teachers. A Kazakhstan student said, 'Right now, I haven't seen any [discrimination]. Nevertheless, some tutors advised me: ' Instead of you there may be three Turks who have seen very small spaces in Turkish universities. Through these terms a student from Serbia reflected on the behavior of the students: "Truly, there are both good and poor educators. We do love other people and refuse to ask questions with some”.

The complexity of courses was another concern relevant to student life. Students from various countries have repeatedly emphasized that it is usually more complex for Turkish universities relative to universities in their countries of origin. "It's really challenging to get a bachelor degree here, a student from Azerbaijan admitted. I don't know why they're finding things so complicated. This could be a little simpler. Two Indonesian and Bulgarian students have reported that Turkish classes are more complicated than their homelands.

Generally, this research found that the principal issue created by education shortcomings was poor linguistic abilities, in keeping with the literature. Inadequate Turkish or English students have difficulties studying, fulfilling tasks, and interacting with teachers. During the process of their schooling, students resolve such challenges as their language abilities develop and adjust them to the program. The disparity between education structures and the perceived

difficulties with schooling in Turkey became another challenge in academic life. The complexity felt may be correlated with the degree of readiness for education among students. The negative attitude of teachers towards foreign students was another factor which affected academic performance. Those may be exceptions because only a few students mentioned issues of this type.

- **Social life.** Throughout the tests, foreign students in Turkey were found to be largely comfortable with their public exists. Only a few students indicated that because of cultural gaps they had difficulties with their social life. The following was conveyed by an Indonesian student: “Of course there are cultural shifts, Turkish students make many witches, for example, but that irritates us. But we don't like these kinds of jokes," we know they're joking. Some people reported mistakes due to their dressing scheme. For example, a Kyrgyz student shared her experience based on her particular dressing style: "Geographically, even though, for example, I ask people to dress me up when I go for a wedding. Where I come from, though, everyone looks such as this”. Foreign students of common cultural contexts reported, however, that social integration in Turkey is simpler. For instance, a Syrian student clarified this situation: "I lived in a dorm for around one month until they learned that I wasn't a Turkish resident. In my appearance, in my speech, in my culture, they could not find any different things.”
- International students have difficulties because of language barriers, as described above, in their social and academic lives. In their first years, some students reported confusion due to inadequate awareness of Turkish in daily circumstances. One topic raised by the foreign students was accommodation. The present restricted capacity of the dorms and insufficient alternate sleeping areas are responsible for this issue. A dorm student in Ankara shared his unpleasant feeling induced by crowded sleep: "Our sleeve is packed with men. It's very unpleasant. The problem is not limited to worldwide learners. Turkish learners are not happy with the public sleeping quarters (Gür et al., 2012) and often struggle to rent apartments.

- There have been financial difficulties in general for some foreign students. Several students claimed the bursaries were insufficient. A non-baccalaureate Afghan student also spoke about his monetary problems: “I’ve got a lot of financial concerns. It’s a lot better to work in Afghanistan. My community tries extremely hard and gives me savings, and it only takes me 2 weeks to use it, even though I use it carefully.”.
- In general, regardless of cultural gaps, linguistic boundaries, housing and financial difficulties, foreign students have issues with their social lives. In a different nation with diverse cultural and social traditions, worldwide learners typically feel isolation when they miss their home country’s social networks and have trouble developing new close friendships (McLachlan and Justice, 2009; Sherry et al., 2010; Yeh and Inose, 2003). To make new mates and create a new social network that is secure and healthy are time-consuming processes. This step will be endured by students without too much tension or distress. Accordingly, from the first day of their presence on campus, colleges will provide foreign students support programs. For instance, orientation programs and extracurricular programs for foreign students are used to help them resolve the initial culture shock and aid in their socio-cultural transition (Poyrazlı and Lopez 2007). This research finds that there is general satisfaction with Turkey among foreign students. Only a few documented significant social-life issues.

2.2.3 Literature Summary of the Studies on the Turkey

The global student population has grown by almost 300 per cent in Turkey over the past decade. The government and universities’ new attempts to internationalize Turkey could make it even more attractive to students from abroad, particularly from neighboring areas. This exceptional potential for development does not come without its challenges and needs obviously more analysis. Further analysis needs to be conducted on new global research destinations such as Turkey, in order to accelerate ambitious development strategies for the number of foreign students.

This research was interested through this essential and explored the influences affecting the option of studying in Turkey among international students. Since at

least a fifth of all foreign students in Turkey win scholarships, financial rewards are also big pull factors. Furthermore, to such pull factors directly linked to large - scale application social and political rationales, there are indeed factors related to internationalization's educational and work rationales that play a critical role in drawing foreign students to Turkey. These provide higher education, and reasonably small tuition and housing costs. An understanding of these findings is that Turkey does have the potential tools—both academically and economically—to become a leading destination country by emerging as a new regional hub. Recruiting more full-fee-paid international students from overseas should be an objective of both government and university goals in order to recognize this incentive.

A significant consequence of these results is that more services will be given for counselling and support programs pointed at serving overseas learners adapt to a new school environment and social life in an overseas country for this development to remain sustained and persistent. In Turkey, several organizations have already developed foreign office systems based on CoHE's decision in 2010. This is an enormous decision to respond to the increasing number of foreign students and to relieve global learners' challenge. The results similarly indicate that around instruction staff have little understanding of how to handle foreign individuals from various cultures, and therefore require formal instruction on this topic.

3. RESEARCH METHODOLOGY

3.1 Population and Sample

This investigation attempted to emphasis on worldwide learners who are studying in Turkey especially the case of Istanbul Aydin university and the Kucukcekmece area. Therefore, foreign students in the university of Istanbul Aydin and the Kucukcekmece region study among the target population. The type of random sampling, or convenience sampling, was applied to collect data for this research.

This sampling method allows nonprobability sampling with respect to the reach and convenience of researcher (Malhotra and Birks 2005). In absence of large financial and time resources and lack of consumer's database availability, convenient sampling found to be appropriate in this case.

For a descriptive research, the least sample size is 320 respondents to conduct statistical analyses of variables relationships (Sunders et al 2012). Therefore, taking into account the large population of international student studying in Turkey, the sample size for respondents was decided 320 with margin of error being 5 and confidence level 95 using Cochran's sample size determination formula. This size is neither too small nor too big to handle by the researcher. The accessibility to the respondents was made through personal administration of survey questionnaire through online survey form.

3.2 Questionnaire Design

As mentioned earlier, the questionnaire approach has been incorporated in this study for the purpose of primary data collection. Even so, it is not a straightforward job for the investigator to plan and create a questionnaire for successful execution (Peterson, 2000). For the scholar, it is one of the most complicated and fascinating tasks of performing a study. As the researcher has created it, the questionnaire is a self-administrated method for the gathering of data from interviewees to obtain insight into their mood and to respond to the

study objectives set out above. Surveys are used not only to record responses of respondents to views and convictions but also to define, compare and explain personal and social consciousness, feelings, beliefs, wishes and behavior (Bryman and Bell, 2007).

Previous experiments were examined and updated with respect to the relevant area, which helped to improve the questionnaire instrument.

Attitudinal and grouping problems were also included in the present thesis. Categorization questions are posed to the sample members in order to capture demographic and socio-economic data specific to them (Dell Hawkins and Donald Tull, 2005). Behavioral questions are directed at finding views or underlying values that foreign students have about Turkey as a research destination.

Since grouping and attitudes are two types of methodology used during the survey, two separate types of questionnaires, open-ended questions and closing questions are also available. The aim of open and closed questions is to allow the researcher to determine how best to lead the questions by the answers. It gives participants the freedom to respond freely with themselves by designing a questionnaire that is available to the public rather than merely choosing from a variety of choices. But that's not a recommended method for a thesis that needs inference by study, but closed questions can be used by the investigator. In the near ended questionnaire, there are a range of alternatives for the responders to the questions posed by the investigator from which the participants are to pick one or several (Hussey,2007). This has advantages in the analysis because the respondent can express his views and make a more connected solution possible (King, 2004).

Two key sections were structured into the questionnaire. The questionnaire also contained a cover letter outlining the purpose to all members.

In the first place, some of the population data from respondents, such as gender, age, marital status, educational degree, income, occupation and senior citizens was obtained. The details collected correctly display the characteristics of the research respondents.

The second segment consists of near questions in which ranking questions have been asked to calculate the agreement standard (Saunders et al, 2009). The Likert-style rating scale is used for this sort of query. In many other cases, it involved questions about how much they agree or oppose of a variety of demands about Turkish preference as an international student destination. A five-point Likert scale with 1 meaning high conflict and 5 mean high agreement was used in this segment.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

In order to carry out measurement analysis, mean and class interval formula were utilized to analyze the information range within each level.

The part by which interval scale was used, mean scores towards justification level of agreeable perception was used in terms of the subsequent groupings:

The overall mean score of 1.00-1.49 shows the lowest acceptable range of the respondents.

The overall mean score of 1.50-2.49 shows the low reasonable range of the respondents.

The average mean score at 2.50-3.49 reflects the modest level of consensus of the respondents.

The overall mean score of 3.50 to 4.49 reflects the high appropriate range of the respondents.

The overall mean score of 4.50 to 5.00 shows the highest agreeable amount of the respondents.

3.3 Independent and Dependent Variables

In this study, the related variables that are presented and will be examined are as follows:

Independent Variables: Micro Level (Family Influence, Expectations, Language, International Experience), Meso Level (Scholarships, Tuition, Reputation of Institution, Quality of Education in host country), and Macro Level (Immigration Policy, Social Cultural, and Security Factors).

Dependent Variable: Students Destination Choice.

3.4 Data Analysis Techniques

The collected data is run through SPSS for further statistical analysis, in order to test the relationship of independent variables (Micro level factors, Meso level factors, Macro level factors) over dependent variable (Students Destination Choice).

3.4.1 Validity and Reliability of the Questionnaire

Reliability and validity measures are used to assess the stability and consistency of the obtained data. Validity is first and foremost essential to the components of the study. In other words, it explains that, if the research is relevant to what it is intended to investigate and measure, meaning whether the results and findings able to answer the research questions (Drost, 2011; Saunders et al., 2009).

Second the reliability is regarding the consistency of the findings and results, in that the measurements are going to be repeatable whenever different researchers conduct the same measurements on other times and occasions as well as under different times and circumstances. In other words, it refers to the issue whether the questions can produce consistent results at different circumstances and times as well as under different conditions.

It has been made sure that the respondents would feel free to fill out the questionnaire form anytime through online survey questionnaire form, in order to avoid the issue of respondents feeling inconvenience to answer the questionnaire. And the reason for that is to provide flexibility for respondents, so they would be able to fill up the form in a concentrated manner anytime they feel free.

Furthermore, this method helps to avoid the circumstance when some respondents have lack of time. In order for the participants to not misunderstand the questions meaning the questionnaire design was taken cared in a rigorously manner. In the

same way, the survey was carried out through online form to ensure the confidentiality and anonymity of all the participants. Moreover, the research and investigation was based on different trustworthy sources and the gathered data were quite compatible to what has been intended.

3.4.2 Main Descriptive Tests

Descriptive method of statistics analysis was conducted through percentage and frequency in order to describe respondents' demographic related information such as (gender, age, marital status, education level, income, occupation, and major).

Likewise, Mean and standard deviation were evaluated along the process to describe independent variables (Micro level factors, Meso level factors, Macro level factors) as well as the dependent variable (Students Destination Choice) which were presented in Likert scale type of questions.

In order to analyze the effect of the independent variables on dependent variable dependence, the process of testing of hypotheses was carried out through multiple regression tests.

The relation between multiple independent or predictor variables and one dependent or criteria variable is usually described by multiple regression. A prediction variable along with the constant term is modeled according to the respective coefficients of several different variables. For multiple regression, two or three predictor variables are required, and so multiple regression is called.

3.5 Statistical Methods

In the current research statistical analysis methods consisted of:

Descriptive Statistics Analysis:

Percentage:

$$p = \frac{f}{n} \times 10 \quad (1)$$

p	Percentage
f	percentage frequency
n	frequency

Mean:

$$\bar{X} = \frac{\sum X}{n} \quad (2)$$

\bar{X} Mean

$\sum X$ Total group score

n Number of group score

Standard Deviation:

$$S.D. = \sqrt{\frac{\sum(x+\bar{X})^2}{n-1}} \quad (3)$$

$S.D.$ Standard Deviation

x Score

n Number of scores in each group

Σ Total amount

4. FINDINGS AND ANALYSIS

4.1 Introduction

The methodology being used in this research has been explained in chapter three. Based on Chochran sampling formula 320 people are surveyed from the international students in turkey. This chapter is describing and analyzing the data that are gathered from the questionnaires. This questionnaire is consisted of five parts, the first part has demographical questions while the second part is asking about micro factors that affect international student destination choice (Family Influence, Expectations, Language, International Experience). Meanwhile the third part of the questionnaire is asking about meso level factors such as (Scholarships, Tuition, Reputation of Institution, Quality of Education in host country) and at the end it is asking about Macro Level factors like (Immigration Policy, Social Cultural, Security Factors and,).

Following there will be frequency description of each part and at the end of this chapter some statistical tests like Correlation, Multiple regression and data reliability is being examined.

4.2 Demographical Frequency Analyses

Table 4.1: Respondents' Gender:

Gender		Frequency	Percent
Valid	Male	237	74.4
	Female	83	25.6
	Total	320	100

The table shows that 74.6% of respondents are male while 25.6% that are 82 people female.

Table 4.2: Age of Respondents

Age		Frequency	Percent
Valid	24 and under years old	68	21.3
	25–35 years old	236	73.8
	36–45 years old	16	5.0
	Total	320	100.0

The table reveals out of the 320 respondents, the majority of respondents were 25 to 35, totaling 236 replies (73.8%), led by 24 and under 68 (21.3%), respectively 16 (5,0%) interviewed for 36 to 45 years.

Table 4.3: Martial Status of respondents

Status		Frequency	Percent
Valid	Single	220	68.8
	Married	94	29.4
	Divorced/ Separated	Widowed/ 6	1.9
	Total	320	100.0

The table shows, most of the respondents were single totaling 220 (68.8%), 94 respondents were married (29.4%), and 6 respondents were Divorced/Widowed/Separated (1.9%).

Table 4.4: Education Level of Respondents

Level of Education		Frequency	Percent
Valid	Bachelor Degree	46	14.4
	Master Degree	267	83.4
	Doctorate Degree	7	2.2
	Total	320	100.0

The table shows, most of the respondents were Master Degree graduates totaling 267 responses (83.4%), followed by 46 respondents with Bachelor Degree (14.4%), 7 respondents were Doctorate (2.2%), respectively.

Table 4.5: Occupation of respondents

Occupation		Frequency	Percent
Valid	Private employee.	85	26.6
	Self-Employed.	154	48.1
	State enterprise employee.	17	5.3
	Others	64	20.0
	Total	320	100.0

The table shows, most of the respondents were Self-Employed totaling to 154 responses (48.1%), followed by 85 Private employees' respondents (26.6%), 64 respondents were selected Others for Occupation (20.0%), and 17 State enterprise employees (5.3%) respectively.

Table 4.6: Monthly income of the respondents

Monthly Income		Frequency	Percent
Valid	1,000 TL and lower	161	50.3
	1,001–2,000 TL	34	10.6
	2,001–3,000 TL	48	15.0
	3,001–4,000 TL	20	6.3
	4,001–5,000 TL	20	6.3
	More than 5,000 TL	36	11.3
	Total	320	100
Missing	System	1	.3
Total		320	100.0

The table shows, most of the respondent's income were within the range of 1,000 TL and lower totaling to 161 responses (50.3%), followed by 48 respondents with 2,001–3,000 TL income (15.0%), 36 respondent's income was More than 5,000 TL (11.3%), 34 respondents had 1,001–2,000 TL income (10.6%), 20 respondents had income of 3,001–4,000 TL (6,3%), and 20 respondent's income was 4,001–5,000 TL (6,3%) respectively.

Table 4.7: Major of respondents

Major		Frequency	Percent
Valid	Humanities and social sciences	19	5.9
	Medical and pharmaceutical science	42	13.1
	Natural science	158	49.4
	Engineering and technical science	83	25.9
	Agricultural science	18	5.6
	Total	320	100.0

The table shows, most of the respondent's major was Natural science totaling to 158 responses (49.4%), followed by 83 Engineering and technical science (25.9%), 42 Medical and pharmaceutical sciences (13.1%), 19 Humanities and social sciences (5.9%) and 18 Agricultural sciences (5.4%) respectively.

Table 4.8: Family Influence level while making the decision

Family Influence		Frequency	Percent
Valid	Strongly Agree	108	33.8
	Agree	122	38.1
	Neutral	52	16.3
	Disagree	22	6.9
	Strongly Disagree	16	5.0
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement "You were affected by your family's beliefs when you wanted to study in Turkey". As it can be seen 33.8% of the respondents are strongly agree while 38.1% are agree and at the same time 16.3%, 6.9% are neutral and disagree relatively, meanwhile only 5% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.9: Family influence level regarding to studying destinations

Family Influence		Frequency	Percent
Valid	Strongly Agree	79	24.7
	Agree	153	47.8
	Neutral	56	17.5
	Disagree	22	6.9
	Strongly Disagree	10	3.1
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Family opinions regarding your destination for study are very important to you”. As it can be seen 24.7% of the respondents are strongly agree while 47.8% are agree and at the same time 17.5%, 6.9% are neutral and disagree relatively, meanwhile only 3.1% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.10: Family Influence level in benefits of foreign study career and future

Family_influence3		Frequency	Percent
Valid	Strongly Agree	110	34.4
	Agree	141	44.1
	Neutral	65	20.3
	Disagree	3	.9
	Strongly Disagree	1	.3
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “My family feels that the rewards of studying abroad for my career and my future outweigh the costs”. As it can be seen 34.4% of the respondents are strongly agree while 44.1% are agree and at the same time 20.3%, 0.9% are neutral and disagree relatively, meanwhile only 0.3% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.11: International Experience [Enriching International experiences]

International Experience		Frequency	Percent
Valid	Strongly Agree	82	25.6
	Agree	174	54.4
	Neutral	59	18.4
	Disagree	2	.6
	Strongly Disagree	3	.9
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You have chosen to study in Turkey in order to enrich your international / intercultural experience”. As it can be seen 25.6% of the respondents are strongly agree while 54.4% are agree and at the same time 18.4%, 0.6% are neutral and disagree relatively, meanwhile only 0.9% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.12: Effectiveness of studying in turkey to the future career development and salary.

International Experience		Frequency	Percent
Valid	Strongly Agree	65	20.3
	Agree	166	51.9
	Neutral	75	23.4
	Disagree	12	3.8
	Strongly Disagree	2	.6
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Studying in Turkey as an international destination will have a positive effect on your upcoming business expansion and salary”. As it can be seen 20.3% of the respondents are strongly agree while 51.9% are agree and at the same time 23.4%, 3.8% are neutral and disagree relatively, meanwhile only 0.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.13: Expected to gain good quality education

Expectation		Frequency	Percent
Valid	Strongly Agree	65	20.3
	Agree	109	34.1
	Neutral	58	18.1
	Disagree	50	15.6
	Strongly Disagree	38	11.9
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You are expecting to gain quality education / learning from studying in Turkey”. As it can be seen 20.3% of the respondents are strongly agree while 34.1% are agree and at the same time 18.1%, 15.6% are neutral and disagree relatively, meanwhile only 11.9% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.14: Expected in reaching to better work opportunities

Expectation		Frequency	Percent
Valid	Strongly Agree	86	26.9
	Agree	139	43.4
	Neutral	75	23.4
	Disagree	13	4.1
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You are expecting to get better opportunities for future work from studying in Turkey”. As it can be seen 24.9% of the respondents are strongly agree while 43.4% are agree and at the same time 23.4%, 4.1% are neutral and disagree relatively, meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.15: Expectation of the challenges of studying in Turkey

Expectation		Frequency	Percent
Valid	Strongly Agree	80	25.0
	Agree	156	48.8
	Neutral	56	17.5
	Disagree	21	6.6
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You are expecting to face some difficulties studying in Turkey”. As it can be seen 25.0% of the respondents are strongly agree while 48.8% are agree and at the same time 17.5%, 6.6% are neutral and disagree relatively, meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.16: Turkish language level before coming to Turkey

Language		Frequency	Percent
Valid	Strongly Agree	64	20.0
	Agree	127	39.7
	Neutral	59	18.4
	Disagree	37	11.6
	Strongly Disagree	32	10.0
	Total	320	100
Missing	System	1	.3
Total		320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Your Turkish language level was good before coming into Turkey”. As it can be seen 20.0% of the respondents are strongly agree while 39.7% are agree and at the same time 18.4%, 11.6% are neutral and disagree relatively, meanwhile only 10.0% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.17: Wishing to improving Turkish language level while being in Turkey

Language		Frequency	Percent
Valid	Strongly Agree	90	28.1
	Agree	169	52.8
	Neutral	48	15.0
	Disagree	6	1.9
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “During your time in Turkey, you would like to develop your Turkish language skills”. As it can be seen 28.1% of the respondents are strongly agree while 52.8% are agree and at the same time 15.0%, 1.9% are neutral and disagree relatively, meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.18: Being active in communication with Turkish language

Language		Frequency	Percent
Valid	Strongly Agree	68	21.3
	Agree	150	46.9
	Neutral	67	20.9
	Disagree	20	6.3
	Strongly Disagree	15	4.7
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You are active in class communication in the Turkish language”. As it can be seen 21.3% of the respondents are strongly agree while 46.9% are agree and at the same time 20.9%, 6.3% are neutral and disagree relatively, meanwhile only 4.7% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.19: Studying status, whether to study through scholarship or not.

Scholarship		Frequency	Percent
Valid	Strongly Agree	63	19.7
	Agree	131	40.9
	Neutral	58	18.1
	Disagree	39	12.2
	Strongly Disagree	29	9.1
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You got to study in Turkey through scholarship”. As it can be seen 19.7% of the respondents are strongly agree while 40.9% are agree and at the same time 18.1%, 12.2% are neutral and disagree relatively, meanwhile only 9.1% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.20: If scholarship payments made you study in Turkey.

Scholarship		Frequency	Percent
Valid	Strongly Agree	54	16.9
	Agree	139	43.4
	Neutral	59	18.4
	Disagree	43	13.4
	Strongly Disagree	23	7.2
	Total	320	100
Total		320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The total of grant made you decide to education in Turkey”. As it can be seen 16.9% of the respondents are strongly agree while 43.4% are agree and at the same time 18.4%, 13.4% are neutral and disagree relatively, meanwhile only 7.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.21: Tuitions of studying in Turkey

Tuition of Institution		Frequency	Percent
Valid	Strongly Agree	71	22.2
	Agree	152	47.5
	Neutral	70	21.9
	Disagree	19	5.9
	Strongly Disagree	2	.6
	Total	320	100
Total		320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The tuition to study in Turkey is reasonable”. As it can be seen 22.2% of the respondents are strongly agree while 47.5% are agree and at the same time 21.9%, 5.9% are neutral and disagree relatively, meanwhile only 0.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.22: Living expenses in Turkey

Tuition of Institution		Frequency	Percent
Valid	Strongly Agree	67	20.9
	Agree	150	46.9
	Neutral	66	20.6
	Disagree	29	9.1
	Strongly Disagree	8	2.5
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The living expenses in Turkey are affordable”. As it can be seen 20.9% of the respondents are strongly agree while 46.9% are agree and at the same time 20.6%, 9.1% are neutral and disagree relatively, meanwhile only 2.5% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.23: Rule of institution reputation in choosing your studying destination

Reputation		Frequency	Percent
Valid	Strongly Agree	76	23.8
	Agree	177	55.3
	Neutral	49	15.3
	Disagree	11	3.4
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “When choosing a Turkish institution, its reputation is important to you”. As it can be seen 23.8% of the respondents are strongly agree while 55.3% are agree and at the same time 15.3%, 3.4% are neutral and disagree relatively, meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.24: Rule of academic ability of the institution in choosing studying destination

Reputation		Frequency	Percent
Valid	Strongly Agree	80	25.0
	Agree	179	55.9
	Neutral	46	14.4
	Disagree	13	4.1
	Strongly Disagree	2	.6
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The reputation of the institution in academic ability is more important to you”. As it can be seen 25.0% of the respondents are strongly agree while 55.9% are agree and at the same time 14.4%, 4.1% are neutral and disagree relatively, meanwhile only 0.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.25: If a famous institution changes your studying destination

Reputation		Frequency	Percent
Valid	Strongly Agree	63	19.7
	Agree	180	56.3
	Neutral	40	12.5
	Disagree	18	5.6
	Strongly Disagree	19	5.9
Total		320	100

The table above provides frequency data asking the respondents to give their idea about the statement “The reputation of the institution in academic ability is more important to you”. As it can be seen 19.7% of the respondents are strongly agree while 56.3% are agree and at the same time 12.5%, 5.6% are neutral and disagree relatively, meanwhile only 2.5% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.26: If the Turkish institutions met international institutions quality.

Quality		Frequency	Percent
Valid	Strongly Agree	67	20.9
	Agree	175	54.7
	Neutral	51	15.9
	Disagree	17	5.3
	Strongly Disagree	10	3.1
Total		320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The analysis and students engage climate of the institution of Turkey is equal to the anticipated standards of an international institution”. As it can be seen 20.9% of the respondents are strongly agree while 54.7% are agree and at the same time 15.9%, 5.3% are neutral and disagree relatively, meanwhile only 3.1% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.27: If Turkish institutions met the international standards.

Quality2		Frequency	Percent
Valid	Strongly Agree	60	18.8
	Agree	151	47.2
	Neutral	82	25.6
	Disagree	20	6.3
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The quality of education in Turkey is up to the standards”. As it can be seen 18.8% of the respondents are strongly agree while 47.2% are agree and at the same time 25.6%, 6.3% are neutral and disagree relatively, Meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.28: If the quality of education is well mastered.

Quality3		Frequency	Percent
Valid	Strongly Agree	65	20.3
	Agree	160	50.0
	Neutral	76	23.8
	Disagree	15	4.7
	Strongly Disagree	4	1.2
	Total	320	100

The table above provides frequency data asking the respondents to give their idea about the statement “In Turkey, the degree to which knowledge is understood and perfected is sufficient”. As it can be seen 20.3% of the respondents are strongly agree while 50.0% are agree and at the same time 23.8%, 4.7% are neutral and disagree relatively, meanwhile only 0.9% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.29: Work and living plans after studying

Immigration		Frequency	Percent
Valid	Strongly Agree	66	20.6
	Agree	159	49.7
	Neutral	71	22.2
	Disagree	16	5.0
	Strongly Disagree	8	2.5
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You are planning to work/live in Turkey after graduation”. As it can be seen 20.6% of the respondents are strongly agree while 49.7% are agree and at the same time 22.2%, 5.0% are neutral and disagree relatively, Meanwhile only 2.5% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.30: Rule of Immigration policies on studying in turkey.

Immigration2		Frequency	Percent
Valid	Strongly Agree	71	22.2
	Agree	159	49.7
	Neutral	49	15.3
	Disagree	28	8.8
	Strongly Disagree	13	4.1
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “The immigration policy promoted your decision to study in Turkey”. As it can be seen 22.2% of the respondents are strongly agree while 49.7% are agree and at the same time 15.3%, 8.8% are neutral and disagree relatively, Meanwhile only 4.1% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.31: Immigration plans after being graduated

Immigration3		Frequency	Percent
Valid	Strongly Agree	71	22.2
	Agree	152	47.5
	Neutral	62	19.4
	Disagree	18	5.6
	Strongly Disagree	17	5.3
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Immigration prospects in Turkey after graduation was important to you at the time of deciding to study in Turkey”. As it can be seen 22.2% of the respondents are strongly agree while 47.5% are agree and at the same time 19.4%, 5.6% are neutral and disagree relatively, Meanwhile only 5.3% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.32: If you agreed with social culture in Turkey

Social Culture		Frequency	Percent
Valid	Strongly Agree	83	25.9
	Agree	168	52.5
	Neutral	52	16.3
	Disagree	13	4.1
	Strongly Disagree	4	1.3
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “You agreed with Turkey’s social culture before coming to Turkey”. As it can be seen 25.9% of the respondents are strongly agree while 52.5% are agree and at the same time 16.3%, 4.1% are neutral and disagree relatively, Meanwhile only 1.3% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.33: Turkey’s social culture condition

Social_Culture2		Frequency	Percent
Valid	Strongly Agree	67	20.9
	Agree	141	44.1
	Neutral	68	21.3
	Disagree	29	9.1
	Strongly Disagree	15	4.7
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Turkey’s social culture is it open and inclusive”. As it can be seen 20.9% of the respondents are strongly agree while 44.1% are agree and at the same time 21.3%, 9.1% are neutral and disagree relatively, Meanwhile only 4.7% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.34: If lifestyle in Turkey is desirable.

Social_Culture3		Frequency	Percent
Valid	Strongly Agree	78	24.4
	Agree	173	54.1
	Neutral	52	16.3
	Disagree	12	3.8
	Strongly Disagree	5	1.6
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Perceived lifestyle in Turkey is desirable”. As it can be seen 24.4% of the respondents are strongly agree while 54.1% are agree and at the same time 16.3%, 3.8% are neutral and disagree relatively, Meanwhile only 1.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.35: If turkey is safe to study and live in.

Security		Frequency	Percent
Valid	Strongly Agree	75	23.4
	Agree	162	50.6
	Neutral	57	17.8
	Disagree	18	5.6
	Strongly Disagree	8	2.5
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Turkey is a safe home to study and live”. As it can be seen 23.4% of the respondents are strongly agree while 50.6% are agree and at the same time 17.8%, 5.6% are neutral and disagree relatively, meanwhile only 2.5% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.36: Security factors influence while choosing turkey as study destination

Security2		Frequency	Percent
Valid	Strongly Agree	72	22.5
	Agree	167	52.2
	Neutral	59	18.4
	Disagree	13	4.1
	Strongly Disagree	9	2.8
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Security factor influenced a lot when you decided to study in Turkey”. As it can be seen 22.5% of the respondents are strongly agree while 52.2% are agree and at the same time 18.4%, 4.1% are neutral and disagree relatively, Meanwhile only 2.8% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.37: If social safety is well regarded in Turkey.

Security2_1		Frequency	Percent
Valid	Strongly Agree	81	25.3
	Agree	156	48.8
	Neutral	62	19.4
	Disagree	16	5.0
	Strongly Disagree	5	1.6
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Perceived social safety is well regarded in Turkey”. As it can be seen 25.3% of the respondents are strongly agree while 48.8% are agree and at the same time 19.4%, 5.0% are neutral and disagree relatively, meanwhile only 1.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.38: If you are happy from choosing turkey as studying destination place.

International		Frequency	Percent
Valid	Strongly Agree	107	33.4
	Agree	139	43.4
	Neutral	59	18.4
	Disagree	12	3.8
	Strongly Disagree	3	.9
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “I’m happy with my decision of choosing to study in Turkey as an international destination”. As it can be seen 33.4% of the respondents are strongly agree while 43.4% are agree and at the same time 18.4%, 3.8% are neutral and disagree relatively, Meanwhile only 0.9% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.39: If turkey met the expectation of a good and standardized place for studying.

International		Frequency	Percent
Valid	Strongly Agree	79	24.7
	Agree	151	47.2
	Neutral	60	18.8
	Disagree	23	7.2
	Strongly Disagree	7	2.2
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “Turkey met my expectations of having the quality and standards of a country which hosts international students”. As it can be seen 24.7% of the respondents are strongly agree while 47.2% are agree and at the same time 18.8%, 7.2% are neutral and disagree relatively, Meanwhile only 2.2% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.40: If I recommend others to study in Turkey.

International		Frequency	Percent
Valid	Strongly Agree	83	25.9
	Agree	160	50.0
	Neutral	62	19.4
	Disagree	10	3.1
	Strongly Disagree	5	1.6
	Total	320	100.0

The table above provides frequency data asking the respondents to give their idea about the statement “I recommend it to those who are willing to study abroad of their country to choose Turkey as an international destination”. As it can be seen 25.9% of the respondents are strongly agree while 50.0% are agree and at the same time 19.4%, 3.1% are neutral and disagree relatively, meanwhile only 1.6% of the respondents have chosen strongly disagree against this idea. This table show that the majority of the respondents agree to this statement.

Table 4.41: Descriptive Statistics of the variables in the study

Statistics		Micro Level Factors	Meso Level Factors	Macro Level Factors	International Students Destination Choice
N	Valid	319	300	320	320
	Missing	1	20	0	0
Mean		2.1713	2.2163	2.1284	2.049
Median		2.0909	2.2000	2.0833	2.000
Skewness		.743	.399	1.024	1.073
Kurtosis		2.034	.618	4.427	3.039

The minimum mean in the above table is 2.049 from international destination choice while the maximum is 2.216 from Meso Level factors. However, the skewness and kurtosis are in the standard benchmark which is between 2 and -2 that means the collected data are normally distributed

4.3 Correlation Analysis

While analyzing the linear relationship between two or more variables, the researchers use correlations analysis, it also illustrates the strength and weakness relationship between two or more variables as the table below shows.

(Kalayci, 2016:116).

.90 to 1.00 (.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (.70 to .90)	High positive (negative) correlation
.50 to .70 (.50 to .70)	Moderate positive (negative) correlation
.30 to .50 (.30 to .50)	Low positive (negative) correlation
.00 to .30 (.00 to .30)	Little if any correlation

In the following table the correlation among the variables are being examined.

Table 4.42: Pearson Correlations

Correlations		Micro Level Factors	Meso Level Factors	Macro Level Factors	International Students Destination Choice
Micro Level Factors	Pearson Correlation	1	.280**	.435**	.327**
	Sig. (2-tailed)		.000	.000	.000
	N	319	299	319	319
Meso Level Factors	Pearson Correlation	.280**	1	.405**	.280**
	Sig. (2-tailed)	.000		.000	.000
	N	299	300	300	300
Macro Level Factors	Pearson Correlation	.435**	.405**	1	.723**
	Sig. (2-tailed)	.000	.000		.000
	N	319	300	320	320
International Students Destination Choice	Pearson Correlation	.327**	.280**	.723**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	319	300	320	320

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Author Estimation

As it can be seen with a significant level of 0.01 the correlation among all the variables are positive based on the data gathered from 320 respondents. However, with 43.5% which is low positive correlation the macro level factors including (Immigration Policy, Social Cultural, and Security Factors) have the highest correlation with dependent variable which is international students. Meanwhile, Micro level factors like (Family Influence, Expectations, Language, International Experience) have the second place with 32.7% that is also a low positive correlation to dependent variable while with 28% of linear correlation meso factors have the least correlations to the dependent variable among all independent variables.

4.4 Multiple Regression Analysis

Harlow, (2005) and Stevens, (2009) have explained about multiple regression analysis. This test can be used for finding out the effectiveness of independent variables on dependent variable. In other words, this test predicts on dependent variable founded on several independent variables.

Three assumptions are very common in this test to be examined and find if the variables are affecting each other. These assumptions are very crucial to be considered since ignoring them will decrease the validity of the research analysis (Sevier, 1957; Antonakis and Deitz, 2011). Following are three assumptions of multiple regression, test of normality, multicollinearity and linearity that each of them will be discussed separately.

4.5 Assumptions

4.5.1 Test of normality

Asymmetry and kurtiosis values between the interval of +2 and -2 will show that data are normally distributed (George and mallery, 2010). The table below shows that all majority of the values are in the benchmark and the graph has a bell shape which proves the data are normally distributed.

Table 4.43: Test of Normality

Statistics	Micro Level Factors	Meso Level Factors	Macro Level Factors	International Students Destination Choice
Skewness	.743	.399	1.024	1.073
Kurtosis	2.034	.618	4.427	3.039

Following is the graph for the normality distribution of dependent variable.

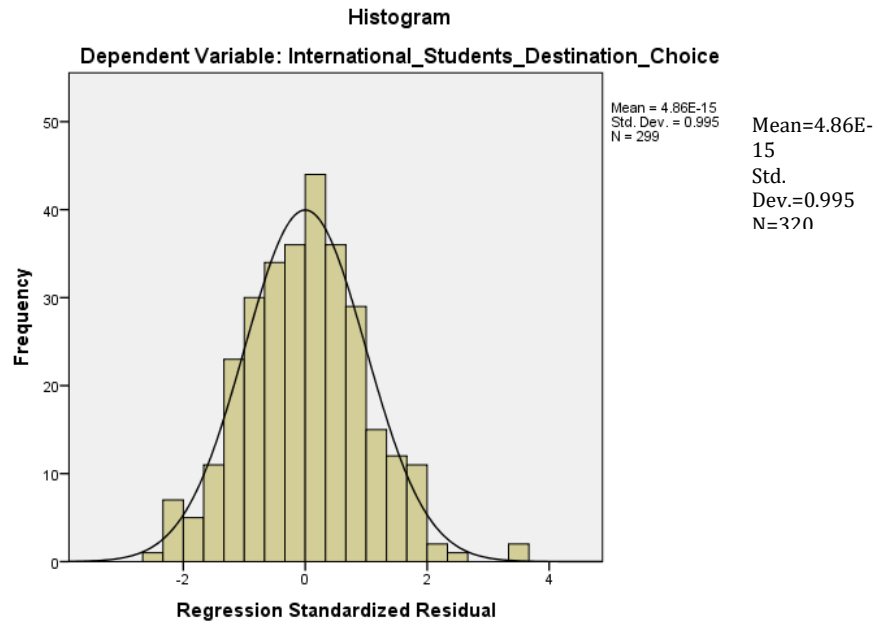


Figure 4.1: Student Destination Choice

4.5.2 Multicollinearity

Much correlation between the variables mean there is a multi-collinearity which means that some factors or variables need to be terminated since they are the same. This is being proved by a multi collinearity test through SPSS that any Tolerance values less than 0.1 means there is multi collinearity. The other method that can used for testing is variance inflation factor (VIF), according to this method any values greater than

10 means there is multi collinearity (Keith 2006).

multicollinearity among independent variables is being tested in the below table. All the values are greater than 0.1 and less than 10 VIF which means there is no multi collinearity.

Table 4.44: Multicollinearity checking

Coefficients		Collinearity Statistics	
Model		Tolerance	VIF
1	Micro Level Factors	.781	1.281
	Meso Level Factors	.825	1.212
	Macro Level Factors	.709	1.411

a. Dependent Variable: International Students Destination Choice

4.5.3 Linearity

The third assumption for testing the multiple regression analysis is checking the linearity of separately independent variable with dependent variable. The main objective of this test is to see if there is linear regression relationship among the variables (Keith, 2006; Osborne and Waters 2002).

The null hypothesis states a linear regression relationship between international student destination choice and other three independent variables. The alternative hypothesis claim an opposite statement of null hypothesis.

Following the linearity between each independent variable and dependent variable is checked separately.

Table 4.45: Linearity between international student’s destination choice and micro level factors (Family Influence, Expectations, Language, International Experience)

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.327 ^a	.107	.104		.5901

a. Predictors: (Constant), Micro Level Factors

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.248	1	13.248	38.043	.000 ^b
	Residual	110.394	317	.348		
	Total	123.642	318			

a. Dependent Variable: International Students Destination Choice
b. Predictors: (Constant), Micro Level Factors

Source: Author Estimation

Any sig<0.5 proves a significant linearity regression between variables and The table above shows a statistically significant linear regression relationship among two variables since sig is equal to 0.000. However, it is very weak but the r square is 10.7% that means the dependent variable can only be predicted by 10.7% from this independent variable. This linearity proves that these factors are affecting them while making their decision making of choosing studying destination choice since it is only 10.7%.

Table 4.46: Linearity between international student’s destination choice and Meso level factors (scholarships, Tuition, Reputation of Institution, Quality of Education in host country)

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.280 ^a	.078	.075		.6029

a. Predictors: (Constant), Meso Level Factors

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.203	1	9.203	25.318	.000 ^b
	Residual	108.317	298	.363		
	Total	117.520	299			

a. Dependent Variable: International Students Destination Choice
b. Predictors: (Constant), Meso Level Factors

Any sig<0.5 proves a significant linearity regression between variables and the table above shows a statistically significant linear regression relationship among two variables since sig is equal to 0.000. However, it is very weak but the r square is 7.8% that means the dependent variable can only be predicted by 7.8% from this independent variable. This linearity proves that these factors are rarely affecting them while making their decision making of choosing studying destination choice since it is only 7.8%.

Table 4.47: Linearity between international student destination choice and Macro level factors (Immigration Policy, Social Cultural, and Security Factors)

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.723 ^a	.523	.522		.4307

a. Predictors: (Constant), Macro Level Factors

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.791	1	64.791	349.229	.000 ^b
	Residual	58.997	318	.186		
	Total	123.789	319			

a. Dependent Variable: International Students Destination Choice
b. Predictors: (Constant), Macro Level Factors

Any $\text{sig} < 0.5$ proves a significant linearity regression between variables and the table above shows a statistically significant linear regression relationship among two variables since sig is equal to 0.000. However, the r square is 52.3% that means the dependent variable can be predicted by 52.3% from this independent variable. This linearity proves that these factors are highly affecting them while making their decision making of choosing studying destination choice since it is 52.3%.

Overall, macro level factors are mostly affecting the international students while they are making their decision of where to study.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

Finally, this is the last part of this study illustrating the discussion and analyzing of the findings. However, they are going to be summarized as well as the hypothesis of the study will be tested based on a logical and consistent relation between findings and literature review. The conclusion will be drawn relevantly and the overall recommendations will be written according to the references, finding, literature review. At the end the researcher is willing to write about future study research ideas along with barriers and challenges of this study.

5.2 Results Discussions

Finding the push-pull factors influencing worldwide 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 in chapter four.

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 chapter two that arguing the same statement (Bodycott & Lai, 2012; Bodycott, 2009, Wu, Garza & Guzman, 2015)

According to results, the independent variable (Scholarships, Fees, Academic Credibility, Quality of Education) and international student destination preferences are linked to the statistically optimistic linear relationship. However, in the literature review this relationship is also proven (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 students destination choice. Despite the fact of proving this relationship through literature review in chapter two stating that there is a relationship between these two variables (Cheung et al., 2011, Mok, 2016, Geng & Li, 2012)

Below is the summary of the overall result.

Table 5.1: Hypothesis

Hypothesis	Result	Decision
H ₁ : Micro level factors (Family Influence, Expectations, Language, international Experience) effect internationals student destination choice.	Positive and significant	Accepted
H ₂ : Meso level factors (Scholarships, Tuition, Reputation of Institution, Quality of Education) effect internationals student destination choice.	Positive and significant	Accepted
H ₃ : Macro level factors (Immigration Policy, Social Cultural, Security Factors) effect internationals student destination choice.	Positive and significant	Accepted

5.3 Conclusion

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 developments have also shown that due to the impact of internal and external variables of the world, the urge to choose to study abroad has risen inconsistently and seasonally. (OECD, 2015).

At least 8 reasons that inspire a student to study abroad were found by respondents from the four countries, and these reasons seem to be relevant irrespective of the country of origin involved. Four causes were demonstrated by the "push" forces that drive the option to study abroad. The first one was a perception that study abroad is superior than study resident. This aspect was discovered during a set of focus group considerations initiated as part of an Australian policy study performed with foreign students from Taiwan and Indonesia and further discussions were held with Indian and Chinese students who were also interested with the Australian Policy. The following two considerations contributed to the willingness of an applicant to enroll in local programs. If their entrance into particular research in host country was challenging or the curriculum they wanted to join became inaccessible in other country, they would opt to study local program (Tim Mazzarol and Geoffrey N. Soutar, 2002).

Over the last decade, however, the international graduation rate in Turkey has grown by around 300 per cent. The administration and academies' recent internationalization initiatives have the prospective to render Turkey an even more desirable destination for foreign students, including those from close states. This extraordinary prospective for growth does not come without its obstacles, and clearly needs further investigation. More work on evolving global education purposes for example Turkey is required to drive ambitious growth guidelines in the records of foreign students in those states (Özoğlu, M., B.S. Gur, 2018)

The study findings analyzed through this research indicate that, there are three general factors influencing Push-pull variables influence the preference of destination for foreign students. As said by 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. In many Asian and African countries, scarcity of admission to higher education have been a primary cause of much of the student migration that happened during the latter half of the twentieth century. In deciding the course of much of the international student flow, historical or colonial ties between the host and home countries have played an important role.

5.4 Limitations of the Research

Usually in majority of Asian countries the challenges are rather more than developed countries. Non-respondents, not trusting the researchers and afraid the data are going to be abused, not being concentrated while responding and not putting enough time even to read the questions are some prominent limitations that the researcher faced in this study.

5.5 Suggestions and Recommendation

The outcomes of these multi-country studies show that host countries and their educational institutions need to consider the significance of the 'push-pull' variables that impact the choice of destination for students. A new development in Asian government policy (e.g. China, India, Malaysia, Singapore, Hong Kong, Taiwan and Thailand) has shown a major upgrade of the local education supply side at all stages. This pattern is willing to keep and involves involvement in these

source countries by host country organizations that are establishing branch campuses (World Bank 1992). Through duration, the influence of conventional 'push' influences is likely to be diminished by this trend. The willingness of a host country and its universities to keep attracting large international student population under these circumstances will increasingly depend on the 'pull' variables listed in this report. Of all, the host country's knowledge and credibility and its structures are likely to be important. Major priorities are often expected to be the informal feedback or social media references of past alumni. Reputation efficiency is expected to be the most significant factor affecting the selection of research destinations. That's also disappointing, and that illustrates the need for the authorities of the host countries to invest in education in order to preserve efficiency. Universities have to insure which their publicity and advertising are carried out in a sophisticated way and that it is easy to justify quality statements.

5.6 Further Studies

Turkey has many great opportunities for international students to educate in. However, grounded on the literature of this learning there is an increase rate each year in this figure. This idea needs to be more evaluated and observed. Following are some topics for future studies that can be useful for the researchers:

- Learning on the flow of worldwide learners in Turkish universities: The implications and its determinants.
- Students choice behavior: Motivations of the students in terms of choosing an international university
- Motivation, Emotion and approval of the global learners in Turkey.

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APPENDIX

APPENDIX 1: Questionnaire

APPENDIX 2: Questionnaire references

APPENDIX 3: Ethical Approval Form

APPENDIX 1: Questionnaire

Objective of the current survey is to gather and provide data in order to use in MBA Research of İstanbul Aydın Üniversitesi. Findings of this paper can be beneficial to both academicians/universities that are planning to recruit international students and students who are deciding to opt Turkey as destination to study. Hence, your cooperation is appreciated.

Please fill up the following form and put "in" that corresponds you most.

1. Gender (sex)

- 1) Male 2) Female

2. Age (how many years old are you)

- 1) I'm 24 and under years old 2) I'm 25–35years old
 3) I'm 36–45years old 4) I'm 46–55years old
 5) I'm 56 and over years old

3. Marital status (what is your marital statues)

- 1) Single 2) Married
 3) Separated / Widowed/ Divorced

Education level (what education level

4. have you obtained)

- 1) I'm Under Bachelor Degree 2) I've obtained Bachelor Degree
 3) I've obtained Master Degree 4) I've obtained Doctorate Degree
 5) Others.....

Monthly income (how much do you earn

5. monthly)

- 1) 1,000 TL and lower 2) 1,001–2,000 TL
 3) 2,001–3,000 TL 4) 3,001–4,000 TL
 5) 4,001–5,000 TL 6) More than 5,000 TL

6. Occupation (what is your job)

- 1) I'm State enterprise employee 2) I'm private employee
 3) I'm Self-Employed 4) Others

7. Major (your field of study)

- 1) Natural science 2) Agricultural science
 3) Medical and pharmaceutical science 4) Engineering and technical science
 5) Humanities and social sciences

Instruction: Please fill up the bellow questions with just one "u" for each question that most resembles your opinion.

Statement		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		(5)	(4)	(3)	(2)	(1)
Family Influence						
1	You have been influenced by the opinions of your Family when you made your decision to study in Turkey					
2	Family opinions regarding your destination for study are very important to you					
International Experience						
1	You have chosen to study in turkey in order to enrich my international / intercultural experience					
2	Studying in Turkey as an international destination will have a positive effect on your future career development and salary					
Exceptions						
1	You are expecting to gain quality education / learning from studying in Turkey					
2	You are expecting to get better opportunities for future work from studying in Turkey					
3	You are expecting to face some difficulties along studying in Turkey					

Language						
1	Your Turkish language level was good before coming into Turkey					
2	You wish to improve your Turkish language skills during your stay in Turkey					
3	You are active in class communication in Turkish language					
Scholarships						
1	You got to study in Turkey through scholarship					
2	The amount of scholarship made you decide to study in Turkey					
Tuition						
1	The tuition to study in Turkey is reasonable					
2	The living expenses in Turkey are affordable					
Reputation of Institution						
1	When choosing a Turkish institution, its reputation is important to you					
2	The reputation of the institution in academic ability is more important to you					
3	The reputation of the institution in famous alumni is more important to you					
Quality of Education in Host						
1	The study and academic research environment of the university of Turkey is up to the expected levels of an international institution					
2	The quality of education in Turkey is up to the standards					
3	The degree to which knowledge is understood and					

	mastered is quite sufficient in Turkey					
Immigration Policy						
1	You are planning to work/live in Sweden after graduation					
2	The immigration policy promoted your decision to study in Turkey					
Social Culture						
1	You agreed with Turkey's social culture before coming to Turkey					
2	Turkey's social culture is it open and inclusive					
Security Factors						
1	Turkey is a safe place to study and live					
2	Does security factor influenced a lot when you decided to study in Turkey					
International Destination Choice						
1	I'm happy with my decision of choosing to study in Turkey as an international destination					
2	I recommend it to those who are willing to study abroad of their country to choose Turkey as an international destination					

APPENDIX 2: Questionnaire references

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RESUME

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Master of Business Administration (MBA)	
Istanbul Aydin University, Istanbul, Turkey	2021
Bachelor of Economics, Economics and Management	
Asia Higher Education Institute, Herat, Afghanistan	2015
Ustad Riaz High School	
Herat, Afghanistan	2009
English Courses	
Mashal Educational Academy Herat, Afghanistan	2009
Computer programs	
Mashal Educational Academy Herat, Afghanistan	2010

WORK EXPERIENCE

Salesman at Roshan TDCA	2013-2017
Marketing Officer at Ehsan Azimi Co Ltd	2012-2013
Surveyor at institutional ALTAI organization training center	2012

Languages

- Persian (Native)
- English (Fluent)

Publications

- Master degree dissertation: The Push-Pull Factors Influencing International Students' Destination Choice: A Case Study in Turkey.
- Bachelor degree dissertation: World trade organization introduction and how is it possible for Afghanistan to become a member at it.

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